



Concordia  
UNIVERSITY • SAINT PAUL

Responsive. Relevant. Real.

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# ACADEMIC CATALOG UNDERGRADUATE AND GRADUATE

2013 - 2014

A comprehensive and coeducational Lutheran university



Founded in 1893,  
Concordia University is  
located in the midway  
neighborhood of Saint Paul,  
Minnesota.

The university operates under  
the auspices of the  
Lutheran Church – Missouri Synod,  
and currently grants  
the following degrees: Bachelor of Arts,  
Bachelor of Science, Bachelor of Business  
Administration, Master of Arts,  
Master of Business Administration,  
and the Educational Specialist

**CONCORDIA UNIVERSITY, SAINT PAUL**  
**ACADEMIC CATALOG UNDERGRADUATE AND GRADUATE**  
**2013 – 2014**



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

**HERE PRIVATE EDUCATION IS A VALUE INVESTMENT  
 RESPONSIVE. RELEVANT. REAL.**

COLLEGE PROFILE	
Type	Private not-for-profit Comprehensive, Coeducational
Affiliation	The Lutheran Church - Missouri Synod
Level	4-year or above
Undergraduate Instructional Program	Professions focus, some graduate coexistence
Graduate Instruction Program	Post-baccalaureate professional (education dominant)
Enrollment Profile	Majority undergraduate
Undergraduate Profile	Full-time four-year, selective lower transfer-in
Student Population (headcount)	2,941 (fall, 2012)
Student Population (fulltime equivalent)	2,468 (fall, 2012)
Size and Setting	Small four-year, primarily residential; urban
Basic	Master's Colleges and Universities (larger programs)





### *From the Office of the President*

Dear Friends:

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

If you are a prospective student and are looking at our catalog for the first time, we hope you are planning to visit our campus to introduce yourself and tell us about your personal needs and aspirations for a college education. Even though we have not met you yet, we believe in you and your God-given potential. If you are already a Concordia University student we look forward to continuing with you on your journey of self-discovery and increasing knowledge and skills. We are committed to

empowering you to take hold of your purpose for your life and career, as well as the unique opportunities to serve others, which will come your way in the decades ahead.

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

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

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

**Rev. Thomas K. Ries**  
*President*

## 2013 - 2014 Theme: "Walk in Love"

### 120th Academic Year

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Saint Paul, Minnesota  
55104-5494

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[www.csp.edu](http://www.csp.edu)

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

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

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

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

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

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

College of Arts and Letters  
College of Business and Organizational Leadership  
College of Education and Science  
School of Continuing Studies  
School of Graduate Studies

## TABLE OF CONTENTS

Academic Advising	55	Graduation Requirements	76, 148
Academic Affiliates	20	Health Services and Insurance	56
Academic Calendars	15	History of the University	13
Academic Credit for Prior Experience	69, 148	Honorary Societies	73
Academic Degrees	21	Independent Study	68, 145
Academic Information – Graduate	145	In-Progress Grades	71, 147
Academic Information – Undergraduate	66	Internships	68
Academic Integrity	74, 148, 150	Intramural Program and Activities	61
Academic Policies and Procedures - UG	32, 67	Learning Services	56
Academic Policies and Procedures – Graduate	145	Legal Notices	29
Accreditation	19	Logo	11
Administrative Organization and Faculty	169	Ministry Opportunities	62
Admission: Graduate Programs	37	Mission	11
Admission: Undergraduate Degree		Music, Theatre, and Visual Arts	62
Completion Programs	35	NCAA Division II Athletics	38, 63
Admission: Undergraduate Traditional Programs	32	Notice of Non-Discrimination	29
Advanced Placement Program	34, 36	Oswald Hoffmann Institute for Christian	
Athletic Associations and Activities	63	Outreach	65
Auditing Courses	67, 145	Parking	60
Book of the Year	64	Pass/No Pass Grading	71
Campus	25	Post-Secondary Enrollment Option (PSEO)	34
Campus Map	14	Pre-Professional Programs	163
Campus Ministry	57	Presidents, University	13
Career Services	55	Professional Church Work Programs	165
Center for Hmong Studies	64	Promise to Students	11
Certificates/Certifications	24, 142, 143, 165	Research with Human Subjects	73, 147
Clubs and Organizations	61	Residence Halls	27
Co-Curricular Activities	60, 166	Residence Hall Policies	59
College and Departmental Organization		ROTC	75
and Faculty	160	Satisfactory Academic Progress	72, 147
College-Level Examination Program (CLEP)	34, 36	Satisfactory Academic Progress for	
Colleges and Schools	21	Financial Aid Policy	46
Contact Information	9	Scholarships	49
Continuing Studies Program	166	Scholarships – Annual Gifts	54
Counseling Services	55	Scholarships – Endowed Funds	50
Course Descriptions	177	School of Continuing Studies	166
Curriculum	78	Seal	8
Diversity Initiatives	28	Security	60
Educational Experience	12	Service Learning	57
Emeriti Faculty	176	Student Accessibility Services	55
Enrollment (fall 2012 census)	21	Student Association	61
Facilities	25	Student Education Records	30
Faculty	171	Student Housing	59
Family Educational Rights and Privacy Act	29	Student Services	55
Financial Aid	46	Study Abroad	49
Financial Aid and Withdrawing/Dropping		Tuition and Fees	40
from Concordia University	48	Tutoring Services	56
Financial Aid for Church Vocations	48	Undergraduate Majors	22, 84
Financial Aid for Summer School	48	Undergraduate Minors	24, 129
Financial Aid Programs Available	49	Undergraduate Programs	22
Fine and Performing Arts	63	University Seal	8
Food Service	60	University Outcomes	80
Framework for Learning	78	University-Owned Apartments	60
General Education Requirements	81	Vision and Values	11
Grading System	70, 146	Work Study	54
Graduate Programs	22, 145, 151	Writing Center	57

## THE CONCORDIA UNIVERSITY SEAL



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

## UNIVERSITY CONTACT INFORMATION

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

Main Contact/Switchboard	.....	(651) 641-8278 or (800) 333-4705
TTY	.....	(651) 641-8406
General FAX Number	.....	(651) 603-6320
Academic Affairs	.....	(651) 641-8730
Accessibility Services	.....	(651) 641-8272 (V)
	.....	(651) 603-6222 (TTY)
Admission: Undergraduate	.....	(651) 641-8230 or (800) 333-4705
Admission: Degree Completion	.....	(651) 641-8230 or (800) 333-4705
Admission: Graduate	.....	(651) 641-8230 or (800) 333-4705
Academic Advising	.....	(651) 603-6318
Alumni Relations	.....	(651) 641-8223
Athletics	.....	(651) 641-8854
Bookstore	.....	(651) 641-8262
Business Office	.....	(651) 641-8206
Community Action, Leadership, and Learning Center (CALL Center)	.....	(651) 641-8236
Career Services	.....	(651) 603-6241
Center for Hmong Studies	.....	(651) 641-8870
Colleges		
Arts and Letters	.....	(651) 641-8248
Business and Organizational Leadership	.....	(651) 641-8863
Education and Science	.....	(651) 641-8200
Colloquy Program	.....	(651) 641-8892
Continuing Studies, School of	.....	(651) 603-6268
Financial Aid	.....	(651) 603-6300
Help Desk	.....	(651) 641-8866
Hoffmann Institute	.....	(651) 641-8701
Learning Assistance	.....	(651) 641-8769
Library Circulation Desk	.....	(651) 641-8237
Multicultural Affairs	.....	(651) 603-6151
Registrar's Office/Transcripts	.....	(651) 641-8233
Residence Life/Housing	.....	(651) 641-8228
Schools		
Continuing Studies	.....	(651) 603-6268
Graduate	.....	(651) 603-6184
Service Learning	.....	(651) 641-8236
Student Affairs	.....	(651) 641-8216
Student Business Services	.....	(651) 603-6300
Student Academic Services	.....	(651) 641-8825
Study Abroad	.....	(651) 641-8236



## UNIVERSITY MISSION

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

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

Therefore, the university pursues the following purposes:

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

## VISION AND VALUES

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

## MOTTO

In litteris proficere volo malo diligere Jesum

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

## PROMISE TO STUDENTS

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

## LOGO

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



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

## EDUCATIONAL EXPERIENCE

Concordia University is a coeducational and comprehensive Lutheran university that, at the undergraduate level, is grounded in the liberal arts. The University offers both undergraduate and graduate academic programs. Concordia University is selective in its admissions standards and offers a dynamic learning environment, the chance to get involved in activities outside the classroom and an opportunity to make lifelong friendships, and to explore the relationship between faith and learning. It is a private, not-for-profit university that is focused on preparing students for professional vocations (life, career, and service) and/or further opportunities in higher education. A majority of the students are undergraduates.

At the undergraduate level, Concordia University engages students in a multi-disciplinary, multi-cultural exploration of human knowledge and experience. The curriculum cultivates the basic skills students need to succeed in college and beyond, and introduces students to the traditional liberal arts disciplines through General Education coursework. The combination of coursework in General Education, a major and/or minors, and electives assist students in developing both breadth and depth in their college education. The function of the General Education program – known specifically as 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 University students – both in and out of the classroom – is placed within this overarching structure. The Framework for Learning includes goals and competencies in eight areas: aesthetic, intellectual, physical, spiritual, communication, interpersonal, civic, and global. It is designed to introduce “students to academic content areas central to the classical liberal arts and to the university’s identity, as expressed in its mission statement, and to the most essential components of these areas; it develops and cultivates skills requisite to any intellectual or professional endeavor; and it does so in a manner attentive to the abstract or methodological dimensions of the subject at hand” (Faculty Handbook). The purpose of the general education curriculum is to provide Concordia University students with the opportunity to grow and develop:

- a. skill in analysis, synthesis, integration, research, or evaluation;
- b. skill in problem solving, or in the application of the foregoing abilities to solve problems;
- c. skill in creative expression or design;
- d. skill in ethical reasoning or decision-making (in part by applying such core concepts as Christian vocation, responsibility and rights, liberty and justice, etc.); or,
- e. appreciation for human interaction and expression in smaller and larger communities, with all of the complexity this entails.

A student’s General Education program consists of courses in 10 different academic areas and accounts for approximately 47 semester credits of the 128 required for graduation: fine arts, history and political science, communication, global studies, social and behavioral science, health and physical education, literature, mathematics and natural science, religion and theology, and writing.

In order to complete an undergraduate degree at Concordia University, students must complete the general education requirements, an academic major or two minors, and electives that total a minimum of 128 semester credits. A minimum of 32 semester credits and half of any major must be completed in residence at Concordia University. There are over 50 majors and over 30 minors from which to choose.

Concordia University has been offering graduate programs since 1991 and currently enrolls over 1,200 graduate students in 15 different areas of study. The graduate programs with the most students enrolled are teacher education, business, family life education, criminal justice, and sports management. The graduate programs are “stand alone” programs in that students complete coursework in their area of interest. Graduate programs range in size from 30 to 45 semester credits and are offered in three formats – face to face, blended, and fully online. The programs are well-established, well-respected, are career-focused and relevant to the workplace, are taught by innovative and supportive faculty, and are designed to be affordable and flexible for the working student. They are all offered through the use of a dynamic learning community – students typically begin and end with the same group of fellow scholars.

The Principles of Graduate Study at Concordia University include the following:

- Graduate coursework is more creative.
- Graduate coursework is more self-directed.
- Graduate coursework is more rigorous.
- Graduate coursework is more attentive to epistemological issues.
- Graduate coursework is more attentive to research.
- Graduate coursework is more a community of learners, rather than merely a teacher-student relationship.
- Graduate students give careful consideration to research, information, and bibliographic references.
- Graduate learning is not just remembering information, it is constructing knowledge.
- Graduate professors are actively engaged in research and learning.

## HISTORY OF THE UNIVERSITY

Concordia University was founded in 1893 to provide a Christian learning environment for high school students preparing to enter the professional ministries of The Lutheran Church – Missouri Synod. In the ensuing decade, Concordia continued to grow, adding a fourth year of high school and by 1921 had added the freshman and sophomore college years. The change made it possible for Concordia High School students to remain at their high school alma mater to complete their first two years of college work before transferring to a Concordia Senior College where they would finish their studies in the church professions or teaching. Concordia College admitted its first class of female students in fall 1950 – much to the delight of the young men on campus and to the dismay of coeducational opponents who predicted a significant drop in academic achievement. Despite this new "distraction," students continued to excel in their studies. Concordia College entered a decade of intense expansion and growth. The college began granting Associate in Arts degrees in 1951 and earned accreditation as a two-year college in 1959.

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

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

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

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

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

In 1999, Concordia University 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.

PAST COLLEGE AND UNIVERSITY PRESIDENTS			
Theodore Henry Carl Buenger	1893 – 1927	Gerhardt Wilfred Hyatt	1976 – 1983
Martin A. H. Graebner	1927 – 1946	Alan Frederick Harre	1984 – 1988
Willy August Poehler	1946 – 1970	John Franklin Johnson	1989 – 1990
Harvey A. Stegemoeller	1971 – 1975	Robert Arthur Holst	1991 – 2011

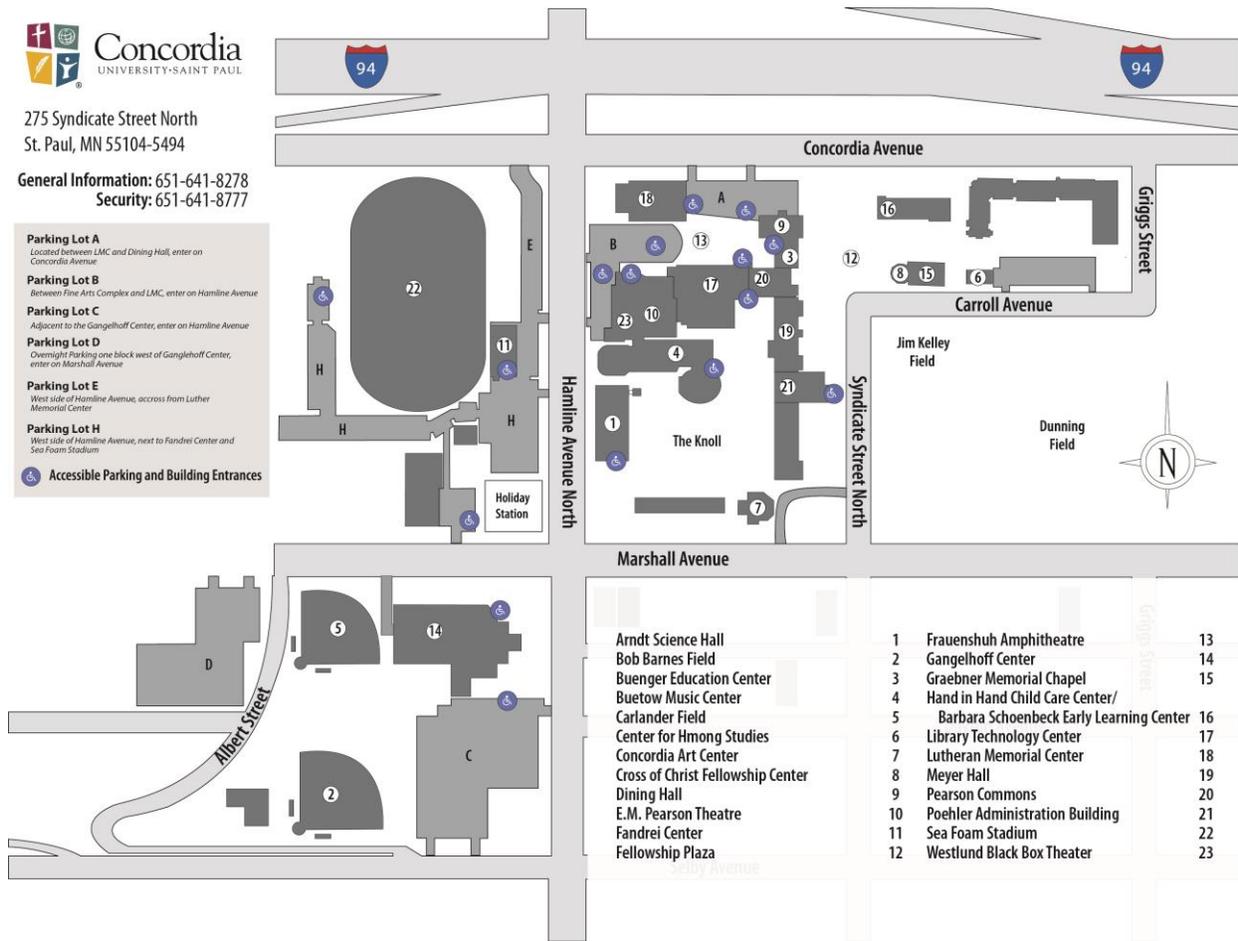
# CAMPUS MAP



275 Syndicate Street North  
St. Paul, MN 55104-5494

General Information: 651-641-8278  
Security: 651-641-8777

- Parking Lot A**  
Located between LMC and Dining Hall, enter on Concordia Avenue
  - Parking Lot B**  
Between Fine Arts Complex and LMC, enter on Hamline Avenue
  - Parking Lot C**  
Adjacent to the Gangelhoff Center, enter on Hamline Avenue
  - Parking Lot D**  
Overnight parking one block west of Gangelhoff Center, enter on Marshall Avenue
  - Parking Lot E**  
West side of Hamline Avenue, across from Luther Memorial Center
  - Parking Lot H**  
West side of Hamline Avenue, next to Fandrei Center and Sea Foam Stadium
- Accessible Parking and Building Entrances



## ACADEMIC CALENDARS 2013–2015

### PARENT CALENDAR AND CALENDAR FOR COHORT-DELIVERED PROGRAMS 2013–2014

#### Semester One: Monday, August 26 – Tuesday, December 31

Cohort Course 1) Monday, September 9 – Friday, October 25

Cohort Course 2) Monday, October 28 – Friday, December 20 (Thanksgiving Week off)

#### Semester Two: Wednesday, January 1 – Sunday, May 11

Cohort Course 1) Monday, January 13 – Friday, February 28

Cohort Course 2) Monday, March 3 – Friday, April 25 (Holy Week off)

#### Semester Three: Monday, May 12 – Sunday, August 24

Cohort Course 1) Monday, May 12 – Friday, June 27

Cohort Course 2) Monday, July 7 – Friday, August 22

### TRADITIONAL UNDERGRADUATE ACADEMIC CALENDAR 2013–2014

#### FALL SEMESTER 2013

August 25 – August 28, 2013: Welcome Week

August 26, Monday: Start of fall semester

Classes begin for new freshmen

August 29, Thursday: Classes begin for all other traditional students

September 2, Monday – Labor Day: No classes

September 5, Thursday: Last day to add a full semester course

Last day to add or drop a first half semester course without record

September 12, Thursday: Last day to drop a full semester course without record

October 3, Thursday: Deadline for requesting Pass/No Pass grading

Last day to withdraw from a first half semester course (W)

October 10 – 13, Thursday – Sunday: Fall break, No classes

October 14, Monday: Classes resume

October 21, Monday: Midterm and end of first half semester courses

October 23, Wednesday: Second half semester courses begin

October 29, Tuesday: Last day to add or drop a second half semester course without record

November 11, Monday: Last day to withdraw from a full semester course (W)

November 18 – 21, Monday – Thursday: Registration for spring semester

November 26, Tuesday: Last day to withdraw from a second half semester course (W)

November 27 – December 1, Wednesday – Sunday: Thanksgiving break

December 2, Monday: Classes resume

December 13, Friday: Classes end

December 16 – 19, Monday – Thursday: Fall semester finals

December 20, Friday: Residence hall move out day

December 24, Tuesday: Grades due

December 21, 2013 – January 12, 2014: Semester break, No classes

#### SPRING SEMESTER 2014

January 13, 2014, Monday: Classes begin

January 17, Friday: Last day to add a full semester course

Last day to add or drop a first half semester course without record

January 20, Monday: Martin Luther King Day, No classes

January 27, Monday: Last day to drop a full semester course without record

February 17, Monday: Deadline for requesting Pass/No Pass grading  
Last day to withdraw from a first half semester course (W)

March 3, Monday: Midterm and end of first half semester courses  
March 4, Tuesday: Second half semester courses begin  
March 8 - March 16, Saturday - Sunday: Spring break, No classes  
March 17, Monday: Classes resume  
March 17, Monday: Last day to add or drop a second half semester course without record  
March 31, Monday: Last day to withdraw from full semester course (W)

April - Academic Honors Convocation: to be announced  
April 14, Monday: Last day to withdraw from a second half semester course (W)  
April 16 - April 21, Wednesday - Monday: Easter break  
April 22, Tuesday: Classes resume

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 SEMESTER 2014**

May 12, Monday: Start of Summer Semester  
May 19 - Monday through June 27, Thursday: Summer Session #1 for Traditional courses  
May 26, Monday - Memorial Day: Campus offices closed, No Classes

June 28 - July 6: Holiday Week, No Classes

July 7, Monday through August 15, Friday: Summer Session #2 for Traditional courses

August 22, Friday: End of Summer Semester

### **PARENT CALENDAR AND CALENDAR FOR COHORT-DELIVERED PROGRAMS 2014-2015**

**Semester One: Monday, August 25 - Wednesday, December 31**  
Cohort Course 1) Monday, September 8 - Friday, October 24  
Cohort Course 2) Monday, October 27 - Friday, December 19 (November 22-30 Break)

**Semester Two: Thursday, January 1 - Sunday, May 10**  
Cohort Course 1) Monday, January 12 - Friday, February 27  
Break Week (February 28 - March 8)  
Cohort Course 2) Monday, March 9 - Friday, May 1 (March 28 - April 5 Break)

**Semester Three: Monday, May 11 - Sunday, August 23**  
Cohort Course 1) Monday, May 11 - Friday, June 26  
Cohort Course 2) Monday, July 6 - Friday, August 21 (June 27 - July 5 Break)

## TRADITIONAL UNDERGRADUATE ACADEMIC CALENDAR 2014–2015

### FALL SEMESTER 2014

August 22 – August 24, 2014: Move in days and “Welcome Week”

August 25, Monday: Start of Fall semester

Classes begin for all traditional and undergraduate students

August 29, Friday: Last day to add a full semester course

Last day to add or drop a first half semester course without record

September 1, Monday – Labor Day: No classes

September 8, Monday: Last day to drop a full semester course without record

September 29, Monday: Last day to withdraw from a first half semester course (W)

October 15, Wednesday: Midterm and end of first half semester courses

Deadline for requesting Pass/No Pass grading

October 10 – 13, Thursday – Sunday: Fall break, No classes

October 20, Monday: Second half semester courses begin

October 24, Friday: Last day to add or drop a second half semester course without record

November 5, Wednesday: Last day to withdraw from a second half semester course (W)

November 17 – 20, Monday – Thursday: Registration for spring semester

November 21, Friday: Last day to withdraw from a second half semester course (W)

November 24 – November 30, Monday – Sunday: Thanksgiving Break, No Classes

December 12, Friday: Classes end

December 15 – 18, Monday – Thursday: Fall semester finals

December 19, Friday: Residence hall move out day

December 22, 2014 – January 11, 2015: Semester break, No classes

December 26, Friday: Grades due

### SPRING SEMESTER 2015

January 12, 2015, Monday: Classes begin

January 16, Friday: Last day to add a full semester course

Last day to add or drop a first half semester course without record

January 19, Monday: Martin Luther King Day, No classes

January 26, Monday: Last day to drop a full semester course without record

February 16, Monday: Last day to withdraw from a first half semester course (W)

March 2, Monday: Midterm and end of first half semester courses

Deadline for requesting Pass/No Pass grading

March 3, Tuesday: Second half semester courses begin

March 7 – March 15, Saturday – Sunday: Spring break, No classes

March 16, Monday: Last day to add or drop a second half semester course without record

March 30, Monday: Last day to withdraw from full semester course (W)

April 1 – April 6, Wednesday – Monday: Easter break, No classes

April 17, Friday: Last day to withdraw from a second half semester course (W)

April – Academic Honors Convocation: to be announced

May 1, Friday: Classes end

May 4 – 7, Monday – Thursday: Spring semester finals

May 7, Thursday: Baccalaureate Service

May 8, Friday: Residence hall move out day

May 8 – 9, Friday – Saturday: Commencement Ceremonies

May 14, Thursday: Grades due (12:00 noon)

### **SUMMER SEMESTER 2015 (PENDING APPROVAL)**

May 11, Monday - June 26, Thursday: Summer Session #1 (7 weeks)

May 25, Monday - Memorial Day: University offices closed, No classes

June 27, Saturday - July 5, Sunday: Holiday Week, No classes

July 6, Monday - August 21, Friday: Summer Session #2 (7 weeks)

August 21, Friday: Grades due (12:00 noon)

### **PARENT CALENDAR AND CALENDAR FOR COHORT-DELIVERED PROGRAMS 2015-2016**

#### **Semester One: Monday, August 24 - Thursday, December 31**

Cohort Course 1) Tuesday, September 8 - Monday, October 26

Cohort Course 2) Tuesday, October 27 - Monday, December 21 (November 21-29 Break)

#### **Semester Two: Thursday, January 1 - Sunday, May 10**

Cohort Course 1) Monday, January 11 - Friday, February 26

Break Week (February 27 - March 6)

Cohort Course 2) Monday, March 7 - Friday, April 29 (March 19 - 27 Break)

#### **Semester Three: Monday, May 9 - Sunday, August 21**

Cohort Course 1) Monday, May 9 - Friday, June 24

Cohort Course 2) Monday, June 27 - Friday, August 19 (July 2 - 10 Break)

## ACCREDITATION

### UNIVERSITY

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

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

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

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

### BUSINESS PROGRAMS

Concordia University is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP) to offer the Bachelor of Business Administration with the following majors. The most recent accreditation for the Bachelor of Business Administration was granted in April 2005.

- Accounting
- Finance
- Marketing
- Double majors – Accounting and Finance, Finance and Marketing

Accreditation Council for Business Schools and Programs, 7007 College Boulevard, Suite 420, Overland Park,  
KS 66211; (913) 339-6226.

### FAMILY LIFE EDUCATION PROGRAMS

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

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

### TEACHER EDUCATION PROGRAMS

All professional teacher education licensure programs have been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1969. NCATE is recognized by the United States Department of Education and the Council for Higher Education as a professional accrediting body for teacher preparation. NCATE determines which colleges of education meet rigorous national standards in preparing teachers and other classroom specialists. The Concordia University, Saint Paul, programs were most recently reviewed in 2008 and reaccreditation was granted through 2015. All graduate programs in education are also fully accredited by NCATE. Additionally, all teacher licensure programs are approved by the Minnesota Board of Teaching with the most recent approval completed in 2008 and through 2015.

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.

**ACADEMIC AFFILIATES**

American Association of Colleges of Teacher Education (AACTE)  
Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE)  
Association of Collegiate Business Schools and Programs (ACBSP)  
Concordia University System (CUS)  
Council of Independent Colleges (CIC)  
Higher Learning Commission (HLC) of the North Central Association (NCA)  
Midwestern Association of Graduate Schools (MAGS)  
Minnesota Association of Colleges of Teacher Education (MACTE)  
Minnesota Department of Education (MDE)  
Minnesota Office of Higher Education (OHE)  
Minnesota Private College Council (MPCC)  
National Association for Education of Young Children (NAEYC)  
National Council for Accreditation of Teacher Education (NCATE)  
National Council for Family Relations (NCFR)

## ENROLLMENT (FALL, 2012 CENSUS)

University Headcount	2,941
University Fulltime Equivalent	2,468
Traditional Undergraduate Headcount	1,211
Traditional Undergraduate Fulltime Equivalent	1,010
Degree Completion Undergraduate Headcount	541
Degree Completion Undergraduate Fulltime Equivalent	229
Graduate Headcount	1,189
Graduate Fulltime Equivalent	1,131

## COLLEGES AND SCHOOLS

College of Arts and Letters  
 College of Business and Organizational Leadership  
 College of Education and Science  
 School of Continuing Studies  
 School of Graduate Studies

## ACADEMIC DEGREES

Bachelor of Arts (B.A.)  
 Bachelor of Science (B.S.)  
 Bachelor of Business Administration (B.B.A.)  
 Master of Arts (M.A.)  
 Master of Business Administration (M.B.A.)  
 Master of Science (M.S.) - in approval phase  
 Educational Specialist (Ed.S.)  
 Educational Doctorate (Ed.D.) - in approval phase  
 Doctor of Physical Therapy (D.P.T.) - in approval phase

## GRADUATE PROGRAMS

Business Administration (M.B.A.)  
 Business Administration with Health Care Management emphasis (M.B.A. HCM)  
 Christian Outreach Leadership (M.A. COL)  
 Criminal Justice Leadership (M.A. CJL)  
 Classroom Instruction (M.A.E. CI)  
 Classroom Instruction with Reading endorsement (K-12) (M.A.E. CIR)  
 K-12 Reading Endorsement (no M.A.)  
 Differentiated Instruction (M.A.E. DI)  
 Early Childhood (M.A.E. EC)  
 Educational Leadership (M.A.E. EdL)  
 Educational Specialist (Ed.S) in Educational Leadership  
 Educational Technology (M.A.E. ET)  
 Family Life Education (M.A. FLE)  
 Health Care and Gerontology  
 Human Services with emphasis in Forensic Mental Health (M.A.H.S.); certificate also available  
 Human Resource Management (M.A. HRM)  
 Leadership and Management (M.A. LM)  
 Sports Management (M.A. SM)  
 Strategic Communication Management (M.A. SCM)  
 Special Education (Emotionally Behaviorally Disordered; Learning Disabilities; Autism Spectrum Disorder)

## UNDERGRADUATE PROGRAMS

### MAJORS – TRADITIONAL UNDERGRADUATE

### *BACHELOR OF ARTS UNLESS NOTED*

Accounting (B.A., B.B.A.)  
 Applied Mathematics/Dual – Degree Engineering (B.S. Traditional)  
 Art Design – see Design major  
 Art Education/Teaching (Grades K - 12)  
 Art Studio  
 Athletic Training – an emphasis in Exercise Science; see Exercise Science major  
 Biology (B.A. and B.S.)  
 Business Management  
 Chemistry (self-designed)  
 Chemistry Education/Teaching (Grades 9 - 12)  
 Child Learning and Development  
 Christian Ministry (with either DCE or DCO certification)  
 Church Music  
 Communication Arts and Literature Education/Teaching (Grades 5 - 12)  
 Communication Studies  
 Community Arts  
 Community Health Science  
 Criminal Justice  
 Design  
 Director of Christian Education – see Christian Ministry major  
 Director of Christian Outreach – see Christian Ministry major  
 Director of Parish Music – see Church Music major  
 Early Childhood Education/Teaching (Birth – Grade 3)  
  
 Education – Teaching Licensure and Endorsement Programs  
     Art Education/Teaching – see Visual Art Education Teaching Major (K - 12)  
     Chemistry Education/Teaching (Grades 9 - 12)  
     Communication Arts and Literature Education/Teaching Major (Grades 5 - 12)  
     Communication Arts and Literature Education/Teaching (Grades 5 - 8 add on to an existing license)  
     Early Childhood Education/Teaching (Birth – Grade 3)

Elementary Education/Teaching (Grades K - 6)  
 English as a Second Language Education/Teaching (Grades K - 12)  
 Health Education/Teaching (Grades 5 - 12)  
 Kindergarten Endorsement (add on to an existing license)  
 Life Science Education/Teaching (Grades 9 - 12)  
 Mathematics with Secondary Education Certification (Grades 5 - 12)  
 Mathematics Education/Teaching (Grades 5 - 8 add on to an existing license)  
 Music Education/Teaching - Instrumental and/or Vocal (Grades K - 12)  
 Parent and Family Education/Teaching  
 Physical Education/Teaching (Grades K - 12)  
 Pre-Primary Education/Teaching Endorsement (Age 3 - Pre-Kindergarten)  
 Science (General) Education/Teaching (Grades 5 - 8 add on to an existing license)  
 Social Studies Education/Teaching (Grades 5 - 12)  
 Social Studies Education/Teaching (Grades 5 - 8 add on to an existing license)

English (emphasis areas: Creative Writing, Journalism, Literature, and Professional Writing)  
 Exercise Science (B.A. and B.S.)  
 Exercise Science with Athletic Training Emphasis  
 Family Life Education  
 Finance  
 Graphic Design  
 History  
 Kinesiology (see Community Health Science, Exercise Science, Sports Management, Sports Psychology)  
 Marketing  
 Mathematics (B.A. and B.S.)  
 Music  
 Music Business  
 Psychology (B.A. and B.S.)  
 Public Policy  
 Science - see for instance Biology, Chemistry, Pulmonary Science, or Radiological Science Leadership  
 Sociology  
 Sports Management  
 Sports Psychology  
 Theatre  
 Theology

**MAJORS - DEGREE COMPLETION UNDERGRADUATE**      *BACHELOR OF ARTS UNLESS NOTED*

Accounting	Hospitality Management
Business	Human Resource Management
Child Development	Information Technology Management
Criminal Justice	Marketing
Exercise Science	Organizational Management and Leadership
Family Life Education	Pulmonary Science (B.S.; self-designed)
Food Industry Management	Radiological Science Leadership (B.S.; self-designed)
Health Care Administration	

**MINORS**

Accounting  
 Art History  
 Art Studio  
 Bible Translation  
 Biblical Languages  
 Biology  
 Business  
 Chemistry  
 Communication Studies  
 Community Arts  
 Community Health Science  
 Confessional Lutheranism  
 Criminal Justice  
 Dance  
 Design  
 Education  
 English  
 Environmental Science  
 Family Studies  
 Finance  
 Food Industry Management  
 Gerontology  
 Health Care Administration

History  
 Hmong Studies  
 Human Resources Management  
 Information Technology Management  
 International Studies  
 Leadership  
 Marketing  
 Marketing Management  
 Mathematics  
 Music  
 Non-Profit Management  
 Photography  
 Political Science  
 Psychology  
 Religion  
 Sales and Business Development  
 Sociology  
 Spanish  
 Special Education  
 Theatre  
 Urban Ministry (in cooperation with U4C: off campus)  
 Writing  
 Writing/Communication

**PROGRAMS**

Director of Christian Education (DCE)  
 Director of Christian Education (DCE) via colloquy  
 Director of Christian Outreach (DCO)  
 Director of Christian Outreach (DCO) via colloquy  
 Director of Parish Music (DPM)  
 Director of Parish Music (DPM) via colloquy  
 Lutheran Classroom Teacher (LCT)  
 Lutheran Classroom Teacher (LCT) via colloquy  
 Pre-Chiropractic Studies

Pre-Deaconess Studies  
 Pre-Engineering Studies  
 Pre-Law Studies  
 Pre-Medical Studies  
 Pre-Nursing Studies  
 Pre-Physical Therapy Studies  
 Pre-Seminary  
 Pre-Veterinary Studies

**CERTIFICATES/CERTIFICATIONS**

Child Care Professional Administrator (12 credits)  
 Coaching (18 credits)  
 Early Childhood Education (12 credits)  
 Human Resource Management (12 credits)  
 Leadership (8 credits)

Marketing (15 credits)  
 Online Instruction (11 credits)  
 Parent Coaching (12 credits)  
 School Age Care (12 credits)

## CAMPUS

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

The 51-acre campus includes residence halls; classrooms; a science building; a music building; an art center and student union; a theatre arts center; a library technology center; a chapel; a cafeteria; a gymnasium and health and fitness center; and administration and faculty complexes. 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 University 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.

## FACILITIES

### ARNDT SCIENCE HALL

The 26,000-square-foot Arndt Science Hall was constructed in 1965 and remodeled in 1989. The Science Hall offers a cadaver laboratory (new in fall, 2011), audio-visual facilities, faculty offices, a student lounge, a research lab and classrooms for physics, chemistry, biology, and math. 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 (BEC)

The BEC 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. The BEC offers faculty offices, as well as a 4,000-square-foot event room. The BEC event room seats between 175 - 225 people and is commonly used for networking events, receptions, banquets, lectures, and club events.

### 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 Saint 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.

### CONCORDIA ART CENTER

The 23,000-square-foot Student Union was remodeled and renamed the Concordia Art Center in 2009 and houses facilities for the University's Art Department. In addition to faculty offices, there is working space for students enrolled in graphic design, ceramics, photography, printmaking, painting, and other art studies.

### MEYER HALL

The 37,000-square-foot Classroom Building, as it was originally known, was constructed in 1917. The building was renamed Meyer Hall in 2006 in honor of Dr. Loma Meyer. Although primarily used for instructional purposes, the building also accommodates several administrative offices.

### STUDENT LIFE CENTER

The Student Life Center is located at the northern end of the campus' six main buildings which form a corridor. It includes a dining hall on the second floor; the Hoffmann Institute and the Health Center on the top floor. The President's Conference Room is on the lower level.

### FANDREI CENTER

The Fandrei Center was acquired from the City of Saint Paul in 2003 and was dedicated in honor of Philip and LaVerne Fandrei. This building houses staff offices, athletic department offices, a classroom, and a locker room for the football team.

### **GANGELHOFF CENTER**

The 70,000-square-foot Gangelhoff Center was completed in 1993 and was named after its benefactors, Ronald and Doris Gangelhoff. The center serves the university's academic, health, physical fitness, and recreational needs. This structure features a 45,000-square-foot arena that boasts four full-size basketball courts; a 200-meter running track; and an arena floor that accommodates basketball, volleyball, tennis, badminton, and indoor soccer. The Gangelhoff Center arena has a seating capacity of more than 3,000 and has hosted conventions, concerts and trade shows. It also provides a strength and conditioning room, a classroom and lounge areas for breakout sessions including a concession stand and a fully staffed athletic training room.

### **GRAEBNER MEMORIAL CHAPEL**

Graebner Memorial Chapel, built in 1911, was formerly the school's gymnasium and was transformed into the chapel in 1955. It currently accommodates up to 400 people. The chapel is named for Dr. Martin Adolph Henry Graebner, who served as second president of Concordia from 1927 - 1946. The 3,500-square-foot Cross of Christ Fellowship Center addition was completed in 2008, where events are now held. The Fellowship Center also includes the Carlander Room and the Underground, which are primarily used for meetings.

### **LIBRARY TECHNOLOGY CENTER (LTC)**

The 43,000-square-foot Library Technology Center, completed in 2003, provides academic materials, study space and LTC staff offices. The lower level houses up to 124,000 circulating collection of books and also serves as a 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 LTC is comprised of seven classrooms and the Faculty Scholarship Center. Concordia's virtual library, the Cooperating Libraries in Consortium (CLICnet), provides 1.5 million holdings representing up to one million unique titles.

### **LUTHERAN MEMORIAL CENTER (LMC)**

The 30,000-square-foot Lutheran Memorial Center was opened in 1953 as the school's gymnasium, but was remodeled in 1999 to house the College of Business and Organizational Leadership, the School of Continuing Studies, and other administrative department offices. The LMC is dedicated to those young men and women who lost their lives during World War II. The building currently houses the offices of Admissions, Financial Services, University Advancement and the Office of International Student Services.

### **POEHLER ADMINISTRATION BUILDING**

Dedicated in 1970, this three-story, 25,000-square-foot structure houses faculty offices for the departments of Communication Studies, Education, English and Modern Languages, History and Political Science, Social and Behavioral Science, and Theology and Ministry, and other administrative offices. The building is named in honor of Concordia's third president, Dr. William A. Poehler, who served from 1946 - 1970.

### **SEA FOAM STADIUM**

Sea Foam Stadium was opened in 2009. It seats up to 3,500 spectators and includes an athletic field with artificial turf, an 8-lane running track, field equipment, bleachers, concession facilities, and an inflatable dome during the winter months. The opening of Sea Foam Stadium brought football back on-campus for the first time in 30 years, when the original field was sacrificed to highway construction.

### **THEATRE ARTS CENTER**

The Concordia Theatre Arts Center, which is connected to the Buetow Music Center, was completed at 35,000-square-feet 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 Westlund black box theatre laboratory; elevator orchestra pit; state-of-the-art lighting and sound control systems; and offices.

## RESIDENCE HALLS

### HYATT VILLAGE

At 28,000-square-feet, Hyatt Village is an air conditioned, suite-style apartment housing complex which was dedicated in 1984. Each suite has two 10' by 12' rooms and one private bathroom.

### LUTHER HALL

The 36,000-square-foot Luther Hall was dedicated in 1925 as first-year, female student housing. Each room is 12' by 18'. The hall is connected to the campus tunnel.

### HOLST HALL

This 102,000-square-foot, apartment-style residence hall houses 300 upperclassmen. The building was originally called the Residence Life Center when it opened in 2008. The RLC was rededicated as Holst Hall in May 2011 in honor of the Rev. Dr. Robert Holst, who retired as Concordia's eight university president. Holst Hall offers apartment-style 4-bedroom, 2-bedroom and studio units. Each suite includes a private bathroom, fully equipped kitchen, and furnished living room and bedrooms. Building amenities include a fitness center, laundry facility, media room and meetings spaces for student groups.

### WOLLAEGER HALL

The 35,000-square-foot Wollaeger Hall serves as first-year, male student housing on the upper level. This hall is air conditioned and houses two students per 12 foot by 18 foot room. Wollaeger features the Barbara Schoenbeck Early Learning Center and the Hand-In-Hand Child Care Center on the main floor.

## DIVERSITY INITIATIVES

### DIVERSITY AFFAIRS OFFICE

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

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

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

Various academic, social and intercultural programs and activities are linked with the Diversity Affairs Office. These include the Building Opportunities for Leadership and Development (BOLD) Program, Shades of Harmony Gospel Choir, the Emerge Leadership Program, Concordia Sisterhood of Empowerment and more. Scholarships, leadership, internships, mentoring and special programs are initiated and/or supported by the Diversity Affairs Office. Below are a few of the major initiatives that this office oversees annually.

### C.A.R.E. COMMITTEE (COALITION AGAINST RACISM FOR EVERYONE)

The C.A.R.E. committee is comprised of Concordia staff and faculty who began an organized effort to identify, engage and eliminate racism as it exists in its many forms at Concordia and beyond. The mission of the committee is to promote equality and peaceful coexistence through developing awareness of self and others, sharing knowledge, encouraging mutual understanding, and healing the historical and continuing trauma of racism. The committee aims to support a campus community where the dignity, value, and human potential of each member is equally honored and respected through the creation of a campus environment free from violence and discrimination. Annual events and efforts sponsored by C.A.R.E. for the campus and wider community include interactive dialogues, focus groups, panels, sensitivity and awareness training, written and verbal communications and exchanges, unity activities, support of community issues and actions, and presentations at local and national conferences. Student involvement on all levels of this work is essential and critical to this team. Collaboration with on- and off-campus groups, departments and organizations is central to the planning and execution of events led and supported by C.A.R.E.

### UNITED MINDS OF JOINT ACTION (UMOJA)

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

- foster academic achievement and service,
- address issues and concerns particularly affecting students who are culturally aware, in relation to all students,
- promote an understanding and appreciation of cultural differences, and
- create unity among students of multi-cultural heritage within Concordia University and the surrounding community.

For more information about UMOJA, contact the organization's advisors, Adrian Perryman, Assistant Director of Admission at [perryman@csp.edu](mailto:perryman@csp.edu) or (651) 641-8843; or Donnan Green, Assistant Director of Financial Aid at [green@csp.edu](mailto:green@csp.edu) or (651) 641-8205.

### CONCORDIA HMONG UNITY STUDENT ASSOCIATION (CHUSA)

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

- to promote and understand Hmong Cultural awareness through cooperation and unity at Concordia University, Saint Paul
- to promote the Hmong Minor program and other Hmong related initiatives at Concordia University, Saint Paul
- to promote and develop an effective communication and understanding of the Hmong people at Concordia and throughout the Twin Cities community

## LEGAL NOTICES

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

## NOTICE OF NON-DISCRIMINATION

Concordia University does not discriminate for admission of students on the basis of race, color, creed, religion, national or ethnic origin, disability, sex, age, marital status, veteran or veteran disability status, or sexual orientation. Any persons having inquiries concerning Concordia University's compliance with the regulations implementing Title VI, Title VII, Title IX or Section 504 or Americans with Disabilities Act are directed to contact one of the following:

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

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

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

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT – CONFIDENTIALITY

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

Concordia University observes the following principles:

1. Appropriate Concordia University officials are held directly responsible and accountable for the careful protection of student education records against possible misuse.
2. Within Concordia University, student education records will be used only for appropriate research, educational, and Concordia University administrative functions. Access to those records is allowed only to those members of Concordia University community whose designated responsibilities reasonably require access or to persons to whom the student has given written permission for access.
3. Concordia University provides the student with the right to access, inspect and obtain copies of all information in student education records except a) financial information submitted by parents and b) confidential letters and recommendations collected under established policies of confidentiality or to which the student has waived in writing the right of inspection and review.
4. Concordia University gives students the right to request amendment of the contents of student education records, to have a hearing if the result of the request for amendment is unsatisfactory, and to include a statement for inclusion in the record if the decision resulting from the hearing is unacceptable to the student.
5. Concordia University notifies students annually of their privacy rights, their right to file complaints concerning alleged failures of Concordia University to comply with their privacy rights, and where copies of the Concordia University policy and procedures on access to student records may be obtained.
6. The student education records of Concordia University vary in their nature and location. Steps taken to protect against improper disclosure are designed for the circumstance.

## STUDENT EDUCATION RECORDS

### DIRECTORY INFORMATION – CATEGORY I

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

### DIRECTORY INFORMATION CATEGORY II (FOR STUDENT ATHLETES ONLY)

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

### OTHER STUDENT 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:

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

### OTHER STUDENT RECORDS – NON-ACADEMIC

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

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

student and employee complaints under Title IX. To file a grievance regarding possible Title IX Compliance, grievance must be submitted in writing to Christine McIntosh, Title IX Compliance Officer.

### FEDERAL TITLE II REPORTING FOR TEACHER EDUCATION

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

Concordia University	Basic Skills	Professional Knowledge	Academic Content	Total
2004/2005	95	97	95	93
2005/2006	98	98	96	95
2006/2007	83	92	92	84
2007/2008	96	98	95	91
State of Minnesota	Basic Skills	Professional Knowledge	Academic Content	Total
2004/2005	97	99	93	91
2005/2006	95	98	93	90
2006/2007	96	99	95	92
2007/2008	95	99	94	91

### 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.

## ADMISSION: UNDERGRADUATE TRADITIONAL PROGRAMS

### GENERAL ADMISSION INFORMATION

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

### ACADEMIC REQUIREMENTS AND PROCEDURES

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

### FIRST-YEAR STUDENTS

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

### TRANSFER STUDENTS

1. Complete the application for admission and include a \$30 non-refundable application fee. Applications are encouraged to be submitted via the undergraduate admission website, [www.csp.edu](http://www.csp.edu). The fall term deadline is August 1 and winter term is December 1.
2. Submit official transcripts from each college or post-secondary school attended. If currently enrolled, submit a final transcript after completion of studies. If applicants have not completed one year (45 quarter credits or 20 semester credits) of college at an accredited institution, complete high school transcripts and the official ACT Student Profile Report must be submitted.
3. Submit a letter of recommendation on the form provided by the Office of Undergraduate Admission from the dean of students of the institution last attended.

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

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

### APPLICATION CONTACTS

Persons seeking undergraduate admission should direct all correspondence to:  
 Office of Undergraduate Admission  
 Concordia University, Saint Paul  
 1282 Concordia Avenue  
 Saint Paul, Minnesota 55104-5494

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

### ACCEPTANCE TO CONCORDIA UNIVERSITY

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

### IMMUNIZATION

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 the campus nurse.

### POST-BACCALAUREATE TEACHER LICENSURE

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

### SOUTHEAST ASIAN TEACHER LICENSURE PROGRAM (S.E.A.T.)

Concordia University offers a program leading to a degree and/or teacher licensure for students currently working in schools. The state of Minnesota supplies some of the scholarship money for this program. Contact the Office of Undergraduate Admission (651) 641-8230 or Director of the SEAT program, Professor Sally Baas at (651) 603-6188 or [baas@csp.edu](mailto:baas@csp.edu) for more information.

### VISITING STUDENTS

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

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

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

### RE-ADMISSION OF FORMER STUDENTS OF CONCORDIA UNIVERSITY

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

### INTERNATIONAL STUDENTS

1. Submit all material required of entering freshmen and/or transfers. This includes an English translation transcript of level of education.
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 University'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.
  - d. IELTS overall band score of 5.5 or higher (International English Language Testing System).
  - e. Completion of Level 6 at an approved English school.

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.

### **POST-SECONDARY ENROLLMENT OPTION PROGRAM (P.S.E.O.)**

Minnesota High School juniors and seniors from public, private, and home schools may apply for admission to Concordia University's Post-Secondary Enrollment Options (PSEO) program. A limited number of students are initially accepted on a space available basis. Students with a 3.5 unweighted grade point average (GPA) or higher are encouraged to apply. The application deadline is May 1 each year.

Application procedures include submitting the following:

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

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

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

### **ADVANCED PLACEMENT PROGRAM**

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

### **COLLEGE-LEVEL EXAMINATION PROGRAM**

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

### **NEW STUDENT ORIENTATION**

Both first-year students and transfer students are required to attend one New Student Orientation (NSO) 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. Students also receive information about non-academic aspects of life at Concordia University relative to parking permits, voicemail, books, technology, and co-curricular activities, etc.

Fall Semester: All first year students begin the College Transitions class on the first day of Welcome Week. Students are assigned to their College Transitions class by the Office of Academic Advising. During Welcome Week, they spend time with other students, along with a Peer Advisor and Faculty Advisor. Transfer students 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 Semester: First year students and transfer students are required to attend and NSO/Transfer session in December for spring semester and May for summer.



## ADMISSION: UNDERGRADUATE DEGREE COMPLETION PROGRAMS

### LEARNING CONCEPT

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

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

### GENERAL ADMISSION INFORMATION

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

### ACADEMIC REQUIREMENTS AND PROCEDURES

1. Submission of Undergraduate Application for Admission
2. Submission of \$30 application fee
3. Submission of official transcripts from all previously attended institutions indicating 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
4. Verification of a cumulative grade point average (CGPA) of 2.0 or better.
5. Statement of goals covering employment history and long-term academic and professional goals (1 to 2 pages, double-spaced)

Upon receipt of official transcripts, an academic advisor will review them and determine the number of transferable credits that have been satisfied. When the above requirements have been met and the University's Admissions Office has received and processed the completed application, the file will be reviewed for acceptance.

### INTERNATIONAL STUDENTS

1. Submit all material required of entering freshmen and/or transfers. This includes an English translation transcript of level of education
2. Submit evidence of one or more of the following:
  - 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

### **APPLICATION CONTACTS**

Persons seeking undergraduate admission should direct all correspondence to:  
 Office of Undergraduate Admission (Degree Completion)  
 Concordia University, Saint Paul  
 1282 Concordia Avenue  
 Saint Paul, Minnesota 55104-5494

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

### **ACCEPTANCE TO CONCORDIA UNIVERSITY**

All prospective students will be notified by 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 Degree Completion and Graduate Admissions Committee. Appeals may be made to the Vice President for Academic Affairs.

### **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 the campus nurse.

### **RE-ADMISSION OF FORMER STUDENTS OF CONCORDIA UNIVERSITY**

1. If less than five years since last date of attendance, students are to contact their academic advisor for re-admission
2. If more than five years since last date of attendance, students must apply for re-admission through the Office of Undergraduate Admission. No application fee is required
3. Submit information concerning activities since last attending Concordia, send appropriate letters of recommendation if required, and include a statement of educational objectives
4. Request official transcript of credits earned at other institution(s) be sent to the registrar

### **ADVANCED PLACEMENT PROGRAM**

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

### **COLLEGE-LEVEL EXAMINATION PROGRAM**

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

## ADMISSION: GRADUATE PROGRAMS

### GENERAL INFORMATION

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

### ACADEMIC REQUIREMENTS AND PROCEDURES

1. Submission of Graduate Application for Admission
2. Submission of \$50 application fee (waived for those who have completed an undergraduate degree at CSP)
3. Submission of official transcripts from a regionally accredited college or university issuing the baccalaureate degree
4. Verification of an overall undergraduate G.P.A. of 3.0 on a 4.0 scale
5. Statement of goals covering employment history and long-term academic and professional goals (1 to 2 pages, double-spaced)
6. Professional Resume

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

MA in Criminal Justice Leadership, Early Childhood, and Family Life Education

- Students must be currently working or volunteering in the program "field"

MA in Christian Outreach Leadership

- 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
- Documentation of completion of Biblical and Christian coursework

### APPLICATION CONTACTS

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

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

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

### ACCEPTANCE TO CONCORDIA UNIVERSITY

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

### APPEAL OF POLICY AND PROCEDURE

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

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

## IMMUNIZATION

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 the campus nurse.

## RE-ADMISSION OF FORMER STUDENTS OF CONCORDIA UNIVERSITY

1. If less than five years since last date of attendance, students are to contact their academic advisor for admission.
2. If more than five years since last date of attendance, students must apply for re-admission through the Office of Undergraduate Admission. No application fee is required.
3. Submit information concerning activities since last attending Concordia, send appropriate letters of recommendation if required, and include a statement of educational objectives.
4. Request official transcript of credits earned at other institution(s) be sent to the registrar.

## NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA), ATHLETICS AND ELIGIBILITY

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

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

The 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 FIRST-YEAR STUDENTS MUST MEET THE FOLLOWING ENTRY LEVEL REQUIREMENTS SET FORTH BY THE 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:

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

1. The record of the above courses and course grades must be certified by the NCAA Eligibility Center using an official high-school transcript or official correspondence forwarded directly from the high school or upon a high-school transcript forwarded by an institution's department of University Enrollment, Marketing and Enrollment, and



2. A minimum combined score on the SAT verbal and math sections of 820 or a combined score of 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 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 the following rules:

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

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

## TUITION AND FEES 2013–2014

### UNDERGRADUATE TRADITIONAL PROGRAMS (INCLUDING BA, BS, BBA)

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 dollars for 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.

	Fall/Spring Semesters	Academic Year
Tuition	\$9,850	\$19,700
Residence Hall / Food Services	\$3,875	\$7,750
Totals	\$13,725	\$27,450

Undergraduate (per credit hour, for students registered for 6-11 credits)	\$820
Undergraduate (per credit hour, for students registered for 1-5 credits)	\$450
Summer School (2014) per credit hour	\$450
Auditing (per class)	\$175
Course overload (per credit hour, over 19 credits)	\$260
DCE or DCO Internship (in lieu of on-campus tuition)	\$9,850

### OPTIONAL FEES

Parking	No charge
Single Room (additional charge per semester)	\$1000
Room Charge (per day for early-arrival students)	\$30
Extra institutional credit (includes credit by examination-per credit hour)	\$270
Colloquy tuition rate (per credit hour)	\$270
Technology fee for part-time students	
Technology fee for part-time students 9 -11 credits	\$100
Technology fee for part-time students 6 - 8 credits	\$200
Technology fee for part-time students 1 - 5 credits	\$400
Post-Secondary Education Option (PSEO)	\$100
Private Music Instruction (private lessons)	\$215
Private Music Instruction (honors lessons)	\$430
Science Lab Fees (varies by course)	\$25-\$50
Fine Art Fees (varies by course)	\$25-\$50
Biology and Chemistry Research Fee	\$100

### REQUIRED FEES

Application for admission	\$30
Graduation Fee	\$125
Transcripts	\$7 each

### DEGREE COMPLETION PROGRAMS, CERTIFICATES, POST-BACCALAUREATE LICENSURE

Once a student enrolls in an undergraduate degree completion cohort, tuition will not change for that student as long as the student is continuously enrolled in that program and cohort.

#### PER CREDIT FEES FOR DEGREE COMPLETION PROGRAMS (2013-2014)

<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Business Management</li> <li>• Food Industry Management</li> <li>• Health Care Administration</li> <li>• Hospitality Management</li> <li>• Human Resource Management</li> <li>• Information Technology in Management</li> <li>• Marketing Management and Innovation</li> <li>• Organizational Management and Leadership</li> <li>• Child Development</li> <li>• Criminal Justice</li> <li>• Family Life Education</li> <li>• Exercise Science</li> <li>• Pulmonary Science</li> <li>• Radiological Leadership</li> </ul>	\$420
Application Fee	\$30
Auditing (per class)	\$175
Graduation Fee	\$125

#### DEPOSITS

<b>Undergraduate Tuition Deposit</b> The tuition deposit is due prior to your orientation date, is non-refundable after May 1, and is applied toward the first semester costs.	\$100
<b>Residence Hall and Apartment Down Payment</b> The residence hall down payment is paid by students when applying for housing. The down payment is credited to fall semester room and board charge. It is not refundable after May 1.	\$125

#### PAYMENT OF FEES

Tuition and fee charges, including any balance due after disbursement of financial aid\*, must be paid using one of the below options.

##### Payment in Full

Payment in full (or the total balance due after accounting for financial aid\*) by the first due date of the CSP Installment Plan (below). Students may pay online, by mail or in person.

- Online – Make a payment online 24/7 by credit card or bank transfer from a checking or savings account online
- By Mail – Send check or money order to:  
 Concordia University–St. Paul  
 NW 5884  
 P.O. Box 1450  
 Minneapolis, MN 55485-5884  
*Please reference your Concordia ID number*
- In person – Check, money order, or cash is accepted at the cashier's window on campus.  
 Cashier Hours: 8:00 am – 4:30 pm, Monday – Friday

\*Financial aid awards typically include loan opportunities, for which you must apply and sign a Promissory Note.

**CSP Installment Plan**

In this plan, you will make payments in up to two installments, plus a \$35 enrollment fee, per semester according to the timeline found in the Tuition and Fee Payment Procedure for each semester.

- Fall Semester Tuition and Fee Payment Procedure. (PDF)
- Spring Semester Tuition and Fee Payment Procedure. (PDF)

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

**Summer Semester**

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

**Book Purchase Credit**

The only students that will be considered for a Book Purchase Credit will be Pell Grant Eligible AND expecting a refund. The amount of the voucher will be the annual published books and supplies allotment.

**PER CREDIT FEES FOR GRADUATE PROGRAMS (2013-2014)**

College of Arts and Letters	
• MA in Christian Outreach Leadership	\$475
• MA in Strategic Communication Management	\$475
College of Business and Organizational Leadership	
• MA in Criminal Justice Leadership	\$475
• MA in Human Resource Management	\$475
• MA in Human Services with emphasis in Forensic Mental Health	\$475
• MA in Leadership and Management	\$475
• Master of Business Administration	\$625
College of Education and Science	
• MA in Education: Early Childhood Emphasis	\$475
• MA in Education: Classroom Instruction Emphasis	\$368
• MA in Education: Classroom Instruction with K-12 Reading Endorsement	\$368
• MA in Education: Differentiated Instruction Emphasis	\$368
• MA in Education: Educational Leadership Emphasis	\$368
• MA in Education: Educational Technology	\$368
• MA in Family Life Education	\$475
• MA in Human Services with emphasis in Health Care and Gerontology	\$475
• MA in Sports Management	\$475
• Ed.S in Education	\$395
Application Fee	\$50
Graduation Fee	\$125

## REFUND POLICY FOR TRADITIONAL UNDERGRADUATE STUDENTS

Business Day: Business Days are defined as Monday through Friday, excluding posted Holidays.

[http://concordia.csp.edu/humanresources/EmployeeBenefits/Paid\\_Holidays.html](http://concordia.csp.edu/humanresources/EmployeeBenefits/Paid_Holidays.html)

### Business Service Hours:

ON CAMPUS BUSINESS HOURS: Are defined as Monday through Friday 8am – 4:30 pm, excluding posted holidays.

ON-LINE BUSINESS HOURS: Are defined as 24 hours per day, 7 days per week, including holidays.

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

**Total Drop:** A drop from all registered courses done before the start of the 11<sup>th</sup> day of the term. Dropped courses do not appear on a transcript and do not affect academic standing. See refund schedule below.

**Total Withdrawal:** A withdrawal from all registered courses from the 11<sup>th</sup> business day through the end of the 50<sup>th</sup> business day of the term. Withdrawal courses appear on a transcript as a “W” and have a direct impact on academic standing and financial aid status. See refund schedule below.

### TOTAL DROP PERIOD

100% Refund before the start of the 6<sup>th</sup> business day of the term

75% Refund 6<sup>th</sup> business day to before the start of the 11<sup>th</sup> business day of the term

### TOTAL WITHDRAWAL PERIOD

50% Refund 11<sup>th</sup> business day to before the 16<sup>th</sup> business day of the term

25% Refund 16<sup>th</sup> business day to before the 21<sup>st</sup> business day of the term

0% Refund 21<sup>st</sup> business day of the term to end of 50<sup>th</sup> business day of the term

## REFUND SCHEDULE FOR TRADITIONAL STUDENT WITHDRAWING FROM THE UNIVERSITY

100% Refund before the start of the sixth business day of the term

75% Refund before the start 11<sup>th</sup> business day of the term

50% Refund before the start of the 16<sup>th</sup> business day of the term

25% Refund before the start of the 21<sup>st</sup> business day of the term

0% Refund on or after the 21<sup>st</sup> business day of the term

Dates for the various refund periods for traditional students withdrawing from the University during fall term 2013:

Through September 5: 100% Refund

Sept. 6 – September 12: 75% Refund

Sept. 13 – September 19: 50% Refund

Sept. 20 – September 26: 25% Refund

After September 26<sup>th</sup>: No Refund

Dates for the various refund periods for traditional students withdrawing from the University during spring term 2014:

Through January 19: 100% Refund

January 20 – January 27: 75% Refund

January 28 – February 3: 50% Refund

February 4 – February 10: 25% Refund

After February 10<sup>th</sup>: No Refund

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

**Partial Withdrawal:** A withdrawal from at least one but not all registered courses. No refunds are granted for partial withdrawals.

## CURRENT ADD/DROP/WITHDRAWAL SCHEDULE:

### Fall 2013 – Traditional Term August 29 – December 19, 2013

**Classes which meet the entire semester:**

Last day to add full semester course: September 5, 2013

Last day to add a full semester Internship or Independent Study: September 12, 2013

Last day to drop a full semester course without academic record: September 12, 2013

Last day to withdraw (W) from a full semester course: November 11, 2013

**Classes which meet the first half of the semester:**

Last day to add first half semester course: September 5, 2013

Last day to drop a first half semester course without academic record: September 5, 2013

Last day to withdraw (W) from a first half semester course: October 3, 2013

**Classes which meet the second half of the semester:**

Last day to add second half semester course: October 29, 2013

Last day to drop second half semester course without academic record: October 29, 2013

Last day to withdraw (W) from a second half semester course: November 26, 2013

All Registration Restriction forms must have appropriate signatures for approval and must be turned into the Registrar's Office by closing time of that day.

### Spring 2014 – Traditional Term January 13 – May 8, 2014

**Classes which meet the entire semester:**

Last day to add full semester course: January 17, 2014

Last day to add a full semester Internship or Independent Study: January 17, 2014

Last day to drop a full semester course without academic record: January 27, 2014

Last day to withdraw (W) from a full semester course: March 31, 2014

**Classes which meet the first half of the semester:**

Last day to add first half semester course: January 17, 2014

Last day to drop a first half semester course without academic record: January 17, 2014

Last day to withdraw (W) from a first half semester course: February 17, 2014

**Classes which meet the second half of the semester:**

Last day to add second half semester course: March 17, 2014

Last day to drop second half semester course without academic record: March 17, 2014

Last day to withdraw (W) from a second half semester course: April 14, 2014

All Registration Restriction forms must have appropriate signatures for approval and must be turned into the Registrar's Office by closing time of that day.

## REFUND POLICY FOR ADULT UNDERGRADUATE AND GRADUATE STUDENTS

**Business Day:** Business Days are defined as Monday through Friday, excluding posted Holidays

**Business Service Hours:**

ON CAMPUS BUSINESS HOURS: Are defined as Monday through Friday 8am – 4:30 pm, excluding posted holidays.

ONLINE BUSINESS HOURS: Are defined as 24 hours per day, 7 days per week, including holidays.

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

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

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

**Withdrawal:** Students are allowed to withdraw from any course from the sixth business day of each term through the end of the 25<sup>th</sup> business day of the term. Withdrawal courses appear on a transcript as a “W” and have a direct impact on academic standing and financial aid status. No refunds are granted for withdrawals.

## **CURRENT ADD/DROP/WITHDRAWAL SCHEDULE**

### 2013-14 Adult Undergraduate, Graduate and SCS Add/Drop Dates

#### **Fall 2013**

##### **First Seven Weeks (September 9 – October 26)**

Last day to add a first half semester course: September 8, 2013

Last day to drop (without record or charge) a first half semester course: September 15, 2013

Last day to withdraw (“W” grade) a first half semester course: October 13, 2013

##### **Second Seven Weeks (October 28 – December 21)**

Last day to add a second half semester course: October 27, 2013

Last day to drop (without record or charge) a second half semester course: November 3, 2013

Last day to withdraw (“W” grade) a second half semester course: December 8, 2013

#### **Spring 2014**

##### **First Seven Weeks (January 13 – February 29)**

Last day to add a first half semester course: January 12, 2014

Last day to drop (without record or charge) a first half semester course: January 19, 2014

Last day to withdraw (“W” grade) a first half semester course: February 16, 2014

##### **Second Seven Weeks (March 3 – April 26)**

Last day to add a second half semester course: March 2, 2014

Last day to drop (without record or charge) a second half semester course: March 9, 2014

Last day to withdraw (“W” grade) a second half semester course: April 6, 2014

#### **Summer 2014**

##### **First Seven Weeks (May 12 – June 27)**

Last day to add a first half semester course: May 11, 2014

Last day to drop (without record or charge) a first half semester course: May 18, 2014

Last day to withdraw (“W” grade) a first half semester course: June 15, 2014

##### **Second Seven Weeks (July 7 – August 22)**

Last day to add a second half semester course: July 6, 2014

Last day to drop (without record or charge) a second half semester course: July 13, 2014

Last day to withdraw (“W” grade) a second half semester course: August 10, 2014

## FINANCIAL AID

All students applying for financial aid must:

1. be accepted for admission and maintain good academic standing, and
2. complete the Free Application for Federal Student Aid (FAFSA). The FAFSA will provide instructions on how to have your financial information sent to the university (Concordia University's code is 002347). Students wishing to be considered for Financial Aid MUST complete the FAFSA on-line each calendar year after taxes for the previous year have been filed (typically between January and April of each year). The FAFSA can be referenced at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The posted University Deadline for priority of funding including (but not limited to) SEOG Grant, Perkins is May 01<sup>st</sup>.

### SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID POLICY (SAFAP)

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

Qualitative:

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

Quantitative:

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

Maximum Timeframe (MTF):

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

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

Maximum Time-Frame:

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

Financial Aid Warning:

A student failing to meet the minimum cumulative qualitative or quantitative standards, *or* close to violating the Maximum Time Frame Standard of academic progress shall be placed on financial aid warning. A student on warning-status will remain eligible for financial aid for one term, but must remedy all SAP standards, or full financial aid suspension will be fully implemented.

Financial Aid Probation:

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

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

Continuation of Students on Probation Status:

A student on probation who meets a term 2.0 GPA Undergraduate and/or 3.00 Graduate standard and the 67% earned percentage standard during the probationary term *and* has met all other terms set forth by the

university for continuation of academic success as defined by the SAP Appeal Committee, *may* be permitted to retain enrollment and financial aid eligibility under a continued probation status, until such time as: (a) the student has met the cumulative standards and is therefore reinstated in good academic standing, or (b) the student fails to meet both the cumulative standards and the term standards, and is therefore suspended, or (c) it is determined it is not possible for the student to meet the cumulative standards within the maximum timeframe allowed, and is therefore suspended.

**Suspension:**

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

## **IMMEDIATE FINANCIAL AID SUSPENSION**

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

## **STUDENT RIGHT TO APPEAL**

### Appeal Policy

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

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

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

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

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

## QUALIFYING EXTENUATING CIRCUMSTANCES

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

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

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

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

The Official Financial Aid SAP Policy can be found on-line at:

[http://www.csp.edu/Global/Tuition-Financial-Aid/CSP%20SAP%20Policy%20Information\\_2012.pdf](http://www.csp.edu/Global/Tuition-Financial-Aid/CSP%20SAP%20Policy%20Information_2012.pdf)

## FINANCIAL AID FOR CHURCH VOCATIONS

Church Vocation Scholarships are available to those students enrolled in an undergraduate church work program in the College of Arts and Letters or the College of Education and Science. To receive this scholarship, students must apply annually to their home church district *and* to their home congregation. Application documents are available on line at:

<http://www.csp.edu/Global/Tuition-Financial-Aid/Church%20Vocation.pdf>

<http://www.csp.edu/Global/Tuition-Financial-Aid/District%20Application.pdf>

## ELIGIBILITY FOR FINANCIAL AID

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

## FINANCIAL AID FOR SUMMER SCHOOL

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

## FINANCIAL AID AND WITHDRAWING/DROPPING FROM CONCORDIA UNIVERSITY

If a learner has received Financial Aid and subsequently withdraws and/or drops from some or all courses at Concordia University, then the school or the student may be required to return all or some of the federal funds awarded to the student. If a student receives financial assistance from a grant, scholarship, or loan source outside of the family, all or some of an expected Refund Check may be returned to the grant, scholarship, and/or loan source from which the assistance was received.

All students needing to Withdraw from the University must initiate an official Change of Status with the Registrar's office.

## STUDY ABROAD

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

## FINANCIAL AID PROGRAMS AVAILABLE

\* Denotes undergraduate students only

\*\* Denotes traditional undergraduate students enrolled in the College of Arts and Letters, the College of Business and Organizational Leadership or the College of Education and Science.

### FEDERAL

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

\* Federal College Work Study Program (FCWS)

Federal Stafford Student Loan(s)

\* Federal Perkins Loan

\* Federal Parent PLUS Loan

\* Federal Pell Grant

\* Federal Supplemental Educational Opportunity Grant (SEOG)

TEACH Grant (Graduate Students in qualifying programs only)

Federal PLUS Loan (Graduate Students only)

### STATE OF MINNESOTA

\* Minnesota State Grant

\* Student Educational Loan Fund (SELF)

\* Minnesota Childcare Grant

Minnesota GI Grant

\* Minnesota Work Study

Minnesota Indian Scholarship

### SCHOLARSHIPS

#### *ATHLETIC SCHOLARSHIPS*

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

#### *UNIVERSITY MERIT SCHOLARSHIPS*

Renewable merit scholarships for new freshman are awarded based on high school academic achievement. The scholarships are awarded at the time of acceptance to Concordia University. The amounts of the merit scholarships range from \$2,500 to \$10,000. The scholarships are named Regents' Scholarship, President's Scholarship, University Scholarship, and Academic Achievement. They are renewable for three additional years if a certain grade point average (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 Lutheran Church - Missouri Synod (LCMS) congregations who meet regular admissions standards. This scholarship is renewable with the appropriate GPA.

***UNIVERSITY CHURCH VOCATION SCHOLARSHIP***

Scholarships up to \$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. Thus, qualified students 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.

***SYNODICAL DISTRICT GRANTS FROM THE LUTHERAN CHURCH - MISSOURI SYNOD (LCMS)***

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

***LCMS FORWARD IN REMEMBRANCE MUSIC SCHOLARSHIP***

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

***LCMS FORWARD IN REMEMBRANCE SCHOLARSHIP***

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

***LCMS MINORITY SCHOLARSHIP***

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

## SCHOLARSHIPS – ENDOWED FUNDS

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

- David Aasved Scholarship – church work students
- Richard M. and Susan G. Arndt Scholarship – church work students; elementary teacher education program
- Athletic Scholarship Fund – students in athletic programs
- Leon Avenson Family Scholarship – church work students
- Willi and Adeline Ballenthin Scholarship – church work students
- Bob Barnes Scholarship – physical education students
- Harry G. Barr Scholarship – Hoffmann Institute students
- John Barthel Scholarship – pre-ministerial students
- Harold and Lovine Bartz Scholarship – church work students
- Carl and Amanda Behm Scholarship – church work students; preference given to students from Minnesota North District of the LCMS
- Kenneth Behm Scholarship – church work students; preference given to students of Trinity Lutheran Church, Janesville, Minnesota
- Marvin and Luella Behm Scholarship – pre-ministerial students
- Larry and Judy Behnken Scholarship – pre-ministerial students
- 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
- Rev. Louis F. and Olga D. Brandes Scholarship – church work students
- Kerry (Schlichting) Brandvold DCE Scholarship – Director of Christian Education students
- Professor Friedrich and Ann Brauer Scholarship – church work students; music emphasis

Bredehoft Family Scholarship – psychology students  
 Rev. Paul F. Buck and Clara (Wacker) Buck Scholarship – pre-ministerial students; seniors  
 Edwin H. Buegel, Edna L. Buegel and John E. Buegel Scholarship – church work students from Minnesota  
 Lorraine and Vernon Buesing Scholarship – Director of Christian Outreach students  
 Buetow Scholarship – general; academic performance and/or financial need students  
 Irwin J. Burkart Scholarship – general; financially needy students  
 L.H.B. Scholarship – general  
 Coach John Chiapuzio Scholarship – teacher education students; emphasis in Physical Education  
 Church of the Holy Spirit Scholarship – church work teacher education students; junior or senior  
 Michael Colgrove Family Scholarship – church work students  
 Colloquy Scholarship – church work financial need students  
 Communication Scholarship – communication students; high academic standing and financial need  
 Concordia Business and Economics Scholarship – business administration and/or accounting students; 3.0 GPA  
 Concordia General Endowment – general; board designated/directed  
 Concordia Guild Scholarship – church work students; female  
 Concordia Scholarship – general  
 Concordia Scholarship for Full-time Church Work Students – pre-ministerial or church work students  
 Concordia Pre-Ministerial Scholarship – pre-ministerial students  
 Erna and Robert Cordes Scholarship – church work students  
 Ruth Proft Dannehl Scholarship – pre-ministerial and/or church work students  
 Richard A. and Hilda Danowsky, Sr. Scholarship – pre-ministerial students; junior or senior  
 Director of Christian Education Scholarship – Director of Christian Education students  
 Rev. Professor William A. Dobberfuhr Scholarship – pre-ministerial students  
 Kenneth Duerr Scholarship – church work students  
 Earth Science Scholarship – earth science students; high cumulative GPA  
 Pastor Henry F. and Marie C. Eggers Ministerial Scholarship – LCMS pre-ministerial students  
 Paul W. Eggert Scholarship – church work students  
 Emery and Almeda Eickhoff Scholarship – church work students  
 Environmental Science Scholarship – environmental science students; high cumulative GPA  
 Fred O. Erbe Memorial Scholarship – pre-ministerial or teacher education church work students; from specific parishes in Iowa  
 Donald and Leone Erickson Scholarship – teacher education church work students; preference given to students of Trinity  
 Lutheran Church of Lake Johanna, Arden Hills, MN  
 Leonard C. Ewald-Norman Brandt Memorial Scholarship – church work students  
 Forward in Remembrance Scholarship  
 Michael Gangelhoff Scholarship – church work students  
 Arnold W. and Sylvia A. Georg Scholarship – pre-ministerial students  
 Edward and Clara Gesch Scholarship – church work students  
 Omar E. and Verna R. Glessing Scholarship – church work students  
 Lester A. Gottschalk Scholarship – teacher education church work students  
 Mr. and Mrs. Herbert Grimm Scholarship – church work students; preference given to pre-ministerial students  
 Leona M. Groth Scholarship – revolving scholarship; church work students and pre-med students  
 Rev. Dr. Richard L. Guehna Scholarship – pre-ministerial students  
 Alvina Haack Ministerial Scholarship – pre-ministerial students; German descent with high academic standards  
 Julie Halbmaier Scholarship – Concordia School of Accelerated Learning students  
 Halvorson/Sohre Memorial Scholarship – general; financial need and/or high academic students  
 Mabel M. Harmel Memorial Scholarship – church work students  
 William Randolph Hearst Scholarship – general; economically disadvantaged students of color  
 Walter and Leone Helmkamp Scholarship – church work students  
 Hispanic Outreach Scholarship – Hispanic students  
 Otto and Sophia Holtz Scholarship – outdoor/environmental biology teacher education students  
 Dr. Gerhardt W. Hyatt Memorial Scholarship – general; deserving students  
 Mark and Gayle Janzen Scholarship – second career returning students; preferably over age 25 willing to speak the Gospel of Jesus Christ  
 Lorraine and Michael Johnson Scholarship – female students; preference given to Director of Christian Education students  
 Walfred and Julia Johnson Scholarship – church work students  
 Kaden Family Scholarship – church work students

Warren and Marilyn Kluckman Scholarship – church work students  
 Otto F. and Gertrude B. Krause Scholarship – Director of Parish Music students  
 Martin H. and Alma H. Kretzschmar Scholarship – pre-ministerial students  
 William H.O. Kroll Scholarship – church work students  
 Frieda W. Krueger Scholarship – church work students  
 Elsie Kruse Scholarship – pre-ministerial students  
 Theodore and Caroline Kuhn Scholarship – pre-ministerial students  
 Edward A. Lange Writing Award – students excelling in writing  
 Dr. Paul Lassanske Scholarship – church work students  
 Kenneth O. and Kathleen D. Lenz Scholarship – church work students  
 Rev. Dr. Martin W. and Lucille E. Lieske Scholarship – church work students  
 Rev. Walter Luedtke Scholarship – pre-ministerial students  
 Dr. Ernest A. Lussky Scholarship – church work students  
 Dr. Martin Luther Scholarship – pre-ministerial and teacher education church work students  
 Lutheran Brotherhood Scholarship for Lutheran Students – Lutheran students; financial need; Lutheran  
 Charlotte Mack Scholarship – Director of Christian Outreach students  
 Dr. and Mrs. Paul Martens Scholarship – church work students  
 Harold Mattfeld Family Scholarship – church work students  
 Dr. R. Brownell and Ann McGrew Scholarship – Hoffmann Institute  
 Rev. Dr. August Mennicke Scholarship – church work students; music or psychology emphasis  
 Dr. Gerhardt and Dr. Loma Meyer Scholarship – church work students; priority given to teacher education students  
 Pastor Gerhard and Augusta Michael Scholarship – church work students  
 Rev. Dr. Marvin and Melba Middendorf Scholarship – pre-ministerial students  
 Thomas and Chris Milbarth Football Fund – Athletic students participating in football; minimum 2.5 GPA  
 Rev. Fred and Frieda Miller Scholarship – pre-ministerial students  
 Minority Student Scholarship – minority students  
 William Moenkenmoeller Scholarship – general; deserving students  
 Mr. and Mrs. B.A. Mosling Scholarship – pre-ministerial students; or other church work students  
 H.F.C. Mueller Scholarship – pre-ministerial male students and teacher education female students  
 Dr. Luther Mueller Scholarship – church work students; priority given to teacher education students  
 Theodore F. Neils, Sr. Scholarship – worthy students  
 Paul and Diane Netsch Scholarship – pre-ministerial students  
 Richard E. Norris Scholarship – band program students majoring in instrumental music education  
 Marvin T. Nystrom Scholarship – U.S. citizens with financial need; minimum 3.0 GPA  
 Dr. Stanley and Eleanor Oexemann Scholarship – U.S. citizens enrolled in Christian mission work; preference given to freshmen having graduated in the top 20%; continuing students must have a minimum 3.0 GPA  
 Stanley and Miriam Oexemann Scholarship – U.S. citizens enrolled in Christian mission work; preference given to freshman having graduated in the top 20%; continuing students must have a minimum 3.0 GPA  
 Hoffmann Institute Scholarship – church work students interested in working in the area of outreach; two years' experience at Concordia University and/or have been admitted to a professional program; spiritual maturity and significant contribution to Christian outreach.  
 Mr. and Mrs. Theodore Olsen Scholarship – pre-ministerial or church work students  
 William H. and Georgia B. Olson Scholarship – pre-ministerial students  
 Jim, Nancy and Daniel Ondov (Because of Jesus) Scholarship – pre-ministerial or other church work above average students  
 E. J. and Anna H. Otto Pre-Seminary Scholarship – church work students  
 Outdoor/Environmental Biology Scholarship – elementary education students; concentration in outdoor/environmental biology; at least two quarters remaining, demonstrating academic excellence  
 Frank and Elsie Papke Scholarship – pre-ministerial students  
 Parents' Appreciation Scholarship – church work students  
 Jan Pavel Scholarship – pre-ministerial students  
 Rachel Ann Pocrnich Scholarship – teacher education students; early childhood or elementary  
 Esther Podewils Hoffmann Institute Scholarship Endowment – Hoffmann Institute students  
 Richard D. and Joyce Peterson Peters Scholarship – church work students; preference given to minority students  
 W.A. Poehler Alumni Scholarship – church work students; high academic achievement; financial need  
 Irene Reinking Scholarship – church work students  
 Rev. Louis Rosin Scholarship – pre-ministerial students  
 Henry and Lela Rossow Church Teacher Scholarship – church work teacher education students; male  
 Henry and Lela Rossow Ministerial Scholarship – pre-ministerial students

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

Edward and Natalie Rudnick Scholarship – Hoffmann Institute students; merit based

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

James M. and M. Martha Ryan Scholarship – church work students

Walter and Cora Scharf Scholarship – church work students

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

William T. and Alma H. Schluter Scholarship – general

Victor and Harriet Schmidt Scholarship – church work students

Fritz Schneider Scholarship – church work students

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

Ray Schrader Family Scholarship – church work students

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

Ted and Edna Schroeder Scholarship – general; financial need students

Arthur J. Schuette Scholarship – church work students

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

Steven Schutte Scholarship – church work teacher education students

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

Rev. Paul and Regina Seltz Scholarship – church work students

Sohn Ministerial Scholarship – pre-ministerial students

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

Gary and Eileen Specketer Scholarship – pre-ministerial students

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

Arthur Stanz Scholarship – pre-ministerial students

Albert J. Stehr Scholarship – church work students

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

Mary Behrens Stelter Scholarship – pre-ministerial students

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

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

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

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

Rachel Tegmeier Scholarship – general; preference given to students working with mentally challenged individuals

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

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

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

Carol Anne Trapp Scholarship – pre-ministerial students

Thomas Trapp Pre-Ministerial Scholarship – pre-ministerial students

Treichel Family Scholarship – minority; financial need students from Saint Paul, MN

Linus Ulbricht Memorial Scholarship – general

Martin and Loretta Vanseth Scholarship – church work students

General John and Avis Vessey Scholarship – Hoffmann Institute students

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

Leroy Vogel Scholarship – pre-ministerial students

Volkert Family Scholarship – church work students

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

Harvey C. Wagner Family Scholarship – church work students

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

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

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

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

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

William P. Winter Memorial Scholarship – general

Steve Wise Family Scholarship – church work students

Della Wolf Scholarship – church work students

Max Wolf Scholarship – speech department students

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

George C. and Erna B. Zielske Scholarship – general

Rev. E.W. Zimbrick Scholarship – church work students

## SCHOLARSHIPS – ANNUAL GIFTS

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

- 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

## WORK STUDY

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

## STUDENT SERVICES

### ACADEMIC ADVISING

#### FOR STUDENTS IN TRADITIONAL PROGRAMS

To help traditional undergraduate students make informed decisions regarding their educational and career goals, Concordia University provides ongoing academic advising and support by University faculty and other advising professionals. New students are assigned a faculty advisor based on indicated interests or intended academic majors. Advisors provide guidance and support around setting career goals, choice of major, course selection, class scheduling, degree requirements and other academic concerns. Peer Advisors provide additional assistance to first-year students and incoming transfer students. For more information about faculty advising in the traditional programs, contact the Director of Traditional Student Advising at (651) 603-6318.

#### FOR STUDENTS IN DEGREE COMPLETION COHORT PROGRAMS 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 the Lead Academic Advisor at (651) 603-6271.

### 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. For those students unsure of a career direction, career assessment and counseling are available to help in career planning and decision-making. Numerous resources are available to assist students in investigating different careers, internships, and job opportunities. Part- and full-time job postings and internship listings are available. Access to local and on-campus job and internship fairs is provided through this office. A career development course is also available: Career Exploration and Assessment (SSS 150). Contact the Director of Career Services at (651) 603-6241 or visit Career Services.

### 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.

### STUDENT ACCESSIBILITY SERVICES

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

- help to determine if you may have a disabling condition that impacts educational programs or services
- provide referral for additional testing or supportive services
- set up academic supports that may help in classes (e.g., test taking, note taking, etc.)
- provide individual consultation on a wide variety of disability related issues

Any student with a question regarding disabilities should contact: [SAS@csp.edu](mailto:SAS@csp.edu), our campus website: [www.csp.edu/student-life/student-services-offices/disability-services](http://www.csp.edu/student-life/student-services-offices/disability-services). Telephone (non-texting): (651) 641-8272, or (651) 641-8207. TTY users: Minnesota Relay (711).

## HEALTH SERVICES AND INSURANCE

The Director of Health Services is a registered nurse, who works in conjunction with local health care providers. State law requires that all students be immunized and that Health Services have a record of those immunizations on file. Students are required to provide this information to Health Services prior to the start of classes. All students with special health needs and/or chronic illness should contact the Health Services nurse. Together, the student and the nurse will formulate a plan to meet those needs while the student is at Concordia University. All care and counseling received at Health Services is confidential. No information is released without written permission of the client.

All students are urged to have health and hospitalization insurance. Concordia University 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.

## LEARNING SERVICES

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

### STUDENT SUPPORT SERVICES COURSES (SSS)

**SSS 101 College Transitions** - The College Transitions course guides and supports students making the transition from high school to university study. It helps students develop the necessary skills, habits, strategies, and values that will empower them to deal effectively with college life. Students with fewer than 20 transfer credits and former PSEO students who earned college credits in a high-school-setting-only are required to take this course their first semester on campus.

**SSS 110 College Reading** - This course prepares students for the complexity and intensity of college-level reading demands. The course focuses on the types of textual material students will encounter in various academic disciplines, e.g., history, psychology, science, literature, and so on. Emphasis is placed on developing the critical thinking required by college professors when they ask students to read a text in their discipline. Students with ACT scores of less than 20 in Reading are required to take this course their first semester.

**SSS 120 College Turning Points** - This course is designed to teach students on academic probation successful strategies, learning techniques, practical knowledge, and life management skills to stay on course in their college journey. Students use journals and class discussion to reflect on personal mindsets and decision-making.

**SSS 150 Career Exploration and Assessment** - 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.

**SSS 200 Leadership Development** - Learn about your own leadership potential and build skills in conflict management, boundary-setting, team building, group facilitation, stress management, and morale boosting. Apply concepts in ethics, servant leadership, emotional intelligence, and leadership styles to your own life and roles today while developing strengths for your future. (This class includes a service-learning component.)

## TUTORING SERVICES

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

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

## WRITING CENTER

Students are encouraged to use the Writing Center, located in Administration Building Office 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.

## SERVICE LEARNING

Service-learning at Concordia University is defined as an experiential approach to teaching and learning that intentionally combines meaningful community or public service with an academic application, development of civic responsibility and personal growth. Service-learning opportunities are ones that are mutually beneficial. Service-learning opportunities can be either curricular – that is, tied to a class – or co-curricular, and these opportunities may involve direct service, indirect service, advocacy, or research. In addition to several course offerings, the 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.

## CAMPUS MINISTRY

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

### MINISTRY OPPORTUNITIES

- Devotion and Worship
- Chapel – Mornings and Evenings (five weekdays at 11:00 am and four evenings each week)
- 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 relate to all campus activities, whether academic, social, cultural, or co-curricular. All members of the campus community are welcomed as participants in the devotional assembly: campus devotions each morning and evening, seasonal afternoon or evening or services, festival celebrations, devotional activities in residential units, or individual rooms. Campus worship is facilitated by the Campus Chaplain 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 Campus Chaplain. All pastoral care is given under the normal assurances of clerical confidentiality and in keeping with Lutheran practice.

## STUDENT HOUSING, FOOD SERVICE, SECURITY, AND PARKING

### RESIDENCE HALL POLICIES

First-year and second-year students are required to live in university-owned housing unless living with their parents. Exceptions to the policy must be requested in writing and approved by the Student Housing Office. New students are mailed the housing application and agreement by the Office of Undergraduate Admissions.

Returning students obtain a housing application and agreement from the Office of Student Affairs. 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 Vice President for Student Life. Housing agreements run for the entire academic year.

All residence students are charged an inclusive room and board fee. 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 coverings. 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 University 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 Vice President for Student Life in the management of the residence halls. Occupants of residence halls are responsible for rooms and furnishings supplied by Concordia University.

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 a company called Sodexo to provide meals in the Student Life Center, as well as to cater 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 University identification 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

Concordia 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 Residence Life/Housing at (651) 641-8228.

## SECURITY

The 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, and 365 days a year.

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

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

## PARKING

The Concordia University parking policy requires that all motor ever on campus used by University students, faculty, and staff be registered with the Department of Security. Vehicles parked in University lots must have a valid Concordia University Parking Permit properly attached to the rear view mirror, facing the windshield. There is no cost to register a motor vehicle with the Department of Security. 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 Meyer Hall 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 University is not responsible for any loss or damage to vehicles parked on University property. For further information, contact the Department of Security at (651) 641-8717 or check out the Department of Security web site at [www.csp.edu/security](http://www.csp.edu/security).

## CO-CURRICULAR ACTIVITIES, CLUBS AND ORGANIZATIONS

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

## CLUBS AND ORGANIZATIONS

- Business Club
- CHAMPS - Health, Physical Education, and 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
- DCESnet - anyone with church work interest
- Detail - The CSP Student Television show
- EXTREME Club - Rock climbing, etc.
- History Club
- Lacrosse Club
- Mathematics Club
- Psychology Club
- Science Club - Concordia Science Organization (CSO)
- 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
- Teacher Education Club - Concordia Student Education Association (CSEA)
- The Club - for all commuter and transfer students
- 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 PROGRAM AND ACTIVITIES

The university offers intramural programs that are designed to provide recreational opportunities for both male and female students. These programs are planned, coordinated, and supervised through the Director of Intramural Sports. 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. Participation is voluntary. Some intramural activities are coeducational. Offerings may include the following:

- Aerobics classes
- Ballroom Dancing
- Basketball (includes 3-person and 5-person team formats)
- Billiards
- Football, flag (Coeducational)
- Floor Hockey
- Kickboxing
- Soccer
- Softball (Coeducational)
- Sand Volleyball Tournaments
- Volleyball (Coeducational)
- Racquetball
- Table Tennis

## MUSIC, THEATRE, AND VISUAL ARTS

- Art Club
- Chapel Band
- Christus Chorus and Jubilate choir (both by 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
- Vox 9 (Vocal Jazz Ensemble) (auditioned)

## MINISTRY OPPORTUNITIES

- AEX - Adelphoi en Xristou (Brothers in Christ); for students interested in learning about pastoral ministry
- Campus Ministry Center
- CBS - Campus Bible Studies
- CMS - Concordia Mission Society; plans and implements service projects at various mission sites such as Florida, Texas, Jamaica, Mexico
- FISH - Wednesday night praise and prayer worship
- PRISMS - Outreach program, reaching youth through weekend retreats

## 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.

## ATHLETIC ASSOCIATIONS AND ACTIVITIES

- Cheer Team (by tryout)
- Fellowship of Christian Athletes (FCA)
- Super Fan - Pep club for games

## NCAA DIVISION II ATHLETICS

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

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

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

- 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

## OTHER ACTIVITIES AND ORGANIZATIONS

### BOOK OF THE YEAR

Each year Concordia University, Saint 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 promise, mission, vision and strategic priorities
- potential for convocations and presentations

### 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.

#### 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.

#### VISION

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

#### GOALS

1. Make Concordia University, Saint 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.
2. Make Concordia University, Saint Paul the place "to go to" for Hmong scholars, researchers, the media, businesses and government institutions on Hmong related issues and topics.
3. 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.
4. Encourage, promote and facilitate scholarly research in the Hmong community.

#### OBJECTIVES

1. Offer an academic minor in Hmong Studies.
2. Offer an academic conference every other year for scholars to promote and share their research findings on the Hmong people and society.
3. Initiate one scholarly research project a year on topics that would be beneficial and of interest to the Hmong and the community at large.
4. Conduct one Hmong study tour a year to Asia.

For further information, contact Professor Lee Pao Xiong, Director of the Center for Hmong Studies, at [xiong@csp.edu](mailto:xiong@csp.edu) or (651) 641-8870. The center's website is [www.csp.edu/hmongcenter](http://www.csp.edu/hmongcenter)

### OSWALD HOFFMANN INSTITUTE FOR CHRISTIAN OUTREACH

This organization was formerly known as the Oswald Hoffmann School of Christian Outreach. The Institute is the center for Evangelism and Mission studies creating mission vision and equipping outreach leaders centered at Concordia University. The purpose of the Hoffmann Institute is to:

1. prepare students for professional outreach ministries
2. encourage and develop an active outreach consciousness within the campus community and
3. raise outreach vision, commitment, involvement and leadership throughout the church

In partnership with Concordia University, the Hoffmann Institute faculty serve as professors in the classroom and teach courses offered in the undergraduate outreach major and minor which lead toward certification as a Director of Christian Outreach (DCO). In addition, the Hoffmann Institute developed and manages the Master of Arts in Christian Outreach Leadership (MACOL) 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, Lutheran Classroom Teachers, Pre-pastoral, and liberal arts students.

The contact information for the Hoffmann Institute is: (651) 641-8701 and <http://www.hoffmann-institute.org/>

As a separately funded, donation-supported outreach organization of the university, the Hoffmann Institute develops programs on- and off-campus to serve the church in outreach through the following:

- Courses, convocations, and workshops including distance education
- World Mission and Evangelism Weeks
- Mission Fairs and other special events
- Participation in the work of the church
- Student projects
- Intentional in-depth outreach training



## ACADEMIC INFORMATION – UNDERGRADUATE PROGRAMS

### Definition of Academic Terms

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

**Bachelor of Arts degree** consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 128 credits.

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

**Bachelor of Science degree** consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 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 (LCMS); 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 50 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 12 to 16 credits taken in courses in one area or related areas of study.

The **Framework for Learning** is a statement of the “university outcomes” that the faculty have determined are the essential “learnings” for any student who attends Concordia University, Saint Paul. The function of the Framework for Learning is to make explicit how Concordia University understands and applies its mission statement. The Framework for Learning includes goals and competencies in eight areas: aesthetic, intellectual, physical, spiritual, communication, interpersonal, civic, and global.

The purpose of the **General Education program** of coursework in 10 different “goal areas” that includes 47 to 52 semester credits of coursework that is designed to provide Concordia University students with the opportunity to grow in their ability to:

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

An **academic hour** is a 50-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.

An **academic major** normally consists of 32 to 44 credits taken in courses in one area or related areas of study prescribed by the faculty.

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

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

A **specialization** or **specialty** is a focused group of courses required in addition to a major to attain a certification such as for teaching licensure.

**Summer school** for traditional academic programs consists of three, three-week course sessions in May, June, and July. Courses typically meet daily for 14 days and can usually be completed in one of the summer sessions. Undergraduate degree completion programs and graduate programs have seven week summer sessions as a part of the regular calendar.

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.

## ACADEMIC POLICIES AND PROCEDURES

### REGISTRATION

The requirement for completion of an undergraduate degree at Concordia University, Saint Paul, is 128 semester credits. Graduate degrees can be earned for 30 or more semester credits depending on the program. The average academic load for a full-time undergraduate student is 16 credits. The maximum load for undergraduate students 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 to 299. Faculty and/or Staff Advisors assist in the planning and approval of course registration. Credits earned in courses numbered less than 100 are not applicable to graduation requirements.

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

### TIME LIMITS

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

### CLASSIFICATION OF STUDENTS

#### Full-Time Students

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

#### Part-Time Students

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

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

Freshman	up to 31 credits
Sophomore	32 to 63 credits
Junior	64 to 95 credits
Senior	96 credits and above

### REPEATING COURSES

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

### AUDITING COURSES

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

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

### CO-CURRICULAR ACTIVITIES

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

### INDEPENDENT STUDY

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

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

### 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 Pass/No Pass grade is given for all field-based learning experiences.

### ATTENDANCE IN CLASS AND COMPLETION OF ASSIGNMENTS

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

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

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

Additional attendance guidelines and requirements for degree completion undergraduate students:

- If a student must miss a class/chat because of an emergency or illness, he/she is required to complete his/her regular assignments(s) and complete a make-up assignment that contributes to the subject being studied and enhances the class-learning environment. A missed class/chat may result in a grade reduction.
- If a student misses two classes/chats, the instructor and the student need to discuss the student's ability to complete the course. In addition, the student will be required to complete his/her regular assignment(s) and extra work. Two missed classes/chats will result in additional grade reduction.
- Any additional absences will require retaking the course. The student will be billed and a grade will be issued each time the course is taken.

- Regular attendance is a key factor in determining the continuing financial aid support.
- Instructors understand the uncertainty of military requirements and other contractual obligations, and they will work with the student to meet educational goals.
- It is the student's responsibility to contact the instructor to make appropriate arrangements.

### ACADEMIC CREDIT FOR PRIOR EXPERIENCE

Degree-seeking students may earn up to 32 credits of coursework for experiences from any of the following: non-accredited institutions, life experience, work experience, or military. Credits are typically for elective coursework. Credit for coursework in majors and minors must be approved by the respective academic department. General Education coursework must be approved by the General Education Committee. The office of the Registrar may grant such credit.

Up to four credits of the 32 credits of prior experience may be earned through a written essay that demonstrates knowledge of a particular content area gained from a prior experience. Submissions cost \$125. The process is as follows:

1. Essays should be submitted via email with the \$125 payment to the Office of the Registrar.
2. Essays are delivered to faculty who are experts in the academic field correlating with the essay topic.
3. Faculty readers evaluate the learning gained through an experience for equivalent college level coursework and awards 0 through 4 credits.
4. Essays and completed evaluation sheets are returned to students typically within two weeks. Students will either receive credit for essays or allowed one rewrite. Rewrites must be completed within 90 days of receiving rewrite notification.
5. Rewritten essay submissions do not require additional payment. Essay rewrites are returned to the faculty reader for final evaluation. Student will either be awarded credit or no credit.
6. The Life Experience Essay must follow the following format:
  - a. Title (reflecting the content and scope of the essay)
  - b. Introduction (a paragraph of what the essay covers)
  - c. Description of the experience  
What did you do, why, when, where, for how long? Were others involved? What was the breadth and depth of your experience? What were the other experiences that contributed to the knowledge gained?
  - d. Observations and Reflections  
Describe and analyze the results of the experience. What worked and what didn't. What did you learn about yourself, others, the situation? What did you notice as a result of your experience?
  - e. Concepts and Generalizations  
Describe the principles underlying or explaining what happened. What theories, patterns, rules, methods, beliefs, did you discover? Why do they work? What patterns, overarching principles and **higher level college learning** occurred from this experience? What expert knowledge was gained? It may help to search out courses on the topic and research what objectives instructors or experts in the field view as essential knowledge for proficiency.
  - f. Testing or applying concepts in the situation  
Describe how you can use or have used what you learned. How can you use this knowledge in other situations in the future? Of what use is this knowledge? Does it apply to other organizations, other people?
  - g. Conclusion (paragraph)
  - h. References

### ASSESSMENT OF STUDENT LEARNING AND OTHER MATTERS

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

## DROP REGISTRATION FROM COURSES “WITHOUT ACADEMIC RECORD”

### Full Semester Courses

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

### Half Semester Courses (7 Week Courses)

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

## WITHDRAWAL FROM COURSES/WITHDRAWAL WITH ACADEMIC RECORD

### Full Semester Courses

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

### Half Semester Courses

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

### Withdrawal Procedures

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

### Withdrawal from the University

Students who desire to discontinue from the university, take a leave of absence, or changing their cohort must discuss their plans with their advisor. Traditional undergraduate students will contact the Director of Academic Advising, Renee Rerko at (651) 603-6318 or [rerko@csp.edu](mailto:rerko@csp.edu) for an exit interview. It is the student's responsibility to fulfill all necessary obligations by contacting the following: financial aid office, student accounts, library/information services/help desk, security, and offices issuing special equipment, such as laptops, instruments, keys, and athletic equipment. Students who officially withdraw from school will receive refunds and grades according to the standard schedule. Students who discontinue without notice will be liable for any financial obligations.

Students who are asked to leave Concordia University as a result of administrative dismissal or academic disqualification, may appeal. Contact the Director of Academic Advising, Renee Rerko at (651) 603-6318 or [rerko@csp.edu](mailto:rerko@csp.edu).

## GRADING SYSTEM – UNDERGRADUATE PROGRAMS

A	Superior	4.00 grade points
A -		3.67 grade points
B+		3.33 grade points
B	Above Average	3.00 grade points
B -		2.67 grade points
C+		2.33 grade points
C	Average	2.00 grade points
C -		1.67 grade points
D+		1.33 grade points
D	Below Average	1.00 grade points
D -		.67 grade points
F		zero grade points
P	Pass	
N	No pass	
X		Continuing registration for more than one term
V	Audit	

W	Withdrawal	Student officially withdrew from a course during the third through eighth week of the semester.
I	In progress	This grade is given to students who have missed part of their assigned work due to circumstances beyond their control, but who are otherwise doing satisfactory work.

### REQUESTING AN "IN PROGRESS" GRADE

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

- Prior to the end of the term the student files a form with the professor requesting an "I" grade and indicating a planned completion date.
- Students and instructors develop an agreement including the guidelines for completion of the necessary coursework. In degree completion programs, an "in-progress" grade should be removed within two weeks.
- In traditional programs, an in-progress should be completed and removed by the seventh week of the following semester in which the "I" grade was incurred or at a date set by the professor on the form provided. In degree completion undergraduate programs and graduate programs, all course requirements must be completed within four weeks from the last day of class.
- The grade of "I" will be changed to the grade of "F" by the registrar unless an instructor assigns a passing grade or requests an extension beyond the normal time limit.
- Permission may be granted by the instructor to extend the time of an "I" grade to a maximum of one year.
- The maximum number of In-Progress grades students may carry at one time is two.
- When extenuating circumstances warrant. Any further extension must be approved by the instructor and the Vice President for Academic Affairs and filed with the registrar.

### PASS/NO-PASS GRADING

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

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

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

### ACADEMIC GOOD STANDING

A student in good standing is one who:

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

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

### **SATISFACTORY ACADEMIC PROGRESS POLICY**

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 a minimum of 12 credits each term. Incompletes (I) and withdrawals (W) do not count toward completion. Students taking 9 to 11 credits will need to pass 9 credits and students taking 6 to 8 credits will need to pass 6 credits.

To be eligible to return for a second term, a student must achieve at least a 1.0 GPA their first term. 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:** Academic probation is a formal warning that students did not achieve satisfactory progress. Students will be notified of their probation status in writing by the registrar. 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 see his or her advisor within the first two weeks of the new term to complete a Student Success Plan. All students on academic probation are required to take and successfully complete SSS 120 - College Turning Points (a student success course) during their probationary term. Students who achieve a 2.5 term GPA and complete the minimum required credits while on probation will be allowed to register for a subsequent term on probation without disqualification.
2. **Disqualification:** Disqualification occurs when students do not meet satisfactory academic progress requirements for two consecutive terms, or first-term students do not achieve a 1.0 GPA. Students will be notified of their disqualification in writing by the registrar. Students are ineligible to register for subsequent terms. Students may appeal to be readmitted by completing the Disqualification Appeal Form.

### **DISQUALIFICATION APPEAL PROCESS**

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

### **HONOR RECOGNITION – DEAN'S LIST**

Traditional undergraduate 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 course incompletes must be removed by the end of the second week after the week of final examinations.

### **GRADUATION HONORS**

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

Students in bachelor degree programs who have earned fewer than 64 credits at Concordia University and have at least a 3.90 GPA at Concordia will be recognized as graduating "with high distinction." Students who have earned fewer than 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 held during the spring semester.

## HONORARY SOCIETIES FOR STUDENTS

### LAMBDA PI ETA

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

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

<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 University. Membership is open to students who have completed at least five semesters of college work with a minimum of 3.00 grade-point average in English and who rank in the top 35 percent of their class in general scholarship. The purposes of the society are to:

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

### PARTICIPATION IN COMMENCEMENT CEREMONIES

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

### 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

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

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

### RESEARCH WITH HUMAN SUBJECTS

All research projects employing human subjects must be reviewed by the Human Subjects Review Committee. No research project should be implemented without the approval of the Human Subjects Review Committee. Students and faculty who are planning to conduct research are directed to use and follow the procedures in the Faculty Handbook Section 8, Appendix D: Concordia

University Saint Paul, MN Protocols and Procedures for Research Involving Human Subjects Application and Information Packet and Appendix E: Protocol Form Research Involving Human Subjects.

### **ACADEMIC INTEGRITY**

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

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

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

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

### **OFF-CAMPUS SEMESTER STUDY**

Concordia University encourages students to broaden their horizons and explore their surrounding world through off-campus study programs. In order to apply for off-campus study, students must meet certain criteria dependent upon the study option. Concordia University will allow only two semesters of off-campus study or a maximum of 32 off-campus study credits to be applied to the 128 credits for the bachelor’s degree. The university’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 Off-Campus Enrollment (OCE) for required courses must be:

- currently registered for six or more credits
- maintaining satisfactory progress as defined in this academic catalog
- experiencing an unavoidable class conflict which prevents them from graduating on time, or
- planning to take a course that is a part of their approved major and/or minors but not currently taught at Concordia University.

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 University. Students who meet these criteria may complete the OCE form and have it signed by their academic advisor. 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 the Registrar at Concordia University 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 the fees paid to the host institution.

### **GLOBAL OFF-CAMPUS ENRICHMENT STUDY**

Another off-campus study option available to students is our short-term Global Off-Campus Enrichment (GOE) trips. New faculty-led programs are approved annually and courses are offered around the world in many different disciplines. In order to participate, students must be in good standing. For further information, contact the Community Action, Leadership, and Learning Center (CALL Center) at (651) 641-8236.

## RESERVE OFFICERS TRAINING CORPS (ROTC)

### AIR FORCE ROTC

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

### ARMY ROTC

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

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

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

### NAVAL ROTC

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

## GRADUATION REQUIREMENTS

### ASSOCIATE OF ARTS DEGREE (A.A.)

Students may obtain the Associate in Arts (A.A.) degree at Concordia University, by completing a 64-credit program that includes the equivalent of the 47 credits of general education curriculum. A minimum of 24 credits must be earned at Concordia University. In addition, students must:

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

Areas of emphasis as a part of the A.A. program are 16 credits. Students may select an area of emphasis with the approval of their academic advisor. The academic department and the Registrar must approve the area of emphasis in order for it to be listed on the student's transcript.

### BACHELOR OF ARTS DEGREE (B.A.)

The Bachelor of Arts (B.A.) degree from Concordia University carries the following general requirements. Students will:

1. Complete 128 total credits applicable to graduation of which 32 must be completed at Concordia University and 20 in the senior year.
2. Complete the course requirements for the 47 credits of general education program distributed according to the "Framework for Learning" goals and competencies.
3. Complete the course requirements for an academic major – typically 40 to 44 credits for the BA – or two academic minors – typically 20 to 24 credits each. At least 50% of a major, minor or emphasis must be completed in residence unless approved by the appropriate department(s).
4. Complete petitions for any and all substitutions for general education courses and courses in the major and/or minor(s).
5. Earn a cumulative grade point average of 2.00 or above, a cumulative grade point average of 2.50 or better in the major and all minors. If the 2.50 cumulative grade point average is not attained in a minor, the minor will not be listed on the transcript. Two or more majors, minors, or emphases can be requested in related areas, with a maximum of three courses, or one-fourth of the total credits, whichever is higher, in common. An exception may be granted for multiple teaching licenses.
6. Complete all assessment activities and outcomes examinations required for general education and/or majors and minors.
7. Traditional undergraduate students – meet with the Registrar after applying for graduation to review final requirements. It is recommended to apply and meet with the Registrar before registering for the entire senior year to allow for any contingencies. The deadline for the graduation application is set for the Friday before Thanksgiving for students planning to complete the following spring, summer, or fall to participate in the upcoming May ceremony. Students in the undergraduate degree completion programs are to communicate with an academic advisor on a continuing basis.
8. Be approved as a candidate for a degree by the faculty, upon the recommendation of the Registrar.

NOTE: Special requirements for Teacher Education majors are listed in the College of Education section.

### BACHELOR OF BUSINESS ADMINISTRATION DEGREE (B.B.A)

Admission to the degree programs for all Bachelor of Business Administration (BBA) 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 ACC 201 and ACC 202.

The BBA degree from Concordia University carries the following general requirements. Students will:

1. Complete 128 total credits applicable to graduation.
2. Complete all requirements for the degree within eight (8) years of entering Concordia University. The 128 credits consist of general education courses, basic business core courses, major courses, elective courses, and all necessary prerequisites.
3. Complete all upper-level (300- and 400-level) basic business core courses and all major courses in residence.
4. Earn a cumulative grade point average of 2.00 or above, a cumulative grade point average of 2.00 or better in the major and a 2.50 in all minors.
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 University, the course will not substitute for a course that is part of the business core. A student may earn transfer credit for a lower-level (100 or 200 level) course that is part of the business core only if the student took the course at an accredited institution of higher education.

### **BACHELOR OF SCIENCE DEGREE (B.S.)**

The Bachelor of Science (B.S.) degree from Concordia University carries the following general requirements. Students will:

1. Complete 128 total credits applicable to graduation of which 32 must be completed at Concordia University and 20 in the senior year.
2. Complete the course requirements for the 47+ credits of general education program distributed according to the "Framework for Learning" goals and competencies.
3. Complete the course requirements for a Bachelor of Science academic major - typically 45 to 60 for the B.S. At least 50% of a major, minor or emphasis must be completed in residence unless approved by the appropriate department(s).
4. Complete petitions for any and all substitutions for general education courses and courses in the major and/or minor(s).
5. Earn a cumulative grade point average of 2.00 or above, a cumulative grade point average of 2.50 or better in the major and all minors. If the 2.50 cumulative grade point average is not attained in a minor, the minor will not be listed on the transcript. Two or more majors, minors, or emphases can be requested in related areas, with a maximum of three courses, or one-fourth of the total credits, whichever is higher, in common. An exception may be granted for multiple teaching licenses.
6. Complete all assessment activities and outcomes examinations required for general education and/or majors and minors.
7. Traditional undergraduate students - meet with the Registrar after applying for graduation to review final requirements. It is recommended to apply and meet with the Registrar before registering for the entire senior year to allow for any contingencies. The deadline for the graduation application is set for the Friday before Thanksgiving for students planning to complete the following spring, summer, or fall to participate in the upcoming May ceremony. Students in the undergraduate degree completion programs are to communicate with an academic advisor on a continuing basis.
8. Be approved as a candidate for a degree by the faculty, upon the recommendation of the Registrar.

## THE CURRICULUM: FRAMEWORK FOR LEARNING, UNIVERSITY OUTCOMES, AND GENERAL EDUCATION

### FRAMEWORK FOR LEARNING

The Framework for Learning was created by the faculty as a conceptual model to organize the learning of students at Concordia University. 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. The Framework includes goals and competencies in eight areas: aesthetic, intellectual, physical, spiritual, communication, interpersonal, civic, and global.

In turn, the 11 University Outcomes have been derived from the Framework for Learning. It is expected that all students will accomplish these University Outcomes through a variety of experiences and various coursework: general education coursework, major coursework, and elective coursework. Further, the General Education program of coursework has been designed to address the University Outcomes.

#### 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 University 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 goals.

## UNIVERSITY OUTCOMES FOR ALL GRADUATES

Concordia University graduate will be able to ...

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

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

**Oral Communication** (formal presentation and/or small group) ~ Organize the presentation, develop the topic, language style, delivery, incorporating references, and center the presentation on the audience. Regarding group discussion: tailor the content, language, delivery and references to effectively communicate in a group-centered manner.

**Quantitative Reasoning** ~ Translate verbal or written assertions into quantitative data; read, analyze, and interpret quantitative data, such as graphs, charts, or statistics; use models; and translate quantitative evidence and reasoning back to verbal or written assertions and support conclusions.

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

**Aesthetic Values** ~ Understand the value of artistic expression in reflecting and shaping the life of human communities; relate artistic expression to philosophical, religious, and social thought; and recognize the importance of major forms of artistic communication.

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

**Global Values** ~ Understand the relationships between the members of the global community; philosophical, religious, and social thought from global cultural contexts; the importance of global cultural expression; and the difficulties caused by ethnocentrism.

**Interpersonal Values** ~ Display effective interpersonal skills during interactions with students, faculty or staff, understand the value of effective interpersonal skills, accept and deliver constructive criticism, and effectively resolve conflicts.

**Physical Values** ~ Demonstrate strategies that promote lifelong health; implement and evaluate a personal physical fitness plan; implement a health-conscious lifestyle, including intellectual and emotional wellness; balance health of physical self and service to God and humanity.

**Spiritual Values** ~ Demonstrate an understanding of how the essentials of the Christian faith inform one's life individually and in community, and a sympathetic appreciation of the pertinence of the Christian faith to the total intellectual enterprise.

## GENERAL EDUCATION REQUIREMENTS

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

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

### FINE ARTS (four credits required; two courses from two different areas – Art, Music, and Theatre)

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

ART 101	Approaching Art #	2
ART 111	Drawing I	3
ART 221	Painting I	3
ART 241	Photography I	3
ART 261	Ceramics I	3
MUS 120	Listening to Life: Western Classical Music	2
MUS 121	Listening to Life: Global and Popular Music #	2
THR 101	Introduction to Theatre	2
THR 160	Introduction to Dance	2
THR 221	Acting I	4
THR 251	Stagecraft	4

# Recommended for Teacher Education students

### HISTORY AND POLITICAL SCIENCE (4 credits required)

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

HIS 111	Western Civilization to 1648	4
HIS 113	Western Civilization since the Reformation	4
HIS 212	Introduction to History	4
HMG 110	Introduction to Hmong History	4
POL 131	American Government	4
POL 241	Contemporary World Problems: Global Politics	4

### COMMUNICATION (4 credits required)

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

COM 103	Communication Fundamentals: Interpersonal	4
COM 212	Public Speaking and Performance	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.

COM 309	Intercultural Communication	4
ECO 101	America in the Global Economy: Macroeconomics	4
ED 290	Language and Society	4
ENG 376	World Literature II	4
GRK 211	Beginning Greek I	4

HIS 121	World History	4
HIS 221	World of Culture: Greece and Rome	4
HIS 267	Introduction to Latin America	4
HMG 201	Hmong Culture and Society	4
SPA 101	Beginning College Spanish I	4
SPA 102	Beginning College Spanish II	4
THL 350	Religions of the World	4
	International Study programs (e.g., England, India, Mexico, Thailand)	4

#### **SOCIAL AND BEHAVIORIAL SCIENCE (4 credits required)**

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

PSY 101	Introduction to Psychology #	4
SOC 152	Introduction to Sociology	4

# Recommended for Teacher Education students

#### **HEALTH AND PHYSICAL EDUCATION (3 credits required)**

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

KHS 110	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.

ENG 155	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 the prescribed number of credits in each of the following three areas.

##### **MATHEMATICS (MINIMUM 3 CREDITS REQUIRED)**

A Mathematics Placement Examination is required of all incoming students. Students who do not pass this examination must successfully complete Intermediate Algebra (MAT 100) before taking a general education math course.

MAT 101	Contemporary Mathematics	3
MAT 110	Introduction to Probability and Statistics	3
MAT 135	Calculus I	4
MAT 200	Foundations of Elementary Math #	3

# Recommended for Teacher Education students

##### **BIOLOGY (MINIMUM 3 CREDITS REQUIRED)**

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

##### **PHYSICAL SCIENCE (MINIMUM 2 CREDITS REQUIRED)**

CHE 110	Perspectives in Chemistry	3
CHE 115	General Chemistry I	4
CHE 141	Household Chemistry	3

ENV 120	Introduction to Environmental Science	3
ESC 120	Observational Geology	3
ESC 140	Observational Astronomy	3
ESC 160#	Earth Science #	4
PHS 111	Principles of Physics (Trigonometry-based)	3
PHS 112	General Physics I (Trigonometry-based)	4
PHY 221	General Physics I (Calculus-based)	4

# Recommended for Teacher Education students

### RELIGION AND THEOLOGY (8 credits required; 4 Introductory, 4 Intermediate)

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

NOTE: \* courses are designed for professional Church Work students only

#### INTRODUCTORY (4 CREDITS)

THL 100	The Biblical Heritage of Christianity	4
THL 215	History and Literature of the New Testament *	4

#### INTERMEDIATE (4 CREDITS)

THL 270	Our Living Faith *	4
THL 310	Archeology and the Bible	4
THL 320	Global Christianity	4
THL 325	Christian Ethics for the Professional	4
THL 336	Evil Meets Good	4
THL 342	Athens and Jerusalem: Philosophy and Christianity	4
THL 344	Martin Luther: Saint and Sinner	4
THL 351	Jesus and Muhammad	4
THL 352	Is God Green?	4
THL 356	One Nation Under God? Christianity and Politics in America	4
THL 357	Christianity and the Media in Contemporary Culture	4
THL 371	Mission of God	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.

ENG 120	College Writing	4
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## UNDERGRADUATE MAJORS

### ACCOUNTING MAJOR: 40 CREDITS (BA ADULT)

Program Overview - The degree completion program in Accounting prepares students for accounting careers in business, government or non-profit organizations. The major builds upon a strong liberal arts and business core foundation and prepares students for professional certifications such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA). This program has been designed for students who have completed an AS, AAS, or equivalent degree, in Accounting.

Prerequisites: 14 credits

ACC 201	Principles of Accounting I	4
ACC 202	Principles of Accounting II	4
ACC 311	Intermediate Accounting I	4
ECO 102	Microeconomics	2

Students holding an AS or AAS in Accounting who have NOT completed one or more of the mentioned courses will be advised accordingly.

Required: 40 credits (and in sequence)

MAN 350	Managing in the Global Economy	4
BUS 340	Business Analytics I	4
BUS 440	Business Analytics II	4
FIN 301	Corporate Finance I	4
LAW 411	Federal Income Tax	4
ACC 312	Intermediate Accounting II	4
ACC 411	Advanced Accounting	4
ACC 412	Auditing	4
ACC 413	Cost Accounting	4
MAN 450	Managing Finance and Business Strategy	4

### ACCOUNTING MAJOR: 58 CREDITS (BA TRADITIONAL)

Program Overview - The degree in Accounting prepares students for accounting careers in business, government or non-profit organizations. The major builds upon a strong liberal arts and business core foundation and prepares students for professional certifications such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA).

Prerequisites from General Education

ECO 101	Macroeconomics	4
MAT 110	Introduction to Probability and Statistics	3

Required: 58 credits

First Year

BUS 101	Introduction to Business	2
ECO 102	Microeconomics	2

Second Year

ACC 201	Principles of Accounting I	4
ACC 202	Principles of Accounting II	4
MAN 201	Business Analytics	2

Third Year

ACC 311	Intermediate Accounting I	4
ACC 312	Intermediate Accounting II	4
FIN 301	Corporate Finance I	4
LAW 401	Legal Environment of Business	2
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
MAN 302	Operations and Quality Management	2

Fourth Year

ACC 411	Advanced Accounting	4
ACC 412	Auditing	4
ACC 413	Cost Accounting	4

LAW 411	Federal Income Tax	4
MAN 401	Business Strategy and Ethics	4

### ACCOUNTING MAJOR: 64 CREDITS (BBA TRADITIONAL)

Program Overview - The Bachelor of Business Administration degree is available with an Accounting major. Because the BBA requires more business courses than a Bachelor of Arts or Bachelor of Science degree, it is considered the degree of choice for students planning a career in accounting, better preparing students to excel in the business world. Accounting majors benefit from close contact with instructors who have extensive practical experience in the business world. The classroom structure stresses ethics and the practical application of accounting knowledge. The major will prepare students to take the Certified Public Accountant (CPA) examination.

#### Prerequisites from General Education

ECO 101	America in the Global Economy: Macroeconomics	4
MAT 110	Introduction to Probability and Statistics	3
Required: 42 credits		
<u>First Year</u>		
ECO 102	Microeconomics	2
<u>Second Year</u>		
ACC 201	Principles of Accounting I	4
ACC 202	Principles of Accounting II	4
MAN 201	Business Analytics	2
<u>Third Year</u>		
ACC 311	Intermediate Accounting I	4
FIN 301	Corporate Finance I	4
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
ACC 312	Intermediate Accounting II	4
MAN 302	Operations and Quality Management	2
<u>Fourth Year</u>		
ACC 413	Cost Accounting	4
ECO 401	Global Economics and Ethnic Markets	4
LAW 411	Federal Income Tax	4
ACC 440	Forensic Accounting	4
ACC 411	Advanced Accounting	4
ACC 412	Auditing	4
LAW 401	Legal Environment of Business	2
MAN 401	Business Strategy and Ethics	4

### APPLIED MATHEMATICS/DUAL-DEGREE IN ENGINEERING (BS TRADITIONAL): 50 CREDITS

Program Overview - Concordia University and the University of Minnesota are partners in the Dual Degree program, allowing you to earn both an Applied Math degree from Concordia and an Engineering degree from the University of Minnesota. Students in the program complete Concordia's general education curriculum along with significant coursework in math and science, leading to an Applied Mathematics degree from Concordia. After two to three years at Concordia with a minimum GPA in content coursework, students receive automatic acceptance into one of the 11 different engineering programs at the University of Minnesota, with the final two to three years of courses completed at the U of M campus. Students will work closely with both Concordia and Minnesota advisors to determine the best route to a timely completion of all requirements. Normal completion time for the dual degree program is five years.

#### Prerequisites from General Education

MAT 110	Introduction to Probability and Statistics	3
Required: 47 credits		
EGR 200	Introduction to Engineering	4
MAT 135	Calculus I	4
MAT 145	Calculus II	5
MAT 220	Discrete Mathematics	3
MAT 255	Calculus III	4
PHS 221	General Physics (calculus based)	4
CSC 301	Programming and Problem Solving	3
PHS 222	General Physics II (calculus based)	4

MAT 230/330	Probability and Statistics (calculus based)	4
MAT 375	Differential Equations and Linear Algebra	4
	400 level courses from partner institution	8
Electives: 3 credits		
EGR	**Future Engineering Elective Courses**	
MAT305	Foundations of Geometry	3
MAT 450	Abstract Algebra	4
MAT 460	Foundations of Analysis	4
MAT 478	Mathematics Seminar	3
MAT 488	Independent Study in Mathematics	1 to 4
MAT 498	Internship in Mathematics	4

### APPLIED SCIENCE/DUAL-DEGREE IN ENGINEERING (BS TRADITIONAL): 52 CREDITS

Program Overview - Concordia University and the University of Minnesota are partners in the Dual Degree program, allowing you to earn both an Applied Science degree from Concordia and an Engineering degree from the University of Minnesota. Students in the program complete Concordia's general education curriculum along with significant coursework in math and science, leading to an Applied Science degree from Concordia. After two to three years at Concordia with a minimum GPA in content coursework, students receive automatic acceptance into one of the 11 different engineering programs at the University of Minnesota, with the final two to three years of courses completed at the U of M campus. Students will work closely with both Concordia and Minnesota advisors to determine the best route to a timely completion of all requirements. Normal completion time for the dual degree program is five years.

#### Prerequisites from General Education

CHE 115	General Chemistry I	4
MAT 135	Calculus I	4
Required (41 credits)		
EGR 200	Introduction to Engineering	4
MAT 145	Calculus II	5
CHE 116	General Chemistry II	4
MAT 244	Calculus III	4
CHE 221	Organic Chemistry I	4
PHS 221	General Physics (Calculus-based)	4
PHS 222	General Physics II (Calculus-based)	4
MAT 375	Differential Equations and Linear Algebra	4
	400 level courses from partner institutions	8
Electives (7 credits)		
EGR***	Future Engineering Elective Courses	
MAT 305	Foundations of Geometry	3
CHE 222	Organic Chemistry II	4
CHE 326	Analytical Chemistry	4
BIO 210	Genetics	4
BIO 330	Cell Biology	4
CSC 301	Programming and Problem Solving	4
MAT 330	Probability and Statistics (Calculus-based)	4
MAT 460	Foundations of Analysis	4
MAT 478	Mathematics Seminar	3
MAT 488	Independent Study in Mathematics	1 to 4
MAT 498	Internship in Mathematics	2

### ART AND DESIGN PROGRAMS IN GENERAL

The Concordia Department of Art and Design provides experiences, opportunities, coursework, and faculty that expand the role of visual art in a student's life. The department provides broad curricula in graphic design, studio art, art education, community arts, and more in order to prepare students for careers, or simply for enhanced appreciation of the field. Several highly qualified and active professors offer an advantageous student-to-faculty ratio. These teachers provide an educational environment that is both challenging and supportive.

The impressive four-story Concordia Art Center gives students 24-hour access to a wide range of facilities and tools to aid their learning. Concordia has large studios for painting, sculpture, printmaking, and ceramics. There is a dazzling Mac lab for design, and the department teaches both digital and traditional photography. The equipment matches the

studios. For example printmakers can do screen, intaglio, lithography and relief; while clay artists can fire in electric, gas, raku, and wood kilns, among others.

Student artwork is showcased in campus galleries throughout the year, with seniors having solo exhibitions. The department is very career-oriented, which is emphasized with portfolio development and internship opportunities. Students also may actively participate in Concordia's Art Club. The Department also offers study-abroad trips to Mexico and Europe. With the richness of their experiences Concordia's art and design students are very successful with either career placements or pursuing further education.

## ART DESIGN MAJOR – SEE DESIGN MAJOR

### ART EDUCATION/TEACHING (GRADES K-12) MAJOR: 83 TO 89 CREDITS (BA TRADITIONAL)

Program Overview – An Art Education major at Concordia University prepares a student to teach K-12 art in and out of Minnesota. Students gain sophisticated knowledge of the field and the effective teaching skills needed to pass along that knowledge to their future students. Successful students have futures in any school setting or they may attend graduate school for advanced degree work.

Course Information – Concordia offers studio coursework in drawing, painting, photography, printmaking, sculpture, ceramics, and graphic design in large well-equipped studios. Educational coursework and experiences will prepare students for all aspects of the complex teaching world.

#### Prerequisites from General Education

ART 101	Approaching Art	2
PSY 101	Introduction to Psychology	4
Required Content Courses: 33 to 35 credits (Complete content major with 2.75 GPA)		
ART 102	2-D Design	3
ART 111	Drawing I	3
ART 211	Illustration	3
ART 221	Painting I	3
ART 241	Photography I	3
ART 251	Sculpture I	3
ART 261	Ceramics I	3
ART 472	19 <sup>th</sup> and 20 <sup>th</sup> Century Art and Design	4
ART 202	Digital Art I or ART 302 Digital Art II	3
ART 331	Relief Printmaking or ART 332 Screen Printmaking	3
ART 370	Mexican Art and Culture	2 or 4
or		
ART 375	Art of Asia	4
or		
ART 376	Ethnographic Art	4
Open Art Electives: including at least one more studio course (6 credits)		6
Required Content Courses: 44 to 48 credits (Complete content major with 2.75 GPA )		
PSY 210	Child Psychology and PSY 220 Adolescent Psychology	4 and 4
or		
PSY 215	Child and Adolescent Development	4
ED 201	Introduction to and Foundations of Education (+15 hours of HR Activity)	3
ED 330	Human Diversity and Relations (+15 hours of HR Activity)	2
ED 336	Educational Psychology	3
ED 346	Effective Middle School Teacher	2
ED 347	Effective Secondary Teacher	2
ED 439	The Inclusive Classroom (+15 hours HR Activity)	2
ED 487	Reading Across the Content Areas (+15 hours HR Activity)	3
KHS 470	Health Education for Teachers	2
ED 447	Teaching Elementary Art	1
ART 357	Art in Secondary Education	2

ART 358	Advanced Art Education	2
ED 472.08	Student Teaching Clinical Grades K - 12 Visual Art	16
Complete all four Human Relations Activity Reports		

### ART STUDIO MAJOR: 56 CREDITS (BA TRADITIONAL)

Program Overview – Studio Art combines the best of a small private university with the vibrant art community of the Twin Cities area. Students are prepared to excel through working hard in the context of close mentorships with faculty. Students network with art professionals and come to know contemporary trends in art. Successful students have futures in a variety of art-centered careers, or in graduate school.

Studio Art majors produce an exhibition and portfolio of their best work, informed by their knowledge of contemporary art as well as by western and non-western art history. They are verbally and visually fluent in their chosen medium.

#### Prerequisites from General Education

ART 101	Approaching Art	2
Required: 29 to 30 credits		
ART 102	2-D Design	3
ART 103	3-D Design	3
ART 105	Color Theory	3
ART 111	Drawing I	3
ART 271	Survey of Western Art I	3
ART 272	Survey of Western Art II	3
ART 311	Figure Drawing	3
ART 472	19th and 20th Century Art and Design	4
ART 491	Theories in Contemporary Art	3
ART 499	Art Senior Seminar	1 to 2
Choose one course from each of the following categories: 11 to 14 credits		
ART 221	Painting 1	3
or		
ART 411	Advanced Drawing	4
ART 251 Sculpture I or ART 261 Ceramics I		
ART 202 Digital Art I or ART 241 Photography I		
One of the following:		
ART 331	Relief Printmaking	3
ART 332	Screen Printmaking	3
ART 333	Intaglio Printmaking	3
ART 334	Lithography	3
ART 431	Mixed Media Graphics	3
One of the following		
ART 370	Mexican Art and Culture	2to 4
ART 374	Art of Mexico	4
ART 375	Art of Asia	4
ART 376	Ethnographic Art	4

Electives: additional courses to total 56 credits

Any 200 level or above Art course not used to meet the above requirements

### ATHLETIC TRAINING – AN EMPHASIS IN EXERCISE SCIENCE; SEE EXERCISE SCIENCE MAJOR

**BIOLOGY MAJOR: 39 CREDITS (BA TRADITIONAL)**

Program Overview – Biology majors develop a strong foundation in biology by exploring cell biology, genetics, chemistry, molecular biology, ecology, evolutionary theory, scientific methodology, research techniques and more. The coursework encourages students to sharpen their analytical, problem-solving, scientific reasoning, critical thinking, communication, and laboratory skills. Students have the opportunity to work in Concordia University’s research laboratory to get hands-on experience early in their coursework and to develop mentoring relationships with fulltime faculty who are experienced in cutting-edge research. Experience in the human cadaver laboratory is an important part of the program.

## Prerequisites from General Education

BIO 120	Biology I: The Unity of Life	4
CHE 115	General Chemistry I	4
MAT 110	Introduction to Probability and Statistics	3
or		
MAT 125	Pre-calculus	4
or		
MAT 135	Calculus	4
Required: 22 credits		
BIO 130	Biology II: The Diversity of Life	4
BIO 210	Genetics	4
BIO 330	Cell Biology	4
BIO 450	Special Topics in Biology (2 courses of 1 credit each)	1 and 1
BIO 456 Research in Biology or BIO 498 Internship in Biology		4
CHE 116	General Chemistry II	4
Electives: 17 credits, two courses must be 300 or 400 level		
BIO 220	Plant Biology	4
BIO 230	Animal Biology and Physiology	4
BIO 300	Microbiology	4
BIO 315	Human Anatomy and Physiology I	4
BIO 316	Human Anatomy and Physiology II	4
BIO 320	Ecology	4
BIO 340	Science Issues and Ethics	4
BIO 350	Medical Terminology	2
BIO 415	Biology of Aging	3
BIO 430	Immunology	3
BIO 440	Human Gross Anatomy	4
BIO 497	Biology Teaching Assistance (instructor consent)	1 to 4
CHE 328	Introduction to Biochemistry	4
KHS 473	Biomechanics	4
PSY 310	Physiological Psychology	4

**BIOLOGY MAJOR: 52 TO 54 CREDITS (BS TRADITIONAL)**

Program Overview – Biology majors develop a strong foundation in biology by exploring cell biology, genetics, chemistry, molecular biology, ecology, evolutionary theory, scientific methodology, research techniques and more. The coursework encourages students to sharpen their analytical, problem-solving, scientific reasoning, critical thinking, communication, and laboratory skills. Students have the opportunity to work in Concordia University’s research laboratory to get hands-on experience early in their coursework and to develop mentoring relationships with fulltime faculty who are experienced in cutting-edge research. Experience in the human cadaver laboratory is an important part of the program.

## Prerequisites from General Education

BIO 120	Biology I: The Unity of Life	4
CHE 115	General Chemistry	4
MAT 125 Pre-Calculus or MAT 135 Calculus		4
Required: 37 to 39 credits		
<u>Biology Core: 18</u>		
BIO 130	Biology II: The Diversity of Life	4
BIO 210	Genetics	4
BIO 330	Cell Biology	4

BIO 450	Special Topics in Biology (2 courses of 1 credit each)	1 and 1
BIO 455	Research Proposal and BIO 456 Research in Biology	1 and 4
	or	
BIO 498	Internship in Biology	4
<u>Chemistry Requirement: 12 credits</u>		
CHE 116	General Chemistry II	4
CHE 221	Organic Chemistry	4
CHE 328	Introduction to Biochemistry	4
<u>Mathematics Requirement: 3 to 4 credits</u>		
MAT 110	Introduction to Probability and Statistics	3
	or	
MAT 330	Probability and Statistics (Calculus-based)	4
<u>Physics Requirement: 4 credits</u>		
PHS 112	General Physics I (Trigonometry-based) or PHS 221 General Physics I (Calculus-based)	4
Electives: 15 credits (at least 2 courses must be 300/400 level)		
BIO 220	Plant Biology	4
BIO 230	Animal Biology and Physiology	4
BIO 300	Microbiology	4
BIO 315	Human Anatomy and Physiology I	4
BIO 316	Human Anatomy and Physiology II	4
BIO 320	Ecology	4
BIO 340	Science Issues and Ethics	4
BIO 350	Medical Terminology	2
BIO 415	Biology of Aging	3
BIO 430	Immunology	3
BIO 440	Human Gross Anatomy	4
BIO 497	Biology Teaching Assistant	1 to 4
KHS 473	Biomechanics	4
PSY 310	Physiological Psychology	4

### **BUSINESS MAJOR: 40 CREDITS (BA ADULT; ONLINE ONLY)**

Program Overview - A major in business is applicable to virtually any industry and will provide the knowledge and skills for students to start their own business. It also provides a broad exposure to all the elements that make an organization function well. The BA program in business provides a general overview of business and is comprised of 10, four-credit courses. Students are encouraged to also complete a minor in a supplementary field. This major is designed to prepare students with the knowledge and skills needed to work effectively in a business organization or as an entrepreneur.

Required: 40 credits

BUS 310	Organizational Behavior	4
BUS 330	Business Economics	4
BUS 340	Business Analytics I	4
BUS 350	Innovative Marketing and Social Media	4
BUS 360	Corporate Accounting and Budgeting	4
BUS 410	Operations and Quality Management	4
BUS 420	Corporate Finance	4
BUS 430	Legal and Ethical Environment of Business	4
BUS 450	Business Analytics II	4
BUS 490	Business Strategy and Ethics	4

**BUSINESS MANAGEMENT MAJOR: 42 CREDITS (BA TRADITIONAL)**

Program Overview - Students will develop academic credentials as well as leadership, writing and communication skills. They will explore core business principles in marketing, finance, management, law, economics and accounting with an emphasis on international perspectives, environmental sustainability and ethics. Students investigate various dimensions of business decisions by delving into case studies and developing solutions to situations they may face in the business world.

## Prerequisites from General Education

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

Required: 42 credits

First Year

ECO 102	Microeconomics	2
MAN 120	Basics of Business	2

Second Year

ACC 201	Principles of Accounting I	4
MAN 201	Business Analytics	2

Third Year

FIN 301	Corporate Finance I	4
LAW 401	Legal Environment	2
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
MAN 302	Operations and Quality Management	2

Fourth Year

MAN 350	Managing in a Global Economy	4
MAN 401	Business Strategy and Ethics	4
MAN 410	Managing Talent, Change and Negotiations	4
MAN 460	Managing Team, Communications and Projects	4

**CHEMISTRY MAJOR: (BA TRADITIONAL AND SELF-DESIGNED)**

Program Overview - Chemistry coursework at Concordia University gives students a framework of knowledge that allow them to learn and incorporate new facts and concepts as the field evolves. Chemistry students benefit from a low faculty-to-student ratio that allows direct personal attention from faculty who focus primarily on teaching. Students often combine majors and minors in Chemistry, Biology and/or Mathematics to gain breadth and additional depth of knowledge.

NOTE: Contact Dr. Leanne Bakke, Chair of the Department of Science, at (651) 641-8750 or at [bakke@csp.edu](mailto:bakke@csp.edu) for further information.

**CHEMISTRY EDUCATION/TEACHING (GRADES 9 – 12) MAJOR: 71 CREDITS (BA TRADITIONAL)  
WITH GENERAL SCIENCE (GRADES 5 – 8) OPTIONAL ADD-ON: 85 CREDITS**

Program Overview - Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades 5 through 8 science and grades 9 through 12 chemistry. Passage of standardized examinations of content and pedagogy are also required.

## Prerequisites from General Education

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

Required - Chemistry Teaching Content Major: 32 credits (2.75 GPA in the following courses is required)

CHE 116	General Chemistry II	4
CHE 221	Organic Chemistry I	4
CHE 222	Organic Chemistry II	4
CHE 326	Analytical Chemistry I	4
CHE 327	Analytical Chemistry II	4
CHE 328	Introduction to Biochemistry	4
PHS 221	General Physics I	4
PHS 222	General Physics II	4

Prerequisites to Admission to Teacher Education: 10 credits		
ED 201	Introduction to and Foundations of Education (+15 hours HR Activity)	3
PSY 220	Adolescent Psychology	4
ED 336	Educational Psychology (+15 hours HR Activity)	3
Prerequisites to Student Teaching: 13 credits (or 16 credits with Gr. 5 - 8 option)		
Complete all four Human Relations Activity Reports		
ED 330	Human Diversity and Relations (+15 hours HR Activity)	2
ED 347	Effective Secondary Teacher	2
ED 353	Teaching Grades 9 -12 Science	2
ED 439	The Inclusive Classroom (+15 hours HR Activity)	2
ED 487	Reading Across the Content Areas	3
KHS 470	Health Education for Teachers	2
* ED 346	Effective Middle School Teacher (Gr. 5 - 8 option)	2
* ED 478	Teaching Grades 5 - 8 Science (Gr. 5 - 8 option)	1
Student Teaching		
ED 472.03	Student Teaching Grades 9 - 12 Chemistry	16
Grades 5 - 8 General Science add-on (optional): 11 credits		
ED 346	Effective Middle School Teacher	2
ED 478	Teaching Grades 5 - 8 Science	1
ESC 320	Physical Geology	4
ESC 340	Astronomy	4

### **CHILD DEVELOPMENT MAJOR: 42 CREDITS (BA ADULT; ONLINE ONLY)**

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

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

### **CHILD LEARNING AND DEVELOPMENT MAJOR: 40 CREDITS (BA TRADITIONAL)**

Program Overview - The Child Learning and Development major focuses on the fundamental processes of child and adolescent development within the contexts of families, schools, peer groups, and larger cultural contexts. The Child Learning and Development major prepares students for a wide range of careers in education, psychology, social work, family medicine, public health, family law, and public policy.

Prerequisites from General Education		
PSY 101	Introduction to Psychology	4
Required: 14 to 18 credits		
ED 201	Introduction to and Foundations of Education (+15 hours HR Activity)	3
ED 330	Human Diversity and Relations	2
ED 336	Educational Psychology (+15 hours HR Activity)	3
ECE 425	Young Child with Special Needs or ED 439 The Inclusive Classroom	2

PSY 210 Child Psychology and Development and PSY 220 Adolescent Psychology	4 and 4
or	
PSY 215 Child and Adolescent Development for K -12 Educators	4

Electives: Additional upper level coursework (300 or 400) in Education or Psychology to total 40 credits

### CHRISTIAN MINISTRY MAJOR: 44 TO 47 CREDITS

#### (DCE CERTIFICATION = 83 CREDITS; DCO CERTIFICATION = 75 CREDITS)

Program Overview - The primary objective of the Christian Ministry major is to equip students for exemplary service in Christian ministry settings in the areas of education and/or outreach. It presupposes the minor in confessional Lutheranism, which represents the theological core of the program and is taken by most church work students. The following objectives, growing out of and informed by the Christian Gospel, help to determine the plan of study for the Major in Christian Ministry:

For Certification in the LCMS as a Director of Christian Education (DCE) or as a Director of Christian Outreach (DCO) add 12 credits of internship and 16 credits for completion of the Confessional Lutheranism minor. Total for DCE = 83 credits; total for DCO = 75 credits

#### Prerequisites from General Education

THL 215	History and Literature of the New Testament	4
THL 270	Our Living Faith	4

#### Required Core: 28 credits

CHM 268	Introduction to Christian Ministry	4
THL 371	Mission of God in Christian Ministry	4
CHM 321	Foundations for Teaching and Learning	4
CHM 323	Leadership Foundations	4
CHM 325	Strategic Ministry	4
CHM 330	Cultural Contexts and Faith Development	4
ED 454	Teaching the Faith	2
CHM 490	Theory to Action: Capstone in Christian Ministry	2

#### Christian Education Track Prerequisites from General Education

PSY 101	Introduction to Psychology	4
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#### Christian Education Track for major: 16 credits

CHM 430	Children and Confirmation Ministry	4
CHM 435	Teaching and Leading Adults	4
CHM 421	Teaching to Lead and Equip	4
CHM 425	Youth and Family Ministry	4

#### Christian Outreach Track Prerequisites from General Education:

THL 350	Religions of the World	4
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#### Christian Outreach Track for major: 19 credits

COM 205	Group Communication and Facilitation	3
CHM 440	Speaking the Gospel	4
CHM 445	Practice of Missions in the 21 <sup>st</sup> Century	4
CHM 450	Great Commission Congregations	4
CHM 455	Urban Outreach	4

#### Additional Requirements for DCE Certification: 24 credits

CHM 498	DCE Internship I	6
CHM 499	DCE Internship II	6
PSY 215	Child and Adolescent Psychology	4
FAS 400	Family Systems	4
PSY 330	Introduction to Counseling	4

#### Additional Requirements for DCO Certification: 12 credits

CHM 495	DCO Internship I	6
CHM 496	DCO Internship II	6

#### Completion of Confessional Lutheranism minor: 15 credits

THL 205	History and Literature of the Old Testament	4
THL 241	Church History	3
THL 441	Lutheran Confessional Writings	3

THL 460	Worship for Lutherans	2
THL 482	Christian Ministry and Practice	3

### CHURCH MUSIC MAJOR: 48 TO 52 CREDITS (BA TRADITIONAL)

Program Overview – While the Church Music major enjoys all of the features of the Music program in general, the Church Music major has the following more specific features:

- there are organ, choral, piano, guitar, instrumental, composition, and generalist tracks, thus equipping students to lead both traditional liturgies and contemporary worship formats.
- each track shares the core musicianship (music theory/analysis/writing/ear-training/keyboards harmony) and music history courses. Private lessons and ensembles applicable to each track are also part of the core.
- each track has specialized courses, culminating in a senior project/recital in the track.
- the program culminates in a two-credit internship in a church (done while the student is attending school) in a metro area church.
- students may add Director of Parish Music Certification by completing the Confessional Lutheranism minor, completing a portfolio, and passing the entrance and exit interviews. This leads to rostered church worker status as a Commissioned Minister in The Lutheran Church–Missouri Synod.

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

#### Prerequisites

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

MUS 101	Basic Musicianship	2
MUS 111	Class Piano I	2
MUS 112	Class Piano II	2
MUS 115	Beginning Guitar I	1

#### Prerequisites from General Education

MUS 120 or 121	Listening to Life: Western Classical Music/Global and Pop	2
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#### Required: 37credits

MUS 201	Musicianship I	4
MUS 202	Musicianship II	4
MUS 261	Beginning Conducting	2
MUS 301	Musicianship III	4
MUS 302	Musicianship IV	4
MUS 321	Music History I	3
MUS 322	Music History II	3
MUS 323	Music History III	3
MUS 439	Parish Music Field Experience	2
MUS 713	Jubilate (2 semesters required)	0 to 2
THL 460	Worship for Lutherans	2
CHM 120	Explanatory Lab in Christian Ministries	1
CHM 266	Formational Models for Christian Ministries	3

#### Choose one course for the Senior Capstone

MUS 492, MUS 493, MUS 494, or MUS 495		2
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Electives: 0 to 3 credits to total 48 to 52 for the major

Electives may be chosen from any music offerings. Up to 2 credits may be drawn from 700-level ensemble courses.

Recommended: MUS 430 History of Sacred Music and/or MUS 431 Congregational Song

Tracks: Choose one (contact Chair of the Music Department, Dr. David Mennicke, at (651) 641-8828 or [dmennicke@csp.edu](mailto:dmennicke@csp.edu))

Choral Track: 10 to 15 credits

Instrumental Track – Guitar: 11 to 15 credits

Instrumental Track – Organ: 10 to 14 credits

Instrumental Track – Piano: 11 to 15 credits

Instrumental Track – Wind, String, Bell, or Percussion: 15 credits  
 Theory/Composition Track: 10 credits

Required for Director of Parish Music (DPM) Certification:

Confessional Lutheranism Minor

21

Additional Requirements: Students must attend two recitals or concerts per year and document such in their Music Portfolio. The Portfolios should be submitted for review each year by November 1 to the Chair of the Music Department. A minimum of a 2.5 GPA is required in music coursework.

### COMMUNICATION ARTS AND LITERATURE EDUCATION/TEACHING MAJOR (GRADES 5 – 12): 87 CREDITS (BA TRADITIONAL)

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades 5 through 12 communication arts and literature. Passage of standardized examinations of content and pedagogy are also required.

Prerequisites from General Education

COM 103	Communication Fundamentals: Interpersonal	4
PSY 101	Introduction to Psychology	4

Required: 45 credits

COM 212	Public Speaking and Performance	4
COM 222	Mass Communication	4
ENG 324	Teaching Writing 1:1	2
ENG 330	Young Adult Literature	2
ENG 338	History and Principles of the English Language	4
ENG 369	Shakespeare	4
ENG 440	Literary Theory	4
ENG 490	Seminar in Literature	4
ENG 499	Framing the Literary Tradition	1

Choose one course in each pairing

ENG 221 Journalism or ENG 420 Persuasive Writing on Contemporary Issues	4
ENG 365 British Literature I or ENG 366 British Literature II	4
ENG 375 World Literature I or ENG 376 World Literature II	4
ENG385 American Literature I or ENG386 American Literature II	4

Prerequisites to Admission to Teacher Education: 10 credits

ED 201	Introduction to and Foundations of Education (+15 hours HR Activity)	3
PSY 220	Adolescent Psychology	4
ED 336	Educational Psychology (+15 hours HR Activity)	3

Prerequisites to Student Teaching: 16 credits (Complete content major with 2.75 content GPA)

Complete all four Human Relations Activity Reports		
ED 330	Human Diversity and Relations (+15 hours HR Activity)	2
ED 346	Effective Middle School Teacher	2
ED 347	Effective Secondary Teacher	2
ED 355	Teaching 9 – 12 Communication Arts/Literature	2
ED 439	The Inclusive Classroom (+ 15 hours HR Activity)	2
ED 477	Teaching Grades 5 – 8 Communication Arts/Literature	1
ED 487	Reading Across the Content Areas	3
KHS 470	Health Education for Teachers	2

Student Teaching: 16 credits

ED 472.01	Student Teaching Grades 5 – 12 Communication Arts/Literature	16
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## COMMUNICATION STUDIES MAJOR: 44 TO 46 CREDITS (BA TRADITIONAL)

Program Overview - Lifelong skills such as speaking, working in groups, working with new media, organization, critical thinking, and writing, are the foundation of the Communication Studies program. The classroom as well as on the job internship experience prepares students for thoughtful and informed entry into countless career choices.

The Communication Studies major is based on research data, indicating that employers are interested in potential employees who have oral communication, listening, writing, interpersonal communication, interviewing and small group communication skills, as well as some career training and orientation. For these reasons, Concordia University has developed six career tracks in the communication program.

### Prerequisites from General Education:

COM 103	Communication Fundamentals	4
Required: 38 credits		
COM 205	Group Communication and Facilitation	3
COM 212	Public Speaking and Performance	4
COM 222	Mass Communication	4
COM 309	Intercultural Communication	4
COM 403	Family Communication	3
COM 442	Communication Theory and Analysis: Interpersonal	3
COM 443	Communication Theory and Analysis: Persuasion	3
COM 444	Communication Research Methods	3
COM 478	Organizational Communication	3
ENG 221 Journalism or ENG 420 Writing Persuasively on Contemporary Issues		4
COM 498	Communication Internship	4

### Tracks: 6 credits in one track required:

Visual Communication		
ART 102	2D Design	3
ART 103	3D Design	3
ART 141	Photography I	3
ART 202	Digital Art I	3
ART 203	Digital Art II	3
ART 241	Photography II	3
ART 282	Graphic Design I	3
ART 341	Photography II	2
ART 342	Digital Photography	2
ART 382	Graphic Design II	3
ART 383	Web Design I	3
ART 483	Web Design II	3
Family Communication		
FAS 300	Methods and Materials of Family Education	2
FAS 400	Family Systems, Structures, and Relationships	4
Intercultural Communication		
HIS 339	Race and Ethnicity in American History	4
SOC 358	Minority Groups	4
THY 473	Cross-Cultural Outreach	4
Public Relations and Marketing		
ART 141	Photography I	3
ART 241	Photography II	3
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
MAR 312	Consumer Behavior and Marketing Communications	4
Sports Information		
KHS 375	Sociology of Sport and Exercise	3

KHS 435	Sport Psychology	4
Writing (ENG 221 and ENG 420 cannot count twice)		
ENG 220	Applied Grammar	2
ENG 221	Journalism	4
ENG 222	Journalism Practicum	1 to 4
ENG 228	Review Writing	2
ENG 320	Writing in the Workplace	2
ENG 325	Creative Writing	4
ENG 326	Topics in Writing	2
ENG 420	Writing Persuasively on Contemporary Issues	4

### COMMUNITY ARTS MAJOR: 44 CREDITS (BA TRADITIONAL)

Program Overview – In the Community Arts major, students are prepared to connect service in community with their interests in the arts. Students network with art professionals and build an awareness of contemporary trends in community art initiatives. Successful students have futures in a variety of art-centered careers or in graduate school. (See also the general information about the Department of Art and Design under the Art Studio major.)

Prerequisites from General Education		
ART 101	Approaching Art	2
Required: 30 credits		
ART 102	2-D Design	2
ART 103	3-D Design	2
ART 111	Drawing I	3
ART 221	Painting I	3
ART 261	Ceramics I	3
ART 300	Community Arts	4
ART 472	19th and 20th Century Art and Design	4
ART 498	Community Arts Internship	8
ART 499	Senior Seminar	1
One of the following: 3 credits		
ART 241	Photography I	3
ART 202	Digital Art I	3
ART 332	Screen Printmaking	3
One of the following: 3 credits		
ART 374	Art of Mexico	3
ART 375	Art of Asia	3
ART 376	Ethnographic Art	3
Electives: 8 additional credits		
ART 251	Sculpture I	3
ART 311	Figure Drawing	3
ART 321	Painting II	3
ART 331	Relief Printmaking	3
ART 341	Photography II	3
ART 351	Sculpture II	3
ART 361	Ceramics II	3
ART 302	Digital Art II	3
ART 333	Intaglio Printmaking	3
ART 342	Digital Photography	2
ART 370	Mexican Art and Culture	2
ART 431	Mixed Media Graphics	3
ART 435	Advanced Printmaking	4
ART 498	Community Arts Internship	4
THR 111	Theatre in Practice I	1 to 3
THR 203	Creative Dramatics	2
THR 251	Stagecraft	4
THR 356	Costume Design	4

**COMMUNITY HEALTH SCIENCE MAJOR: 47 CREDITS (BA TRADITIONAL)**

Prerequisites from General Education

COM 309	Intercultural Communication	4
Required: 46 credits		
KHS 125	Introduction to Kinesiology	1
KHS 220	Epidemiological Foundations and Research	4
KHS 250	Media, Technology, Health and Your Environment	2
KHS 300	Applied Nutrition	4
KHS 310	Drug Education	2
KHS 320	Human Life Experience	3
KHS 400	Health Psychology	4
KHS 410	Health Methods and Strategies	3
KHS 420	Program Administration	2
KHS 474	Exercise Physiology	4
KHS 490	Senior Seminar	1
KHS 498	Senior Professional Seminar	12
SOC 451	Social Psychology (prerequisite PSY 101 or SOC 152)	4

**CRIMINAL JUSTICE MAJOR: 44 CREDITS (BA TRADITIONAL)**

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

Required: 32 credits

SOC 152*	Introduction to Sociology	4
SOC 256*	Introduction to Criminal Justice	4
SOC 351*	Juvenile Justice	4
SOC 352*	Police and Community	4
SOC 357	Class and Community	4
SOC 498	Criminal Justice Internship	12
Electives: choose 12 credits from among the following		
PSY 101*	Introduction to Psychology	4
PSY 360*	Abnormal Psychology	4
SOC 253*	Marriage and the Family	4
SOC 258	Careers in Criminal Justice and Private Security	2
SOC 325*	Minnesota Criminal Codes and Statutes	2
SOC 354	Sociology of Law	4
SOC 358*	Minority Groups	4
SOC 359	Social Welfare as an Institution	4
SOC 451	Social Psychology	4
SOC 452	Social Organization	4

\*These courses are required for students preparing to enter the professional law enforcement certificate program and who plan to take the licensing examination for law enforcement positions in Minnesota. Students may choose either PSY 101 or PSY 360.

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

- COM 103 Communication Fundamentals
- ENG 120 College Writing
- First Responder or other approved first aid course

**CRIMINAL JUSTICE MAJOR: 40 CREDITS (BA ADULT; ONLINE ONLY)**

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

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

Required: 40 credits (and in sequence)

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

**DESIGN MAJOR: 45 CREDITS (BA TRADITIONAL)**

Prerequisites from General Education

ART 111	Drawing I	3
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Required: 19 - 22 credits

ART 102	2D Design	3
ART 103	3D Design	3
ART 105	Color Theory	3
ART 241	Photography I or ART 342 Digital Photography	2
ART 282	Graphic Design I	3
ART 472	19 <sup>th</sup> and 20 <sup>th</sup> Century Art and Design	4
ART 485	Graphic Design Senior Projects I or ART 499 Senior Seminar	4 or 1

Electives to total 45 credits

ART 202	Digital Art I	3
ART 241	Photography I	3
ART 271	Survey of Western I	3
ART 272	Survey of Western Art II	3
ART 284	Graphic Imagery	3
ART 291	Introduction to Adobe Creative Suite	3
ART 302	Digital Art II	3
ART 332	Screen Printmaking	3
ART 334	Lithography	3
ART 341	Photography II	3
ART 211	Illustration	3
ART 382	Graphic Design II	3
ART 383	Web Design I	3
ART 384	Typography I	3
ART 431	Mixed Media Graphics	3
ART 441	Advanced Photography	4
ART 482	Graphic Design III	4
ART 484	Typography II	4
ART 486	Graphic Design Senior Projects II	4
ART 491	Theories in Contemporary Art	3
ART 498	Design Internship	3
MAN 101	Introduction to Business	2
MAR 301	Principles of Marketing	4

THR 251	Stagecraft	4
THR 253	Makeup for the Stage	2
THR 270	Computer Assisted Design	3
THR 355	Scenic Design	4
THR 356	Costume Design	4
THR 357	Lighting and Sound	4
Any 200-level or above ART course not used to meet the above requirements		3-4

Possible off-campus or mentored study topics for electives include: Animation, Fashion Design, Furniture Design, and Interior Design.

**DIRECTOR OF CHRISTIAN EDUCATION – SEE CHRISTIAN MINISTRY MAJOR**

**DIRECTOR OF CHRISTIAN OUTREACH – SEE CHRISTIAN MINISTRY MAJOR**

**DIRECTOR OF PARISH MUSIC – SEE CHURCH MUSIC MAJOR**

**EARLY CHILDHOOD EDUCATION/TEACHING MAJOR (BIRTH – GRADE 3): 63 CREDITS (BA TRADITIONAL)**

Program Overview - Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for children birth through grade 3. Passage of standardized examinations of content and pedagogy are also required.

Prerequisites from General Education

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

Required: 64 credits

Prerequisites to Admission to Teacher Education: 10 credits

ED 201	Introduction to and Foundations of Education (+15 hours of HR Activity)	3
PSY 210	Child Psychology and Development	4
ED 336	Educational Psychology (+15 hours HR Activity)	3

Birth Through Grade 3 Practicum Block: 11 credits

ECE 325	Education of Infants and Toddlers	3
ED 371.01	Birth – Grade 3 Practicum	4
FAS 400	Family Systems, Structures and Relationships	4

Prerequisites to Student Teaching: 26 credits

Complete all four Human Relations Activity Reports		
ECE 321	Pre-Primary Education	3
ECE 324	Language Development and Emergent Literacy	3
ECE 326	Building Primary Classrooms	3
ECE 425	Young Child with Special Needs (+15 hours HR activity)	2
ECE 427	Authentic Assessment and Guidance in ECE	2
ED 330	Human Diversity and Relations (+15 hours HR Activity)	2
ED 342	Teaching Literacy	4
ED 345	Effective Elementary Teacher	2
ED 360	Content and Methods of Mathematics	3
KHS 470	Health Education for Teachers	2

Student Teaching: 16 credits

ED 471.01	Student Teaching Birth – Grade 3	16
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**ELEMENTARY EDUCATION/TEACHING MAJOR (GRADES K – 6): 57 CREDITS (BA TRADITIONAL)**

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades kindergarten through 6. Passage of standardized examinations of content and pedagogy are also required.

## Prerequisites from General Education

ART 101	Approaching Art	2
BIO 100 (3 cr.) or BIO 120 (4 cr.) and BIO 130 (4 cr.)		3 or 8
ESC 160	Earth Science	4
MAT 200	Foundations of Elementary Mathematics	3
MUS 120 or 121	Listening to Life: Western Classical Music/Global and Pop	2
PSY 101	Introduction to Psychology	4

Required: 57 credits

## Prerequisites to Admission to Teacher Education: 10 credits

ED 201	Introduction to and Foundations of Education (+15 hours HR Activity)	3
PSY 210	Child Psychology and Development	4
ED 336	Educational Psychology (+15 hours HR Activity)	3

## Prerequisites to Practicum Block: 13 credits

ECE 323	Kindergarten Methods	2
ECE 324	Language Development and Emergent Literacy	3
ED 330	Human Diversity and Relations (+15 hours HR Activity)	2
ED 345	Effective Elementary Teacher	2
ECE 425	Young Child with Special Needs (+15 hours HR Activity)	2
or		
ED 439	The Inclusive Classroom (+15 hours HR Activity)	2
KHS 470	Health Education for Teachers	2

## Practicum Block (Prerequisite: Admission to Teacher Education): 18 credits

ED 342	Teaching Literacy	4
ED 356	Teaching Elementary Science and Environ. Education	3
ED 357	Teaching Elementary Social Studies	2
ED 360	Content and Methods for K – 6 Mathematics	3
ED 446	Teaching of Elementary Music	1
ED 447	Teaching of Elementary Art	1
ED 448	Teaching Methods in Elem/MS Movement Education	1
ED 371.02	K – 6 Practicum	3

## Student Teaching: 16 credits

ED 471.03	Student Teaching K – 6	16
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**ENDORSEMENTS TO BE ADDED TO ELEMENTARY EDUCATION MAJORS****Grades 5–8 Communication Arts/Literature Endorsement: 26 credits**

## Prerequisites to Student Teaching: 6 credits

ED 346	Effective Middle School Teacher	2
ED 477	Teaching Grade 5–8 Communication Arts/Literature	1
ED 487	Reading Across the Content Areas	3

## Student Teaching Clinical (Partial): 4 credits

ED 471.05	Student Teaching Clinical: Grade 5–8	4
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## Specialty in Middle Level Communication Arts/Literature: 16 credits (2.5 GPA required and no grade below a C–)

COM 212	Public Speaking and Performance	4
COM 222	Mass Communication	4
ENG 324	Teaching Writing 1:1	2
ENG 330	Young Adult Literature	2
An ENG 300 level literature class		4

**Grades 5–8 Middle School Mathematics Teaching Endorsement: 23 credits**

Prerequisites to Student Teaching: 6 credits

ED 346	Effective Middle School Teacher	2
ED 475	Teaching Grade 5–8 Mathematics	1
ED 487	Reading Across the Content Areas	3

Student Teaching Clinical (Partial): 4 credits

ED 471.05	Student Teaching Clinical: Grade 5–8	4
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Specialty in Middle Level Mathematics: 13 credits (2.5 GPA required and no grade below C-)

MAT 110	Introduction to Probability and Statistics	3
MAT 135	Calculus I	4
MAT 220	Discrete Mathematics	3
MAT 305	Foundations of Geometry	3

**Grades 5–8 Social Studies Endorsement: 30 credits**

Prerequisite to Student Teaching: 6 credits

ED 346	Effective Middle School Teacher	2
ED 476	Teaching Grade 5–8 Social Studies	1
ED 487	Reading Across the Content Areas	3

Student Teaching Clinical (Partial): 4 credits

ED 471.05	Student Teaching Clinical: Grade 5–8	4
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Specialty in Middle Level Social Studies: 20 credits

GE 101	Human Geography	2
HIS 212	Introduction to History	4
HIS 231 US to 1877 or HIS 233 US Since 1877		4
HIS 320	Minnesota History	2
POL 131	American Government	4
SOC 152	Introduction to Sociology	4

**ENGLISH MAJORS (BA TRADITIONAL)**

Program Overview for English Majors in General – Students in the English and Modern Languages major will gain broad-based knowledge of literature from all periods and from around the world. They will learn to write clearly and persuasively, think independently, create original ideas, present alternative viewpoints and solve problems, all of which are skills highly valued by employers.

Students develop these skills by working closely with knowledgeable faculty members who are dedicated to relationship-based education through discussion, debate, course presentations, one-on-one consultations with professors, and supervised writing projects.

Students have many opportunities to apply the skills learned in the classroom to practical hands-on situations, such as writing for *The Sword* (the student newspaper), tutoring students in the Writing Center, student teaching, or gaining internship experience at local businesses.

Concordia's metropolitan location provides students with an abundance of opportunities, some of which include attending readings by well-known authors, enjoying plays at numerous local theatres, joining literary discussions and writing groups at The Loft Literary Center, and touring the offices of potential employers.

Students interested in English may choose one of two majors: Education or Liberal Arts. Education majors may go on to teach elementary, middle, or high school.

Liberal Arts English majors choose one of four emphases: Creative Writing, Literature, Journalism, or Professional Writing. Liberal Arts majors may go on to work in journalism, publishing, public relations, copywriting, technical writing, marketing, government, and various other industries. Many English majors go on to graduate school, law school, and other professional programs.

### ENGLISH WITH AN EMPHASIS IN CREATIVE WRITING MAJOR: 41 CREDITS (BA TRADITIONAL)

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

#### Prerequisites from General Education

COM 103 Comm. Fundamentals: Interpersonal or COM 212 Public Speaking and Performance	4
ENG 120 College Writing	4
ENG 155 Introduction to Literature	4

#### Required: 35 to 37 credits

ENG 220 Applied Grammar	2
ENG 325 Creative Writing	4
ENG 420 Persuasive Writing on Contemporary Issues	4
ENG 498 Internship in English	2 to 4
ENG 499 Framing the Literary Tradition	1

#### Choose one course in each pairing

ENG 324 Teaching Writing 1:1 or ENG 338 History and Principles of the English Language	2
ENG 365 British Literature I or ENG 366 British Literature II	4
ENG 375 World Literature I or ENG 376 World Literature II	4
ENG 385 American Literature I or ENG 386 American Literature II	4
ENG 440 Literary Theory or ENG 490 Seminar in Literature	4

ENG 488 Independent Study (Creative Writing II; meets concurrently with ENG 325) 4

or

ENG 326 Topics in Writing (must take twice) 2 and 2

Electives: (4–6 credits) Enough to reach a total of 41 credits but only 4 credits may be taken outside of the English department.

Any 200 level or above course in English not already taken

Any 200 level or above course in Art, Music, or Theatre

### ENGLISH WITH EMPHASIS IN JOURNALISM MAJOR: 41 CREDITS (BA TRADITIONAL)

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

#### Prerequisites from General Education

COM 103 Comm. Fundamentals: Interpersonal or COM 212 Public Speaking and Performance	4
ENG 120 College Writing	4
ENG 155 Introduction to Literature	4

#### Required: 37 to 39 credits

ENG 220 Applied Grammar	2
ENG 221 Journalism	4
ENG 222 Journalism Practicum (1 credit and must take twice with different sub-topics)	1 and 1
ENG 227 Column Writing	2
ENG 228 Review Writing	2
ENG 420 Persuasive Writing on Contemporary Issues	4

ENG 498	Internship in English	2 to 4
ENG 499	Framing the Literary Tradition	1
Choose one course in each pairing		
ENG 324	Teaching Writing 1:1 or ENG 338 History and Principles of the English Language	2
ENG 325	Creative Writing	4
or		
ENG 326	Topics in Writing (2 credits and must take twice)	2 and 2
ENG 365	British Literature I or ENG 366 British Literature II	4
ENG 375	World Literature I or ENG 376 World Literature II	4
ENG 385	American Literature I or ENG 386 American Literature II	4
Electives 2 - 4 credits: Enough to reach a total of 41 credits but only 4 credits may be taken outside of the English department.		
Any 200 level or above course in English not already taken		
Any 200 level or above Political Science or History course		
ART 282	Graphic Design I	3
ART 383	Web Design	3
ART 342	Digital Photography	2
COM 327	Television News Gathering	3
COM 322	History of Film and Television	3
COM 224	Introduction to Video Production	3

### ENGLISH WITH EMPHASIS IN LITERATURE MAJOR: 41 CREDITS (BA TRADITIONAL)

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

#### Prerequisites from General Education

COM 103	Comm. Fundamentals: Interpersonal or COM 212 Public Speaking and Performance	4
ENG 120	College Writing	4
ENG 155	Introduction to Literature	4
Required: 37 to 39 credits		
ENG 220	Applied Grammar	2
ENG 369	Shakespeare	4
ENG 420	Persuasive Writing on Contemporary Issues	4
ENG 440	Literary Theory	4
ENG 490	Seminar in Literature	4
ENG 498	Internship in English	2 to 4
ENG 499	Framing the Literary Tradition	1
Choose one course in each pairing		
ENG 221	Journalism or ENG 325 Creative Writing	4
ENG 365	British Literature I or ENG 366 British Literature II	4
ENG 375	World Literature I or ENG 376 World Literature II	4
ENG 385	American Literature I or ENG 386 or American Literature II	4
Electives (2-4 credits): Enough to reach a total of 41 credits		
One of the Literature courses above that has not been taken:		
ENG 365, ENG 366, ENG 375, ENG 376, ENG 385, or ENG 386		
ENG 227	Column Writing	2
ENG 228	Review Writing	2
ENG 320	Writing in the Workplace	2
ENG 324	Teaching Writing 1:1	2

ENG 326	Topics in Writing	2
ENG 330	Young Adult Literature	2
ENG 338	History and Principles of the English Language	2
ENG 487	Topics in Literature	4

### ENGLISH WITH EMPHASIS IN PROFESSIONAL WRITING MAJOR: 41 CREDITS (BA TRADITIONAL)

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

#### Prerequisites from General Education

COM 103	Comm. Fundamentals: Interpersonal or COM 212 Public Speaking and Performance	4
ENG 120	College Writing	4
ENG 155	Introduction to Literature	4

#### Required: 37 to 39 credits

ENG 220	Applied Grammar	2
ENG 221	Journalism	4
ENG 222	Journalism Practicum (1 credit and must be taken twice)	1 and 1
ENG 320	Writing in the Workplace (2 credits and must be taken twice)	2 and 2
ENG 326	Topics in Writing	2
ENG 420	Persuasive Writing on Contemporary Issues	4
ENG 498	Internship in English	2 to 4
ENG 499	Framing the Literary Tradition	1

#### Choose one course in each pairing

ENG 325	Creative Writing or ENG 490 Seminar in Literature	4
ENG 365	British Literature I or ENG 366 British Literature II	4
ENG 375	World Literature I or ENG 376 or World Literature II	4
ENG 385	American Literature I or ENG 386 American Literature II	4

Electives (2–4 credits): Enough to reach a total of 41 credits but only 4 credits may be taken outside of the English department.

Any 200 level or above course in English not already taken		
ART 282	Graphic Design I	3
ART 383	Web Design I	3
COM 478	Organizational Communication	4
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
MAR 312	Consumer Behavior	3
MAR 313	Marketing and Promotions	3
MAR 413	Marketing Research	3

### ENGLISH AS A SECOND LANGUAGE EDUCATION/TEACHING MAJOR (GRADES K – 12): 62 TO 66 CREDITS (BA TRADITIONAL)

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades K through 12 English as a second language. Passage of standardized examinations of content and pedagogy are also required.

Prerequisite – Demonstration of proficiency in a language other than English through:

- two years of a world language at the secondary level;
- one year of a world language at a post-secondary level;
- equivalent literacy in the candidate's primary language

#### Prerequisites from General Education

PSY 101	Introduction to Psychology	4
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Grades K - 12 ESL Teaching Content Major: 16 credits		
ED 290	Language and Society	4
ENG 338	History and Principles of the English Language	2
ED 348	Second Language Acquisition	4
ED 485	Assessment of English as a Second Language Students	2
Prerequisites to Admission to Teacher Education: 10 or 14 credits		
ED 201	Introduction to and Foundations of Education (+15 hours of HR Activity)	3
PSY 210	Child Psychology and PSY 220 Adolescent Psychology	4+4
	or	
PSY 215	Child and Adolescent Development	4
ED 336	Educational Psychology (+15 hours HR Activity)	3
Prerequisites to Student Teaching: 25 credits		
Complete content major with 2.75 GPA		
Complete all four Human Relations Activity Reports		
ED 330	Human Diversity and Relations (+15 hours HR Activity)	2
ED 342	Teaching Literacy	4
ED 345	Effective Elementary Teacher	2
ED 346	Effective Middle School Teacher	2
ED 347	Effective Secondary Teacher	2
ED 382	Teaching Students with Linguistic Differences and Difficulties	4
ED 389	ESOL: Teaching English to Speakers of Other Languages	2
ED 439	The Inclusive Classroom (+15 hours HR Activity)	2
ED 487	Reading Across the Content Areas	3
KHS 470	Health Education for Teachers	2
Student Teaching: 16 credits		
ED 472.09	Student Teaching in K - 12 English as a Second Language	16

### EXERCISE SCIENCE MAJOR: 49 CREDITS (BA ADULT; ONLINE ONLY)

Required: 41 credits		
KHS 220	Epidemiological Foundations and Research	4
KHS 300	Applied Nutrition	4
KHS 394	Sports Business	4
KHS 400	Health Psychology	4
KHS 436	Motor Development, Control and Motor Learning	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 490	Professional Seminar	1
KHS 498	Kinesiology Internship	12
Supplementary: 8 Credits		
KHS 311	Functional Anatomy	4
KHS 475	Applied Exercise Prescription	4

### EXERCISE SCIENCE MAJOR: 50 CREDITS (BA TRADITIONAL)

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

Required: 50 credits		
KHS 125	Introduction to Kinesiology	1
KHS 220	Epidemiological Foundations and Research	4
KHS 300	Applied Nutrition	4
KHS 311	Functional Anatomy	4

KHS 394	Sports Business	4
KHS 400	Health Psychology	4
KHS 436	Motor Development, Control and Motor Learning	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 475	Applied Exercise Prescription	4
KHS 490	Professional Seminar	1
KHS 499	Kinesiology Internship	12

### EXERCISE SCIENCE MAJOR: 69 CREDITS (BS TRADITIONAL)

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

#### Prerequisites from General Education

BIO 120	Biology I: The Unity of Life	4
CHEM 115	General Chemistry I	4
MAT 110	Introduction to Probability and Statistics	3

#### Required: 57 credits

BIO 315	Human Anatomy and Physiology I (prerequisite BIO 120)	4
KHS 220	Epidemiological Foundations	4
KHS 300	Applied Nutrition	4
KHS 311	Functional Anatomy	4
KHS 316	Psychology of Sport Injury and Rehabilitation	4
KHS 400	Health Psychology	4
KHS 436	Motor Development, Control and Motor Learning	4
KHS 472	Athletic Training, Injury Prevention and Safety	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 475	Applied Exercise Prescription	4
KHS 490	Professional Seminar	1
KHS 499	Kinesiology Internship	12

#### Electives: choose 12 credits from the following

BIO 316	Human Anatomy and Physiology II	4
BIO 350	Medical Terminology	2
CHE 116	General Chemistry II	4
KHS 125	Introduction to Kinesiology	1
KHS 435	Sport Psychology	4
KHS 439	Physical Dimensions of Aging	4
KHS 482	Advanced Athletic Training	4
MAT 125 Pre-Calculus or MAT 135 Calculus		4
PHS 112	General Physics I	4

**EXERCISE SCIENCE MAJOR WITH ATHLETIC TRAINING EMPHASIS: 50 CREDITS (BA TRADITIONAL)**

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

Required: 50 credits

KHS 125	Introduction to Kinesiology	1
KHS 220	Epidemiological Foundations and Research	4
KHS 311	Functional Anatomy	4
KHS 316	Psychology of Sport Injury and Rehabilitation	4
KHS 436	Motor Development, Control and Motor Learning	4
KHS 472	Athletic Training, Injury Prevention, and Safety	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 475	Applied Exercise Prescription	4
KHS 482	Advanced Athletic Training	4
KHS 490	Professional Seminar	1
KHS 499	Kinesiology Internship	12

**FAMILY LIFE EDUCATION MAJOR: 53 CREDITS (BA TRADITIONAL)**

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

Prerequisites from General Education:

SOC 152	Introduction to Sociology	4
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Required: 53 credits

PSY 101	Introduction to Psychology	4
COM 403#	Family Communication	3
FAS 200#	Introduction to Family Life Education	3
FAS 400#	Family Systems, Structures and Relationships	4
FAS 442#	Family Decision-Making and Resource Management	3
FAS 443#	Parent Education	3
FAS 444#	Family Law, Public Policy and Applied Ethics	3
FAS 446#	Methodology in Family Education	3
FAS 498#	Family Life Education Internship	8
KHS 320#	Human Life Experience	3
PSY 210#	Child Psychology and Development	4
PSY 220#	Adolescent Psychology	4
SOC 253#	Marriage and Family	4
SOC 353#	Themes in Adult Development and Aging within the Lifespan	4

# Successful completion of these courses leads to certification as a Certified Family Life Educator from the National Council on Family Relations

**FAMILY LIFE EDUCATION MAJOR: 39 CREDITS (BA ADULT; ONLINE ONLY)**

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

Prerequisites from General Education

PSY 101	Introduction to Psychology or SOC 152	Introduction to Sociology	4
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Required: 39 credits (and in sequence)

FAS 200	Introduction to Family Life Education	3
FAS 440	Overview of Contemporary Families	3
FAS 401	Family Systems	3
FAS 442	Family Decision Making and Resource Management	3
FAS 451	Family Communication and Relationships	3
FAS 453	Intimate Relationships	3

FAS 446	Methodology in Family Life Education	3
FAS 447	Growth and Development in Children	3
FAS 220	Adolescent Development	3
FAS 448	Development in Adulthood	3
FAS 443	Parent Education	3
FAS 444	Family Law and Public Policy and Applied Ethics	3
FAS 490	Portfolio and Synthesis	3

### FINANCE MAJOR: 48 CREDITS (BA TRADITIONAL)

Program Overview - Majoring in Finance involves studying the management of large amounts of money. Students learn how to make financial decisions for organizations via planning, raising funds, making investments and controlling costs. Students gain knowledge and skills that are important for any business or organization. Because the finance program is designed to be responsive to the needs of the marketplace, it will be a relevant major for those considering a variety of careers such as stockbroker, investment banker, securities analyst, credit manager, or other financial specialist.

#### Prerequisites from General Education

ECO 101	Macroeconomics	4
MAT 110	Introduction to Probability and Statistics	3
Required: 48 credits		
ECO 102	Microeconomics	2
MAN 120	Basics of Business	2
ACC 201	Principles of Accounting I	4
ACC 202	Principles of Accounting II	4
FIN 211	Personal Finance	2
MAN 201	Business Analytics	2
FIN 301	Corporate Finance I	4
FIN 311	Corporate Finance II	4
LAW 401	Legal Environment of Business	2
MAN 301	Organizational Behavior	4
MAN 302	Operations and Quality Management	2
MAR 301	Principles of Marketing	4
ECO 401	Global Economics and Ethnic Markets	4
FIN 411	Investments and Capital Markets	4
MAN 401	Business Strategy and Ethics	4

### FOOD INDUSTRY MANAGEMENT MAJOR: 40 CREDITS (BA ADULT)

Program Overview - The Food Industry Management program combines the building blocks of merchandising, marketing and management with the practical tools that individuals need in the business world. The program is based on concepts of adult education, which include an interactive classroom or online setting, limited lectures and a focus on practical, hands-on learning.

#### Required: 40 credits (and in sequence)

MKM 311	Innovation and Complex Systems	4
FRM 321	Food Marketing and Merchandising Strategy	4
FRM 341	Understanding Food Consumers	4
FRM 351	Retail Food Operations Management	4
FRM 360	Applied Food Retail Finance	4
FRM 400	Category Management	4
MKM 411	Applied Business Ethics	4
FRM 420	Food Supply Chain Management	4
FRM 441	Human Resource Strategy and Leadership	4
FRM 480	Business Planning Project	4

### GRAPHIC DESIGN MAJOR: 61 – 62 CREDITS (BA TRADITIONAL; PENDING FULL INTERNAL APPROVAL)

Program Overview – Creative professions like graphic design provide satisfying and rewarding careers for talented and strategic-minded visual artists and communicators. The Concordia graphic design major offers a unique emphasis on the art and craft of typography and applied graphic design practice. Interwoven throughout this program are communication and interactive studies and the practices of new and emerging digital media.

Whether engaging traditional or new media, the design principles one acquires through training and practice remain the same. Early sequential courses are structured to stress advanced craft, theory, process, and technical skills to ensure refined success in later project work. Advanced courses and the senior project capstone experience can be customized to reflect the individual interests one may have in such areas as institutional branding and identity, new media, web development and interactivity, package design, publication design, advertising, illustration, signage and exhibition design, sustainability, spirituality, or social change.

Graphic design majors are taught by an experienced faculty of active professionals with close ties to the vibrant Twin Cities creative community. As noted above, there is 24-hour access to a state-of-the-art Macintosh computer lab with the latest Adobe software and large format digital printing, plus direct exposure to some of the most recognized graphic designers and design firms in the country.

Required: 61 – 62 credits

ART 102	2D Design	3
ART 103	3D Design	3
ART 105	Color Theory	3
ART 111	Drawing I	3
ART 271	Survey of Western Art I	3
ART 272	Survey of Western Art II	3
ART 282	Graphic Design I	3
ART 284	Graphic Imagery	3
ART 382	Graphic Design II	3
ART 383	Web Design	3
ART 384	Typography I	3
ART 472	19 <sup>th</sup> and 20 <sup>th</sup> Century Art and Design	4
ART 482	Graphic Design III	4
ART 484	Typography II	4
ART 485	Graphic Design Senior Projects I	4
ART 486	Graphic Design Senior Projects II	4
ART 491	Theories in Contemporary Art	3
ART 498	Design Internship	3

Choose one of the following:

ART 241	Photography I	3
	OR	
ART 342	Digital Photography	2

### HEALTH CARE ADMINISTRATION MAJOR: 40 CREDITS (BA ADULT; ONLINE ONLY)

Program Overview – The Health Care Administration major is offered fully online and is designed to help students achieve their academic and career goals on their schedule. The online courses mimic the on-campus atmosphere by providing students with a learning environment in which they can collaborate and interact with the professor and their peers. At 40 credit hours, the online Health Care Administration degree is designed to give students the knowledge and skills to become leaders in any health care field. Throughout the Health Care Administration degree program, students will develop practical experience and confidence that will help them succeed in a rapidly changing health care industry. The health care degrees have courses that explore current trends and events in the health care industry and evaluate how various business principles shape and affect these trends.

Required: 40 credits (and in sequence)

HCR 250	Leadership Communication	4
HCR 220	Epidemiological Foundation	4
HCR 400	Health Care Finance	4

HCR 330	Communication Strategies for Conflict Management	4
HCR 350	Health Care Diversity and Global Issues	4
HCR 435	Ethics and Decision Making in Health Care Environments	4
HCR 300	Strategic Leadership of Resources, People and Teams	4
HCR 440	Legal Environment for Health Care Managers	4
HCR 325	Compliance and Regulatory Requirements	4
HCR 340	Health Care Information Systems	4

### HEALTH EDUCATION TEACHING MAJOR (GRADES 5-12): 57 TO 61 CREDITS (BA TRADITIONAL)

Program Overview - Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades 5 through 12 health. Students have an opportunity to blend theory and practice through a series of content courses, methods courses, field experiences, and clinical practice. Passage of standardized examinations of content and pedagogy are also required.

Complete content major with 2.75 GPA (20 credits)

KHS 200	Community Safety and First Aid/CPR	1
KHS 220	Epidemiological Foundations and Research	4
KHS 250	Technology, Media, Health, and Your Environment	2
KHS 300	Applied Nutrition	4
KHS 310	Drug Education	2
KHS 320	Human Life Experience	3
KHS 400	Health Psychology	4
KHS 410	Health Methods and Strategies	3

Prerequisites to Admission to Teacher Education: 10 or 14 credits

ED 201	Introduction to and Foundations of Education (+15 hours of HR Activity)	3
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PSY 210	Child Psychology and PSY 220 Adolescent Psychology	4+4
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or

PSY 215	Child and Adolescent Development	4
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ED 336	Educational Psychology (+15 hours HR Activity)	3
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Prerequisites to Student Teaching: 11 credits

Complete content major with 2.75 GPA

Complete all four Human Relations Activity Reports

ED 330	Human Diversity and Relations (+15 hours HR Activity)	2
ED 346	Effective Middle School Teacher	2
ED 347	Effective Secondary Teacher	2
ED 439	The Inclusive Classroom (+15 hours HR Activity)	2
ED 487	Reading Across the Content Areas	3

Student Teaching: 16 credits

ED 472.06	Student Teaching in Health	16
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### HISTORY MAJOR: 44 CREDITS (BA TRADITIONAL)

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

Required: 28 to 32 credits

HIS 212	Introduction to History	4
HIS 231	USA to 1877	4
HIS 233	USA since 1877	4
HIS 267	Introduction to Latin America	4

HIS 285	European History, 1789 to Present	4
HIS 401	Research and Writing in History	2
HIS 487	Readings Seminar (Topics in History)	2
HIS 498	History Internship	4 to 8
Required: 4 credits; (Global) Choose one of the following		
HIS 111	Western Civilization to 1648	4
HIS 113	Western Civilization since Reformation	4
HIS 121	World History	4
HIS 221	World Culture: Greece and Rome	4
Electives to total 44 credits: 4 to 12 credits of upper level (300 to 400) HIS or POL courses		

### **HOSPITALITY MANAGEMENT MAJOR: 40 CREDITS (BA ADULT; ONLINE ONLY)**

Program Overview – The Hospitality Management major consists of 40 credit hours and is offered fully online. The online Hospitality Management degree is designed for busy adult students who are interested in obtaining their degree and require the flexibility of attending class on their schedule. The online Hospitality Management degree program combines the building blocks of customer service, management and marketing with the practical tools that students need to succeed in the hospitality, leisure, tourism and travel industry.

Required: 40 credits (and in sequence)

MKM 311	Innovation and Complex Systems	4
MKM 321	Marketing Innovation	4
MKM 330	Integrated Marketing Communication	4
MKM 350	Interactive and Mobile Marketing	4
MKM 411	Applied Business Ethics	4
HSM 400	Hospitality Human Resources: Managing	4
HSM 410	Hospitality Law and Legal Issues	4
MKM 431	Applied Accounting and Finance	4
MKM 441	Marketing Strategy	4
MKM 480	Business Plan	4

### **HUMAN RESOURCE MANAGEMENT MAJOR: 40 CREDITS (BA ADULT)**

Program Overview – The Human Resource 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.

Required: 40 credits (and in sequence)

HRM 310	Managing in Organizations	4
HRM 320	Advanced Human Resource Management	4
HRM 325	Survey and Research Methods	4
HRM 350	Legal Issues in Human Resources	4
HRM 352	Staffing the Organization	4
HRM 353	Compensation/Benefits Systems and Theories	4
HRM 410	Organizational Development and Change	4
HRM 470	Strategic Human Resources	4
HRM 435	Business and Personal Ethics	4
HRM 440	Human Resources Plan	4

### **INFORMATION TECHNOLOGY IN MANAGEMENT MAJOR: 40 CREDITS (BA ADULT)**

Program Overview – 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 Information Technology principles and processes and their application to social and organizational problems. When combined with professional experiences, this major can equip students for entry-level or advancement in professional fields such as project management, information systems management, database management, financial systems management, cloud analyst, Health Information Systems Project Manager or Analyst, and programming.

Required: 40 credits (and in sequence)

ITM 312	Harnessing Personal Innovation	4
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ITM 351	Bridging the Technology - Business Gap	4
ITM 325	Business Management for Information Technology	4
ITM 421	Business Strategy and Technology Innovation	4
ITM 342	Project and Lifecycle Management	4
ITM 410	Business-Driven Information Systems and Security	4
ITM 420	Applied Systems Analysis and Design	4
ITM 425	Data Management for Intelligent Business	4
ITM 435	Business Ethics for Information Technology	4
ITM 440	Applied Research Project	4

**LIFE SCIENCE EDUCATION/TEACHING MAJOR (GRADES 9-12): 79 TO 90 CREDITS - (BA TRADITIONAL) WITH OPTIONAL GRADES 5 – 8 GENERAL SCIENCE ADD-ON**

Program Overview - Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential in science (grades 5 through 8) and life science (grades 9 through 12). Passage of standardized examinations of content and pedagogy are also required.

Prerequisites from General Education:

BIO 120	Biology I: The Unity of Life	4
CHE 115	General Chemistry	4
MAT 125 Pre-Calculus or MAT 135 Calculus I		4
PSY 101	Introduction to Psychology	4

Grade 9 - 12 Life Science Teaching Content Major: 40 credits

Complete content major with 2.75 GPA		
BIO 130	Biology II: The Diversity of Life	4
BIO 210	Genetics	4
BIO 220	Plant Biology	4
BIO 230	Animal Biology and Physiology	4
BIO 300	Microbiology	4
BIO 330	Molecular Cell Biology	4
BIO 455	Research Proposal	1
BIO 456	Research in Biology	4
CHE 116	General Chemistry II	4

MAT110	Introduction to Probability and Statistics	3
or		
MAT 330	Probability and Statistics	4

Grades 5 - 8 General Science add-on (optional): 11 credits

ED 346	Effective Middle School Teacher	2
ED 478	Teaching Grades 5 - 8 Science	1
ESC 320	Physical Geology	4
ESC 340	Astronomy	4

Prerequisites to Admission to Teacher Education: 10 credits

ED 201	Introduction to and Foundations of Education (+15 hours HR Activity)	3
PSY 220	Adolescent Psychology	4
ED 336	Educational Psychology (+15 hours HR Activity)	3

Prerequisites to Student Teaching: 13 credits

Complete content major with 2.75 GPA		
Complete all four Human Relations Activity Reports		
ED 330	Human Diversity and Relations (+15 hours HR Activity)	2
ED 347	Effective Secondary Teacher	2
ED 353	Teaching Grades 9 -12 Science	2
ED 439	The Inclusive Classroom (+15 hours HR Activity)	2
ED 487	Reading Across the Content Areas	3
KHS 470	Health Education for Teachers	2
* ED 346	Effective Middle School Teacher (Gr. 5 - 8 option)	2
* ED 478	Teaching Grades 5 - 8 Science (Gr. 5 - 8 option)	1

Student Teaching: 16 credits

ED 472.11	Student Teaching Grades 9 - 12 Life Science	16
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**MARKETING MAJOR: 55 CREDITS (BA TRADITIONAL)**

Program Overview - A major in Marketing offers students the opportunity to develop practical skills and knowledge that will be directly applicable to the business world upon graduation. Students learn marketing theory and apply concepts in activities such as electronic commerce, direct marketing, advertising, sales presentations, case analysis and marketing plans. These activities expose students to the practical, challenging and interesting projects and situations they will encounter in their careers. Students develop leadership skills and explore ethics and environmental sustainability. Students who find fulfillment in this area of study are creative, enjoy problem-solving, have solid written and oral communication skills, enjoy teamwork, are persuasive communicators and thrive in a deadline-driven environment. Those working in this field also typically have a willingness to learn and explore new ideas as industry trends evolve.

## Prerequisites from General Education

ECO 101	Macroeconomics	4
MAT 101	Contemporary Math or MAT 110 Introduction to Probability and Statistics	3
Required: 36 credits		
BUS 101	Introduction to Business	2
ECO 102	Microeconomics	2
ACC 201	Principles of Accounting I	4
MAN 201	Business Analytics	4
FIN 301	Corporate Finance I	4
MAN 301	Organizational Behavior	4
MAR 301	Principles of Marketing	4
MAN 302	Operations and Quality Management	2
LAW 401	Legal Environment of Business	2
MAN 401	Business Strategy and Ethics	4
MAR 414	Marketing Strategy	4
Choose 12 credits		
MAR 413	Market Research	4
MAR 312	Consumer Behavior	4
MAR 313	Advertising and Promotion	4
MAR 470	Social Media Marketing	2
MAR 471	Global Marketing	2

**MARKETING MAJOR: 40 CREDITS (BA ADULT)**

Program Overview - The Marketing program combines the building blocks of marketing with the practical tools that individuals need in the business world. 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.

## Required: 40 credits (and in sequence)

MKM 311	Innovation and Complex Systems	4
MKM 321	Marketing Innovation	4
MKM 330	Integrated Marketing Communications	4
MKM 350	Interactive and Mobile Marketing	4
MKM 411	Applied Business Ethics	4
MKM 360	International Marketing	4
MKM 342	Marketing Research	4
MKM 431	Applied Accounting and Finance	4
MKM 441	Marketing Strategy	4
MKM 480	Business Plan	4

**MATHEMATICS MAJOR: 43-44 CREDITS (BA TRADITIONAL)**

Program Overview - Students in the Mathematics major get a balanced mix of classical and modern mathematics and acquire a strong foundation in conventional math theory and problem-solving techniques. They learn to use technology such as computer algebra systems, geometry modeling software, spreadsheets and computer programming to aid in modeling and investigating problems. Students also learn to communicate their mathematical ideas clearly and professionally in written and oral formats.

## Required: 40-41 credits

MAT 110	Introduction to Probability and Statistics	3
MAT 135	Calculus I	4

MAT 145	Calculus II	5
MAT 220	Discrete Mathematics	3
MAT 230/330	Probability and Statistics/Advanced Probability and Statistics	4
MAT 255	Calculus III	4
MAT 305	Foundations of Geometry	3
MAT 375	Differential Equations and Linear Algebra	4
MAT 450	Abstract Algebra	4
MAT 460	Foundations of Analysis	4
MAT 478	Mathematics Seminar	3
or		
ED 351	Teaching 9–12 Math	2

Electives: (minimum of 3 credits)

CSC 301	Programming and Problem Solving	3
MAT 488	Independent Study in Mathematics	1 to 4
MAT 498	Internship in Mathematics	1 to 4

### MATHEMATICS MAJOR: 60 CREDITS (BS TRADITIONAL)

Program Overview – Students obtaining the BS degree in Mathematics receive a balanced mix of classical and modern mathematics and acquire a strong foundation in conventional math theory and problem-solving techniques. They learn to use technology such as computer algebra systems, geometry modeling software, spreadsheets and computer programming to aid in modeling and investigating problems. Students also learn to communicate their mathematical ideas clearly and professionally in written and oral formats. In addition, the students apply their learning in the science sequence of their choice and obtain real-world experience with an internship.

Required: 52 credits

MAT 110	Introduction to Probability and Statistics	3
MAT 135	Calculus I	4
MAT 145	Calculus II	5
MAT 220	Discrete Mathematics	3
MAT 230/330	Probability and Statistics/Advanced Probability and Statistics	4
MAT 255	Calculus III	4
MAT 305	Foundations of Geometry	3
MAT 375	Differential Equations and Linear Algebra	4
MAT 460	Foundations of Analysis	4
MAT 478	Mathematics Seminar (3 credits and must take twice)	3 and 3
MAT 498	Internship in Mathematics	4
BIO 120/130	Biology I and II	4/4
or		
CHE 115/116	General Chemistry I and II	4/4
or		
PHS 221/222	General Physics I and 2(Calculus-based)	4/4

Electives: 8 credits

CSC 301	Programming and Problem Solving	3
MAT 450	Abstract Algebra	4
MAT 488	Independent Study in Mathematics	1 to 4
Any 200+ level science or technology course		3 to 4

## MATHEMATICS MAJOR WITH TEACHING CREDENTIAL (GRADES 5 – 12): 84 CREDITS (BA TRADITIONAL)

### General Education Prerequisites:

PSY 101	Introduction to Psychology	4
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### Required: 84 credits

Mathematics Major: 42 credits

Complete content major with 2.75 GPA

CSC 301	Programming and Problem Solving	3
MAT 135	Calculus I	4
MAT 145	Calculus II	5
MAT 220	Discrete Math	3
MAT 330	Probability and Statistics	4
MAT 255	Calculus III	4
MAT 305	Foundations of Geometry	3
MAT 310	Linear Algebra	3
MAT 365	Differential Equations	3
MAT 450	Abstract Algebra	4
MAT 460	Foundations of Analysis	4
MAT 478	Mathematics Seminar	3

### Prerequisites to Admission to Teacher Education: 10 credits

ED 201	Introduction to and Foundations of Education (+15 hours HR Activity)	3
PSY 220	Adolescent Psychology	4
ED 336	Educational Psychology (+15 hours HR Activity)	3

### Prerequisites to Student Teaching: 16 credits

Complete content major with 2.75 content GPA

Complete all four Human Relations Activity Reports

ED 330	Human Diversity and Relations (+15 hours HR Activity)	2
ED 346	Effective Middle School Teacher	2
ED 347	Effective Secondary Teacher	2
ED 351	Teaching Grades 9 – 12 Mathematics	2
ED 439	The Inclusive Classroom (+15 hours HR Activity)	2
ED 475	Teaching Grades 5 – 8 Mathematics	1
ED 487	Reading Across the Content Areas	3
KHS 470	Health Education for Teachers	2

### Student Teaching: 16 credits

ED 472.02	Student Teaching Grades 5 – 12 Mathematics	16
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## MUSIC MAJORS (BA TRADITIONAL)

Music Major Program Overview in General – The Music major has three tracks: Performance, Theory/Composition, and History Literature. Each track shares the core musicianship (music theory/analysis/writing/ear-training/keyboards harmony) and music history courses. Private lessons and ensembles applicable to each track are also part of the core. Each track has specialized courses, culminating in a senior project/recital in the track

Students in the Music major at Concordia expand their creativity, as well as their analytical, research, and writing skills, while studying music performance, programming, analysis, composition, history, literature, education, and the music of worship. The music program is led by accomplished and caring faculty who give one-on-one attention to students in a nurturing community where competition is downplayed.

Classroom work and hundreds of performance opportunities each year help students hone their skills and abilities. There are performance opportunities at monthly recitals, at campus concerts, in studio classes, at daily chapel services, at local church services, on international and U.S. tours, and for many community functions. Students may audition for Concordia's many vocal groups, including the Christos Chorus, Jubilate, Chamber Choir, Opera Workshop, Shades of Harmony Multicultural Gospel Choir, and Vocal Jazz Ensemble.

Students may also participate in instrumental groups. These include the Concert Band, Jazz Band, Percussion Ensemble, Guitar Ensemble, String Ensemble, Drumline, Brass Ensemble, Handbell Ensemble, Woodwind Ensemble, Beginning Handbells, Jazz Combo, Musical Theatre Pit Orchestra, Christmas Concert Orchestra, and Chapel Band.

### MUSIC MAJOR: 44 CREDITS (BA TRADITIONAL)

Program Overview – Students in the Music major expand their creativity, analytical, research and writing skills while studying music performance, programming, analysis, composition, history, literature, education and worship music. The music program is led by accomplished and caring faculty who give one-on-one attention to students in a nurturing community where competition is downplayed.

#### 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:

MUS 101	Basic Musicianship	2
MUS 111	Class Piano I	2
MUS 112	Class Piano II	2

#### Prerequisites from General Education

MUS 120	Listening to Life: Western Classical Music	2
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#### Required: 29 credits

MUS 201	Musicianship I	4
MUS 202	Musicianship II	4
MUS 301	Musicianship III	4
MUS 302	Musicianship IV	4
MUS 321	Music History I	3
MUS 322	Music History II	3
MUS 323	Music History III	3
MUS 7xx	4 semesters of ensemble at 0-2 credits each	0-8
MUS 8xx	4 semesters of private lessons @1 credit each	4

Electives: 5 to 7 credits (to total 44 major credits)

May be chosen from any music offerings

Up to 2 credits may be drawn from the 700-level ensemble courses

Select one of the following tracks: (8 to 10 credits)

#### Applied Music (8 credits)

MUS 9xx	3 semesters of honors lessons at 2 credits each	6
MUS 494	Senior Project: Conducting Recital	2
or		
MUS 495	Senior Project: Recital	2

#### Music History (8-10 credits)

MUS 493	Senior Project: Thesis	2
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Choose 4 credits of the following

MUS 220	Topics in Music (course is repeatable)	2
MUS 430	History of Sacred Music	4
MUS 431	Congregational Song	4

Choose 2-4 credits of the following

MUS 424	Keyboard Literature	2
MUS 425	Choral Literature	2
MUS 426	Instrumental (Band) Literature	2
MUS 427	Organ Literature	2

#### Music Theory and Composition (10 credits)

MUS 365	Electronic Instrument Techniques and Pedagogy	2
MUS 444	Instrumental Arranging	1
MUS 445	Choral Arranging	1
MUS 890	2 semester of Composition lessons at 1 credit each	2
MUS 990	Honors Composition lessons	2
MUS 492	Senior Project: Composition Recital	2

Additional Requirements: Students must attend two recitals or concerts per year and document such in their Music Portfolio. The Portfolios should be submitted for review each year by November 1 to the Chair of the Music Department. A minimum of a 2.5 GPA is required in music coursework.

### MUSIC BUSINESS: 44 CREDITS (BA TRADITIONAL)

Program Overview - The Music Business Administration major is offered through the Music Department of the College of Arts and Letters in collaboration with the College of Business and Organizational Leadership. The degree is primarily administered by the Music Department, with student advising overseen by the Music Department. Students work closely with faculty mentors in the College of Business and Organizational Leadership for the business portion of the degree. The major seeks to serve those students who are interested in music but seek a music degree with career application beyond that of performing or education. The degree allows students to gain a foundational knowledge base, which can be applied in a variety of occupations, and upon graduation pursue employment within the music industry and various arts organizations. The major is comprised of existing courses in the music and business areas.

Prerequisites (if determined in assessments by music department)

MUS 101	Basic Musicianship	2
MUS 111	Class Piano I	2
MUS 112	Class Piano II	2

Music Required: 24-26 credits

MUS 120 or 121	Listening to Life: Western Classical Music/Global and Pop	2
MUS 201	Musicianship I	4
MUS 202	Musicianship II	4
MUS 7XX	2 semesters of ensemble at 0-2 credits each	0-2
MUS 8XX	2 semesters of private lessons at 1 credit each	2
ENG 320	Writing for the Workplace or ENG 326 Topics in Writing: Grant Writing	2
MUS 499	Music Business Internship	2
MUS 321	Music History I or MUS 322 Music History II (recommended) or MUS 323 Music History III	3

Music Electives: 5 credits

Any music offerings, including ensembles and lessons	5
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Additional Requirements: Students must attend two recitals or concerts per year and document such in their Music Portfolio. The Portfolios should be submitted for review each year by November 1 to the Chair of the Music Department.

Business Electives: 20 credits

ECO 101	Macroeconomics (recommended)	4
MAR 301	Principles of Marketing	4
MAR 312	Consumer Behavior (pre-requisite MAR 301)	4
MAR 313	Advertising and Promotion (pre-requisite MAR 301)	4
MAR 413	Marketing Research (pre-requisite MAR 301)	4
MAR 414	Marketing Strategy (pre-requisite MAR 301)	4
MAR 470	Social Media Marketing	2
ACC 201	Principles of Accounting I	4
MAN 301	Organizational Behavior	4
MAN 410	Managing Talent, Change and Negotiations	4
MAN 460	Managing Teams, Communications and Projects	4
MIS 301	Technology and Project Management	4
FIN 211	Personal Finance	4
FIN 301	Corporate Finance	4

## MUSIC EDUCATION/TEACHING MAJOR (GRADES K – 12 AND INSTRUMENTAL AND/OR VOCAL): 93 – 104 CREDITS (BA TRADITIONAL)

Program Overview – Students majoring in Secondary Education at Concordia will develop the skills and insights to become effective middle school or high school teachers and life-long learners. A variety of specialties are available that allow students to customize their major to the subject area in which they would like to teach. Because of Minnesota's rigorous teacher licensure standards, students graduating from the state's colleges and universities are favorably regarded nationwide. Students have an opportunity to blend theory and practice through a series of content courses, methods courses, field experiences, and clinical practice.

### Prerequisites from General Education:

MUS 121	Listening to Life: Global and Popular Music	2
PSY 101	Introduction to Psychology	4

### Prerequisites: if determined in assessments by music department

MUS 101	Basic Musicianship	2
MUS 111	Class Piano I	2
MUS 112	Class Piano II	2
MUS 115	Beginning Guitar I	1

### K – 12 Music Teaching Major: 38 Credits

Complete content major with 2.75 GPA

MUS 201	Musicianship I	4
MUS 202	Musicianship II	4
MUS 261	Beginning Conducting	2
MUS 301	Musicianship III	4
MUS 302	Musicianship IV	4
MUS 321	Music History I	3
MUS 322	Music History II	3
MUS 323	Music History III	3
MUS 360	String Techniques and Pedagogy	1
MUS 361	Woodwind Techniques and Pedagogy	1
MUS 362	Brass Techniques and Pedagogy	1
MUS 365	Electronic Media Techniques and Pedagogy	2
MUS 366	Vocal Techniques and Pedagogy	1
MUS 367	Percussion Techniques and Pedagogy	1
MUS 444	Instrumental Arranging	1
MUS 445	Choral Arranging	1
MUS 840	2 semesters of private piano @ 1 credit each	2

Recital Attendance: Eight programs in portfolio per year; performance audition in February of second year.

Submit music Portfolio Progress Report to Chair, Music Department by November 1 each year.

Document in the portfolio four public performances, including a small ensemble.

Pass Keyboard Proficiency Examination before student teaching (document in portfolio).

Take Music Senior Outcomes Examination when Music History/Musicianship courses are completed.

Tracks: Choose one or both of the following tracks:

#### Vocal and Classroom K – 12 Track: 12 to 19 credits

MUS 369	Art of Accompanying	1
MUS 425	Choral Literature	2
MUS 456	Choral Conducting and Methods	2
MUS 713/714	7 semesters choral ensemble required	0 to 7
MUS 860	7 semesters private voice lessons @ 1 credit each	7

#### Instrumental and Classroom K – 12 Track: 12 to 19 credits

MUS 368	Jazz Improvisation	1
MUS 426	Instrumental (Band) Literature	2
MUS 457	Instrumental Conducting and Methods	2
MUS 720/730:	7 semesters instrumental ensemble required	0 to 7
MUS 800:	7 semesters private instrumental lessons @1 credit each	7

Prerequisites to Admission to Teacher Education: 10 to 14 credits		
ED 201	Introduction to and Foundations of Education (+15 hours of HR Activity)	3
PSY 210	Child Psychology	4
and		
PSY 220	Adolescent Psychology	4
or		
PSY 215	Child and Adolescent Developmental	4
ED 336	Educational Psychology (+ 15 hours HR Activity)	3
Prerequisites to Student Teaching: 17 credits		
Complete content major with 2.75 content GPA		
Complete all four Human Relations Activity Reports		
ED 330	Human Diversity and Relations (+ 15 hours HR Activity)	2
ED 346	Effective Middle School Teacher	2
ED 347	Effective Secondary Teacher	2
MUS 356	K - 6 General Music Teaching Methods	2
MUS 357	Grades 7 - 12 General Music Teaching Methods	2
ED 439	The Inclusive Classroom (+ 15 hours HR Activity)	2
ED 487	Reading Across the Content Areas	3
KHS 470	Health Education for Teachers	2
Student Teaching: 16 credits		
ED 472.07	Student Teaching K - 12 Music	16

### **ORGANIZATIONAL MANAGEMENT AND LEADERSHIP MAJOR: 40 CREDITS (BA ADULT)**

Program Overview -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.

Required: 40 credits (and in sequence)

OML 300	Group Dynamics and Organizational Culture	4
OML 310	Systems Theory and Organizational Behavior	4
OML 320	Organizational Research and Decision Making	4
OML 330	Strategic Planning and Project Management	4
OML 340	Interpersonal and Intercultural Communications	4
OML 410	Financial and Strategic Leadership	4
OML 420	Personal and Organizational Management and Leadership	4
OML 430	Innovative Marketing	4
OML 440	Applied Synthesis Project	4
OML 450	Personal and Organizational Values and Ethical Leadership	4

### **PARENT AND FAMILY EDUCATION (LICENSURE): 56 CREDITS (BA TRADITIONAL)**

Program Overview - Students majoring in Parent and Family Education earn a license to work with parents in settings such as Early Childhood Family Education centers which are unique to Minnesota. Students have an opportunity to blend theory and practice through a series of content courses, methods courses, field experiences, and clinical practice.

Prerequisites from General Education:

PSY 101	Introduction to Psychology	4
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Prerequisites to Admission to Teacher Education: 10 credits

ED 201	Introduction to and Foundations of Education (+15 hours of HR Activity)	3
PSY 210	Child Psychology and Development	4
ED 336	Educational Psychology (+ 15 hours HR Activity)	3

Required: 49 credits

Understanding Families and Parent and Child Relations		
COM 403	Family Communication	4
FAS 400	Family Systems, Structures and Relationships	4
Understanding Child Development: 17 credits		
ECE 321	Pre-primary Education	3
ECE 324	Language Development and Emergent Literacy	3
ECE 325	Education of Infants and Toddlers	3
ECE 425	Young Child with Special Needs (+ 15 hours HR Activity)	2
ECE 427	Authentic Assessment and Guidance in ECE	2
Understanding Adult Education: 11 credits		
COM 205	Group Communication and Facilitation	3
ED 418	Adult Education and Development	4
FAS 300	Methods and Materials for Family Education	3
Standards of Effective Practice: 4 credits		
ED 330	Human Diversity and Relations (+ 15 hours HR Activity)	2
KHS 470	Health Education for Teachers	2
Complete all four Human Relations Reports prior to Student Teaching		
Student Teaching: 8 credits		
ED 464	Student Teaching Parent and Family Education	8

**GRADES K – 12 PHYSICAL EDUCATION AND GRADES 5 – 12 HEALTH TEACHING MAJOR REQUIRED COURSES: 84 TO 88 CREDITS (BA TRADITIONAL)**

Program Overview – Students majoring in Secondary Education at Concordia will develop the skills and insights to become effective middle school or high school teachers and life-long learners. A variety of specialties are available that allow students to customize their major to the subject area in which they would like to teach. Because of Minnesota's rigorous teacher licensure standards, students graduating from the state's colleges and universities are favorably regarded nationwide. Students have an opportunity to blend theory and practice through a series of content courses, methods courses, field experiences, and clinical practice.

Prerequisites: 4 credits		
PSY 101	Introduction to Psychology	4
Complete content major with 2.75 GPA (45 credits)		
KHS 200	Community Safety and First Aid/CPR	1
KHS 220	Epidemiological Foundations and Research	4
KHS 300	Applied Nutrition	4
KHS 310	Drug Education	2
KHS 320	Human Life Experience	3
KHS 330	Elementary Methods Block I	4
KHS 335	MS/Secondary Methods Block II for Health and PE	4
KHS 400	Health Psychology	4
KHS 410	Health Methods and Strategies	3
KHS 420	Program Administration	2
KHS 436	Motor Development, Control and Motor Learning	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 481	Adaptives	2
Prerequisites to Admission to Teacher Education: 10 or 14 credits		
ED 201	Introduction to and Foundations of Education (+15 hours of HR Activity)	3
PSY 210	Child Psychology and PSY 220 Adolescent Psychology	4+4
or		
PSY 215	Child and Adolescent Development	4

ED 336	Educational Psychology (+15 hours HR Activity)	3
Prerequisites to Student Teaching: 11 credits		
Complete content major with 2.75 GPA		
Complete all four Human Relations Activity Reports		
ED 330	Human Diversity and Relations (+15 hours HR Activity)	2
ED 346	Effective Middle School Teacher	2
ED 347	Effective Secondary Teacher	2
ED 439	The Inclusive Classroom (+15 hours HR Activity)	2
ED 487	Reading Across the Content Areas	3
Student Teaching: 16 credits		
ED 472.06	Student Teaching in Health and Physical Education	16

### PSYCHOLOGY MAJOR: 44 CREDITS (BA TRADITIONAL)

Program Overview - Students graduating with a Psychology major develop lifelong skills in scientific thinking and understanding human thought, behavior, and interaction. The educational learning in combination with the internship experience prepare students to enter a career of choice or graduate school.

Prerequisites (for PSY 380 Research Methods with Statistical Applications)		
MAT 110	Introduction to Statistics	3
Required: 28 credits		
PSY 101	Introduction to Psychology	4
PSY 330	Introduction to Counseling	4
PSY 380	Research Methods with Statistical Applications	4
PSY 498	Psychology Internship	12
4 credits from the following		
PSY 210	Child Psychology and Development	4
PSY 220	Adolescent Psychology	4
PSY 230	Lifespan Developmental Psychology	4
Electives: 16 additional credits from the following		
FAS 400	Family Systems, Structures and Relationships	4
KHS 435	Sport Psychology	4
PSY 210 *	Child Psychology and Development	4
PSY 220 *	Adolescent Psychology	4
PSY 230 *	Lifespan Developmental Psychology	4
PSY 300	Cognition, Learning and Memory	4
PSY 310	Physiological Psychology	4
PSY 320	Sensation and Perception	4
PSY 331	Group Counseling and Therapy	4
PSY 332	Introduction to Alcohol and Drug Studies	3
PSY 333	Cultural Competency in Chemical Dependency	4
PSY 340	Introduction to Industrial/Organizational Psychology	4
PSY 360	Abnormal Psychology	4
PSY 370	Introduction to Personality Theories	4
PSY 381	Psychology Research Seminar	1
PSY 488	Independent Study	1 to 4
PSY 490	Psychology Topic Seminar	3
SOC 451	Social Psychology	4

\* If not taken above as a required course

**PSYCHOLOGY MAJOR: 79 CREDITS (BS TRADITIONAL)**

Program Overview - Students graduating with a Bachelor of Science degree majoring in Psychology develop lifelong skills in scientific thinking and understanding human thought, behavior, and interaction. The educational learning in combination with the research focused internship experience prepares students to enter a career of choice, medical school, or graduate school.

Required:

Psychology: 27 credits

PSY 101	Introduction to Psychology	4
PSY 380	Research Methods with Statistical Applications	4
PSY 498	Psychology Internship	12
PSY 490	Psychology Topic Seminar	3
SOC 451	Social Psychology	4

Mind-Brain: 8 credits from the following

PSY 300	Cognition, Learning, and Memory	4
PSY 310	Physiological Psychology	4
PSY 320	Sensation and Perception	4

Clinical: 8 credits from the following

PSY 330	Introduction to Counseling	4
PSY 360	Abnormal Psychology	4
PSY 370	Introduction to Personality Theories	4

Developmental: 4 credits from the following

PSY 210	Child Development and Psychology	4
PSY 220	Adolescent Psychology	4
SOC 354	Themes in Adult Development and Aging	4

Mathematics and Science: 19 credits

BIO 120	Biology I: The Unity of Life	4
BIO 210	Genetics	4
CHE 115	General Chemistry I	4
MAT 110	Introduction to Probability and Statistics	3

MAT 125	Pre-Calculus	4
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or

MAT 135	Calculus I	4
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General Electives: 12 credits (300 or 400 level Psychology courses) 12

**PUBLIC POLICY MAJOR: 40-41 CREDITS (BA TRADITIONAL)**

Program Overview -The Public Policy major will equip students with sufficient intellectual tools to prepare them for professional work in the public sector. Majors will be trained to seek positions in organizations which deal with public policy issues: government agencies, trade associations, lobbying organizations, nonprofit groups, regulatory agencies, and NGOs. This major will provide students with the factual, analytical, practical, and theoretical skills necessary for contemporary policy design, implementation, and evaluation.

Prerequisites from General Education:

ECO 101	Macroeconomics	4
MAT 110	Introduction to Probability and Statistics	4
POL 131	American Government	4
SOC 152	Introduction to Sociology	4

Required: 40 to 41 credits

ECO 102	Microeconomics	2
MAR 301	Principles of Marketing	4
POL 241	Contemporary World Problems	4
POL 337	Parties, Campaigns and Elections	4
PSY 380	Research Methods	4

PSY 490	Seminar-Topics	3
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or

POL 487	Reading/ Topics Seminar	2
SOC 451	Social Psychology	4
SOC 357	Class and Community	4
POL/SOC/PSY 498	Internship	12

### **PULMONARY SCIENCE MAJOR: 44 CREDITS (BS ADULT)**

Program Overview - The Concordia University, St. Paul Pulmonary Science program is conveniently offered in an online format. The Pulmonary Science degree completion program is designed to assist Registered Respiratory Therapists to complete their Bachelor of Science degree at Concordia University, St. Paul in an accelerated format. Because most students are working fulltime as Registered Respiratory Therapists, this program is cohort-based and students only take one class at a time on the same night each week. Courses will be delivered via a web-based, course-management system. Students must be motivated and practice good time-management to be successful in this program.

Required (and in sequence):

PUL 220	Epidemiological Foundations	4
PUL 329	Advances in Pharmacology in Critical Care Medicine	4
PUL 400	Health Psychology	4
PUL 435	Ethics and Decision Making	4
PUL 301	Principles of Health Care Systems	4
PUL 342	Health Care Information Systems	4
PUL 330	Multi-Specialties in Respiratory Therapy	4
PUL 322	Compliance and Regulatory Requirements	4
PUL 331	Advances in Critical Care Monitoring	4
PUL 332	Advanced Cardiopulmonary Sciences	4
PUL 490	Senior Seminar	4

### **RADIOLOGICAL SCIENCE LEADERSHIP MAJOR: 44 CREDITS (BS ADULT; ONLINE ONLY)**

Program Overview - The Concordia University Radiologic Science Leadership program is conveniently offered in the online format. The Radiologic Science Leadership degree program is designed to assist Registered Radiologic Technologists in completing their Bachelor of Science degree while maintaining their current careers. Because most students are working full-time as Registered Radiologic Technologists, this program is cohort-based and students only take one class at a time on the same night each week. This program will prepare students to develop leadership skills, gain exposure to health care administration and apply critical thinking practices in their personal and professional lives. Students will explore behavioral, social and cultural trends that influence management in today's rapidly changing health care industry.

Required (and in sequence):

RAD 250	Leadership Communication	4
RAD 222	Pathological Foundations	4
RAD 310	Writing for Health Care Professionals	4
RAD 330	Communication Strategies for Conflict Management	4
RAD 350	Health Care Diversity and Global Issues	4
RAD 435	Ethics and Decision Making in Health Care Environments	4
RAD 300	Strategic Leadership of Resources, People, and Teams	4
RAD 400	Organizational Development for Human Resources Professionals	4
RAD 440	Legal Environment for Health Care Managers	4
RAD 322	Compliance and Regulatory Requirements	4
RAD 490	Senior Seminar	4

**SOCIAL STUDIES EDUCATION/TEACHING (GRADES 5 – 12) MAJOR: 84 CREDITS (BA TRADITIONAL)**

Program Overview - Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades 5 through 12 social studies. Passage of standardized examinations of content and pedagogy are also required.

## Prerequisites from General Education:

ECO 101	America in Global Economy: Macroeconomics	4
PSY 101	Introduction to Psychology	4

## Grades 5 – 12 Social Studies Teaching Major: 42 credits

GE 101	Human Geography	2
HIS 121	World History	4
HIS 212	Introduction to History (General Education)	4
HIS 231	USA to 1877	4
HIS 233	USA since 1877	4
HIS 267	Intro to Latin America	4
HIS 281	Europe 1789 - 1914	4
HIS 283	Europe since 1914	4
POL 131	American Government	4
SOC 152	Introduction to Sociology	4

Electives: 4 social science courses at 300 or 400 level 4

## Prerequisites to Admission to Teacher Education: 10 credits

ED 201	Introduction to and Foundations of Education (+15 hours HR Activity)	3
PSY 220	Adolescent Psychology	4
ED 336	Educational Psychology (+15 hours HR Activity)	3

## Prerequisites to Student Teaching: 16 credits

Complete content major with 2.75 GPA		
Complete all four Human Relations Activity Reports		
ED 330	Human Diversity and Relations (+15 hours HR Activity)	2
ED 346	The Effective Middle School Teacher	2
ED 347	The Effective Secondary Teacher	2
ED 352	Teaching Grades 9 - 12 Social Studies	2
ED 439	The Inclusive Classroom (+15 hours HR Activity)	2
ED 476	Teaching Grades 5 - 8 Social Studies	1
ED 487	Reading Across the Content Areas	3
KHS 470	Health Education for Teachers	2

## Student Teaching: 16 credits

ED 472.05	Student Teaching Grades 5 - 12 Social Studies	16
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**SOCIOLOGY MAJOR: 44 CREDITS (BA TRADITIONAL)**

Program Overview - Students graduating with a Sociology major develop lifelong skills in scientific thinking and understanding human thought, behavior, and interaction. The developed educational outcomes in combination with the internship experience prepares student to enter a career of choice or graduate school.

## Prerequisites from General Education:

MAT 110 #	Probability and Statistics	3
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## Required: 36 credits

SOC 152	Introduction to Sociology	4
SOC 453	Social Theory	4
PSY 380	Research Methods with Statistical Applications	4
SOC 357 Class and Community or SOC 451 Social Psychology or SOC 452 Social Organization		4
SOC 253 Marriage and the Family or PSY 230 Lifespan Developmental Psychology or SOC 358 Minority Groups		4
SOC 256 Introduction to Criminal Justice or SOC 359 Sociology of Social Welfare		4
SOC 498	Sociology Internship	12

Electives: 8 credits

SOC 253*	Marriage and the Family	4
HMG 254	People and Culture of Southeast Asia	4
HMG 255	People and Culture of China	4
SOC 256*	Introduction to Criminal Justice	4
SOC 325	Minnesota Criminal Codes and Statutes	2
SOC 351	Juvenile Justice	4
PSY 230*	Lifespan Developmental Psychology	4
SOC 353	Themes in Adult Development and Aging	4
SOC 354	Sociology of Law	4
SOC 357*	Class and Community	4
SOC 358*	Minority Groups	4
SOC 359*	Sociology of Social Welfare	4
SOC 451*	Social Psychology	4
SOC 452*	Social Organization	4

# Prerequisite for PSY 380

\* May be taken as electives if not already counted towards another requirement in the major

### SPORTS MANAGEMENT MAJOR: 45 CREDITS (BA TRADITIONAL)

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

Required: 45 credits (Kinesiology core)

KHS 220	Epidemiological Foundations	4
KHS 390	Sport Management	4
KHS 391	Law and Sport	4
KHS 392	Sport Marketing and Fundraising	4
KHS 393	Planning and Managing Sports Facilities	4
KHS 394	Sports Business	4
KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 490	Professional Seminar	1
KHS 499	Kinesiology Internship	12

### SPORTS PSYCHOLOGY MAJOR: 45 CREDITS (BA TRADITIONAL)

Program Overview - The Sports Psychology major focuses on current psychology and kinesiology as foundational concepts in sport psychology. This exercise science degree prepares students for positions in settings such as injury rehabilitation, fitness/wellness centers, coaching, rehabilitation, health and wellness education. The program also serves as preparation for post-baccalaureate study in areas such as human growth, aging, exercise physiology, sports management and sport psychology. Students learn sport and psychological theory and have numerous opportunities to bridge theory into practical applications.

Required: 36 credits (Kinesiology core)

KHS 220	Epidemiological Foundations	4
KHS 400	Health Psychology	4
KHS 436	Motor Development, Control and Motor Learning	4
KHS 490	Senior Seminar	1
KHS 499	Kinesiology Internship	12
KHS 375	Sociology of Sport and Exercise	4
KHS 435	Sport Psychology	4
PSY 330	Introduction to Counseling	4
PSY 360	Abnormal Psychology	4
KHS 316	Psychology of Sport Injury and Rehabilitation	4

**THEATRE MAJOR: 44 CREDITS (BA TRADITIONAL)**

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

## Prerequisites from General Education

THR 101	Introduction to Theatre	2
Required: 29 credits		
THR 111	Theatre in Practice I	1
THR 221	Acting I	4
THR 241	Script Analysis	4
THR 251	Stagecraft	4
THR 355	Scenic Design or THR 356 Costume Design or THR 357 Lighting and Sound	4
THR 445	Theatre History, Theory, and Literature I	4
THR 446	Theatre History, Theory, and Literature II	4
THR 478	Directing	4
Electives: 15 credits		
THR 111	Theatre in Practice I	0 to 1
THR 112	Theatre in Practice II	2
THR 160	Introduction to Dance	2
THR 201	Dance for Musical Theatre	2 to 16
THR 203	Creative Dramatics	2
THR 255	Stage Management	2
THR 262	Modern Dance Technique I	2
THR 263	Jazz Dance Technique I	2
THR 291	Topics in Theatre	1 to 4
THR 301	New York Theatre Tour	2
THR 302	London Theatre Tour	2
THR 321	Acting II	4
THR 326	Voice, Diction, Dialects	2
THR 355	Scenic Design	4
THR 356	Costume Design	4
THR 357	Lighting and Sound	4
THR 364	Tap Dance Technique I	2
THR 365	Dance History I	2
THR 366	Choreography/Composition I	2
THR 369	Shakespeare	4
THR 462	Modern Dance Technique II	2
THR 463	Jazz Dance Technique II	2
THR 367	Ballet Technique I	2
THR 465	Dance History II	2
THR 466	Choreography/Composition II	2
THR 467	Ballet Technique II	2
THR 468	Special Topics in Dance	2
THR 488	Theatre Independent Study	1 to 4
THR 492	Drama in the Life of the Church	4
THR 498	Theatre Internship	4 to 16

**THEOLOGY MAJOR: 42 CREDITS (BA TRADITIONAL)**

Program Overview – Students in the major in theology will meet (a) several general objectives (listed below); (b) the objectives of the minor in confessional Lutheranism (enumerated above); and (c) the objectives of the three possible tracks that one may pursue in the major.

## Prerequisite:

THL 215	History and Literature of the New Testament	4
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## Required: 20 credits

THL 205	History and Literature of the Old Testament	4
THL 241	Church History	3
THL 270	Our Living Faith	4
THL 371	Mission of God	3
THL 342	Athens and Jerusalem	4
THL 496	Senior Thesis	2

## Electives: 22 credits\*

ARC 250	Near Eastern Archaeology	4
ARC 351	Field Archaeology	4
CHM 268	Introduction to Christian Ministry	4
ED 454	Teaching the Faith	2
GRK 211	Beginning Greek I	4
THL 250	Religions of the World	4
THL 310	Bible and Archaeology	4
THL 320	Global Christianity	4
THL 325	Christian Ethics for the Professional	4
THL 336	Evil Meets Good	4
THL 344	Martin Luther: Saint and Sinner	4
THL 351	Jesus and Muhammad	4
THL 352	Is God Green?	4
THL 356	One Nation Under God?	4
THL 357	Christianity and the Media in Contemporary Culture	4
THL 409	Studies in Biblical Theology (repeatable)	2
THL 441	Lutheran Confessional Writings	3
THL 460	Worship for Lutherans	2
THL 482	Christian Ministry and Practice	3
THL 488	Independent Study	4

## Biblical Language Elective Option: (16 credits toward the 22 credits of electives)\*

## Required: 12 credits

GRK 212	Biblical Greek II	4
HBR 311	Biblical Hebrew I	4
HBR 312	Biblical Hebrew II	4

## Electives: 4 credits

GRK 312	Matthew	2
GRK 314	Mark	2
GRK 316	Luke	2
GRK 412	Galatians and Romans	2
GRK 414	Corinthians	2
GRK 416	General Epistles	2
HBR 411	Readings in Prose	2
HBR 413	Readings in Poetry	2

## Liberal Studies Elective Option (16 credits toward the 22 credits of electives)\*

Students select a coherent grouping of 300 and 400 level courses from the liberal arts and sciences with the approval of the department.

Approval must be granted before enrollment in the second course in the sequence.

Students will prepare a portfolio of best work including samples representing each course.

Note: \* Students may choose elective, Biblical Languages, or Liberal Studies options to complete major requirements.

## UNDERGRADUATE MINORS

\* = AVAILABLE ONLINE

### \*ACCOUNTING MINOR: 20 CREDITS (DROP INTO COHORT)

Required: 20 credits (and in sequence)

ACC 201	Principles of Accounting I	4
ACC 202	Principles of Accounting II	4
ACC 311	Intermediate Accounting I	4
ACC 312	Intermediate Accounting II	4
ACC 413	Cost Accounting	4

### ART HISTORY MINOR: 24 CREDITS

Prerequisites from General Education:

ART 101	Approaching Art	2
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Required: 12 credits

ART 111	Drawing I	3
ART 171	Survey of Western Art I	3
ART 172	Survey of Western Art II	3
ART 491	Theories in Contemporary Art	3

Electives: 12 credits

ART 271	Art of Mexico	3
ART 272	Art of Asia	3
ART 273	Ethnographic Art	3
ART 370	Mexican Art and Culture	2 to 4
ART 372	Early Epoch of Christian Art	3
ART 373	Italian Renaissance and Baroque Art	3
ART 472	19 <sup>th</sup> and 20 <sup>th</sup> Century Art and Design	4
ART 473	History of Photography	3
ART 481	Topics in Art: _____	1 to 4
	Any foreign language or history course	4

### ART STUDIO MINOR: 25 CREDITS

Prerequisites from General Education:

ART 101	Approaching Art	2
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Required: 9 credits

ART 102	2D Design	3
ART 111	Drawing I	3
ART 121	Painting I	3

3 to 4 credits of any Art History course or courses

12 to 13 credits of any Art Studio courses

### BIBLE TRANSLATION MINOR: 24 CREDITS

Prerequisites

GRK 211	Biblical Greek I	4
GRK 212	Biblical Greek II	4

Required: 18 credits

HBR 311	Biblical Hebrew I	4
HBR 312	Biblical Hebrew II	4

From Summer Institute of Linguistics, University of North Dakota

LING 450	Articulatory Phonetics	2
LING 452	Syntax and Morphology I	4
LING 470	Introduction to Sociolinguistics	1
LING 480	Learner-Directed Second Language Acquisition	3

Electives: 6 credits

GRK 312	Matthew	2
GRK 314	Mark	2
GRK 316	Luke	2
GRK 412	Galatians and Romans	2
GRK 414	Corinthians	2

GRK 416	General Epistles	2
HBR 411	Biblical Hebrew: Prose Readings	2
HBR 413	Biblical Hebrew: Readings in Poetry	2

### BIBLICAL LANGUAGES MINOR: 22 CREDITS

Required: 16 credits

GRK 211	Biblical Greek I	4
GRK 212	Biblical Greek II	4
HBR 311	Biblical Hebrew I	4
HBR 312	Biblical Hebrew II	4

Electives: 6 credits

GRK 312	Matthew	2
GRK 314	Mark	2
GRK 316	Luke	2
GRK 412	Galatians and Romans	2
GRK 414	Corinthians	2
GRK 416	General Epistles	2
HBR 411	Readings in Prose	2
HBR 413	Readings in Poetry	2

### BIOLOGY MINOR: 26 CREDITS

Prerequisites from General Education

BIO 120	Biology I: The Unity of Life	4
CHE 110	Chemistry in Perspective	3
or		
CHE 115	General Chemistry I	4

Required: 8 credits

BIO 130	Biology II: The Diversity of Life	4
BIO 210	Genetics or BIO 330 Cell Biology	4

Electives: 18 credits (at least four courses with at least two 300 or 400 level)

BIO 200	Outdoor Biology	2
BIO 220	Plant Biology	4
BIO 230	Animal Biology and Physiology	4
BIO 240	Molecular Biology Techniques	4
BIO 256	Research in Biology	1 to 4
BIO 300	Microbiology	4
BIO 315	Human Anatomy and Physiology I	4
BIO 316	Human Anatomy and Physiology II	4
BIO 320	Ecology	4
BIO 410	Developmental Biology	3
BIO 420	Bacterial Pathogenesis	3
BIO 430	Immunology	3
BIO 450	Topic Seminar (maximum of two)	2
BIO 455	Research Proposal and BIO 456 Research in Biology	1+4
CHEM 328	Intro to Biochemistry	4

### \*BUSINESS MINOR: 20 CREDITS (DROP INTO COHORT)

Required: 20 credits (and in sequence)

BUS 310	Organizational Behavior	4
BUS 350	Innovative Marketing and Social Media	4
BUS 360	Corporate Accounting and Budgeting	4
BUS 410	Operations, Technology, and Quality Management	4
BUS 430	Legal and Ethical Environment of Business	4

**BUSINESS MINOR: 20 CREDITS (TRADITIONAL)**

Required: 20 credits

ACC 201	Principles of Accounting I	4
LAW 401	Legal Environment of Business	4
MAN 301	Organizational Behavior	4
MAN 302	Operations and Quality Management	4
MAR 301	Principles of Marketing	4

**CHEMISTRY MINOR: 21 CREDITS**

Required: 15 to 16 credits

CHE 115	General Chemistry I	4
CHE 116	General Chemistry II	4
CHE 221	Organic Chemistry	4
CHE 230	Environmental Chemistry	3
or		
CHM 326	Analytical Chemistry I	4

Electives: 5 to 6 credits

CHE 222	Organic Chemistry II	4
CHE 230	Environmental Chemistry	3
CHE 326	Analytical Chemistry I	4
CHE 327	Analytical Chemistry II	4
CHE 328	Biochemistry	4
CHE 431	Advanced Inorganic Chemistry	3
CHE 456	Research in Chemistry	1 to 6
CHE 498	Internship in Chemistry	1 to 4
CHE xxx	Chemistry Elective	1 to 4

**\*COMMUNICATIONS STUDIES MINOR: 24 CREDITS**

Prerequisite from General Education:

COM 103	Communication Fundamentals	4
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Required: 11 credits

COM 205	Group Communication and Facilitation	3
COM 212	Public Speaking and Performance	4
COM 222	Mass Communication	4

Electives: 13 credits

ENG 221	Journalism (required if less than B in ENG 120)	4
COM 309	Intercultural Communication	4
COM 403	Family Communication	3
COM 442	Communication Theory and Analysis: Interpersonal (Capstone 1)	3
COM 443	Communication Theory and Analysis: Persuasion (Capstone 2)	3
COM 444	Communication Research Methods	3
COM 478	Organizational Communication	3

**COMMUNITY ARTS MINOR: 24 CREDITS**

Prerequisites from General Education:

ART 101	Approaching Art	2
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Required: 15 credits

ART 111	Drawing I	3
ART 300	Community Arts	4
ART 498	Community Arts Internship	8

Electives: 9 credits

ART 102	2D Design	2
ART 103	3D Design	2
ART 121	Painting I	3
ART 141	Photography I	3
ART 151	Sculpture I	3
ART 161	Ceramics I	3

ART 202	Digital Art I	3
ART 232	Screen Printmaking	3

### COMMUNITY HEALTH SCIENCE MINOR: 20 CREDITS

Required: 20 credits

KHS 220	Epidemiological Foundations	4
KHS 250	Technology and Media	2
KHS 300	Applied Nutrition	4
KHS 310	Drug Education	2
KHS 320	Human Life Experience	4
KHS 400	Health Psychology	4

### CONFESSIONAL LUTHERANISM MINOR: 23 CREDITS

Program Overview – The minor in confessional Lutheranism is taken by students in all but one of the church work programs (i.e., it is taken by Director of Christian Education, Director of Christian Outreach, Director of Parish Music, pre-seminary, and pre-deaconess students), or, in other words, by most church work students seeking professional certification or matriculation at one of the seminaries of The Lutheran Church – Missouri Synod. It fulfills the second goal of the Department of Theology and Ministry, specifically, “[to] develop in church work students a thorough grounding in the doctrine and practice of the Lutheran church, so that the university’s church work graduates may accept without reservation the confessional basis of the synod; appreciate the centrality of the gospel in the life of the church; and serve the church and her Lord willingly and joyfully.”

Required: 23 credits. This sequence is suggested.

THL 205	History and Literature of the Old Testament	4
THL 215	History and Literature of the New Testament	4
THL 241	Church History	3
THL 270	Our Living Faith	4
THL 441	Lutheran Confessional Writings	3
THL 460	Worship for Lutherans	2
THL 482	Christian Ministry and Practice	3

### CRIMINAL JUSTICE MINOR: 24 CREDITS

Required: 16 credits

SOC 152	Introduction to Sociology	4
SOC 256	Introduction to Criminal Justice	4
SOC 351	Juvenile Justice	4
SOC 352	Police and Community	4

Electives: 8 credits

PSY 101	Introduction to Psychology	4
SOC 253	Marriage and the Family	4
SOC 325	Minnesota Criminal Codes and Statutes	2
SOC 354	Sociology of Law	4
SOC 357	Class and Community	4
SOC 358	Minority Groups	4
SOC 359	Sociology and Social Welfare	4
SOC 451	Social Psychology	4

### DANCE MINOR: 24 CREDITS

Required: 24 credits

THR 160	Introduction to Dance	2
THR 201	Dance for the Musical Theatre	2
THR 262	Modern Dance Technique I	2
THR 263	Jazz Dance Technique I	2
THR 364	Tap Dance Technique I	2
THR 365	Dance History I	2
THR 366	Choreography and Composition I	2
THR 462	Modern Dance Technique II	2
THR 463	Jazz Dance Technique II	2

THR 464	Tap Dance Technique II	2
THR 465	Dance History II	2
THR 466	Choreography and Composition II	2

**DESIGN MINOR: 24 CREDITS**

Prerequisites from General Education		
ART 101	Approaching Art	2
Required: 24 credits		
ART 102	2D Design	3
ART 103	3D Design	2
ART 105	Color Theory	3
ART 111	Drawing I	3
ART 141	Photography I	3
ART 212	Illustration	3
ART 282	Graphic Design I	3
ART 472	19 <sup>th</sup> and 20 <sup>th</sup> Century Art and Design	4

**EDUCATION MINOR: 22 CREDITS**

One Developmental Psychology course (PSY 210, PSY 215, PSY 220, or ED 418)	4
ED 330 Human Diversity and Relations	2
ED 336 Educational Psychology	3
One Effective Teacher course (ECE 321, ECE325, ECE 326, ED 345, ED 346, or ED 347)	2 to 4
Upper level education courses to total 22 credits (ECE, ED, MUS 356, MUS 36x, MUS 456, MUS 457, ART 357, or ART 358)	9 to 11

**ENGLISH MINOR: 24 CREDITS**

Prerequisites from General Education:		
COM 103 Communication Fundamentals or COM 212 Public Speaking and Performance	4	
ENG 120 College Writing	4	
ENG 155 Introduction to Literature	4	
Required: 4 credits		
ENG 420 Persuasive Writing on Contemporary Issues	4	
Electives: 20 credits		
Choose 4 credits from each of the following pairs of courses		
ENG 365 British Literature I or ENG 366 British Literature II	4	
ENG 375 World Literature I	4	
or		
ENG 376 World Literature II	4	
ENG 385 American Literature I	4	
or		
ENG 386 American Literature II	4	
Choose 8 credits from 300 or 400 level English courses	8	

**ENVIRONMENTAL SCIENCE MINOR: 21 CREDITS**

Required: 16 credits		
BIO 231	Field Biodiversity and Natural Science	4
BIO 320	Ecology	4
CHE 115	General Chemistry I	4
SCI 324	Environmental Issues	4
Electives: at least 5 credits		
CHE 116	General Chemistry II	4
CHE 230	Environmental Chemistry	3
ESC 320	Physical Geology	4
SCI 325	Environmental Ethics	2

**FAMILY STUDIES MINOR: 24 CREDITS**

Prerequisites from General Education:

PSY 101	Introduction to Psychology	4
SOC 152	Introduction to Sociology	4

Required: 15 credits

COM 403	Family Communication	4
FAS 300	Methods and Materials of Family	3
FAS 400	Family Systems, Structures and Relationships	4
SOC 253	Marriage and Family	4

Electives: 9 credits

Choose one of the following three courses:

PSY 210	Child Psychology and Development	4
PSY 220	Adolescent Psychology	4
SOC 353	Themes in Adult Development and Aging with A Lifespan Perspective	4

Choose 5 credits from among the following:

HMG 254	People and Culture of Southeast Asia	4
HMG 255	People and Culture of China	4
KHS 320	Human Life Experience	3
PSY 210	Child Psychology and Development	4
PSY 220	Adolescent Psychology	4
PSY 240	Psychology and Family on Video	3
SOC 353	Themes in Adult Development and Aging with A Lifespan Perspective	4
SOC 358	Minority Groups	4
SOC 359	Social Welfare as a Institution	4

**\*FINANCE MINOR: 20 CREDITS**

Required: 20 credits (and in sequence)

ACC 201	Principles of Accounting I	4
FIN 301	Corporate Finance I	4
FIN 302	Corporate Finance II	4
ECO 401	Global Economics	4
FIN 411	Investments and Capital Markets	4

**\*FOOD INDUSTRY MANAGEMENT MINOR: 20 CREDITS (DROP INTO COHORT)**

Required: 20 credits (and in sequence)

FRM 321	Food Marketing and Merchandising Strategy	4
FRM 341	Understanding Food Consumers	4
FRM 351	Retail Food Operations Management	4
FRM 400	Category Management	4
FRM 420	Food Supply Chain Management	4

**GERONTOLOGY MINOR: 22 CREDITS**

Prerequisites from General Education

PSY 101	Introduction to Psychology	4
or		
SOC 152	Introduction to Sociology	4

Required: 22 credits

SOC 353	Themes in Adult Development and Aging with A Lifespan Perspective	4
BIO 415	Biology of Aging	3
KHS 445	Ethics and Decision Making in Health Care Environments	4
FAS 400	Family Systems, Structures and Relationships	4
KHS 439	Physical Dimensions of Aging	3
PSY 360	Abnormal Psychology	4

**\*HEALTH CARE ADMINISTRATION MINOR: 20 CREDITS**

HCR 350	Health Care Diversity and Global Issues	4
HCR 435	Ethics and Decision Making in Health Care Environments	4
HCR 440	Legal Environment for Health Care Managers	4
HCR 325	Compliance and Regulatory Requirements for Health Care Managers	4
HCR 340	Health Care Information Systems	4

**HISTORY MINOR: 24 CREDITS**

Required: 8 credits

HIS 212	Introduction to History	4
HIS 401	Research and Writing in History	2
HIS 487	Readings Seminar: Topics in History	2

Electives: Choose one course in each of the following pairs: 8 credits

HIS 231	U.S.A. to 1877	4
or		
HIS 233	U.S.A. s1789 to Present	4
HIS 267	Introduction to Latin America	4
or		
HIS 285	European History since 1789	4

Electives: 8 credits

Choose any 300 or 400 level History (HIS) or Political Science (POL) courses

**HMONG STUDIES MINOR: 24 CREDITS**

Required: 10 credits

HMG 101	Introduction to Hmong Studies	2
HMG 110	Introduction to Hmong History	4
HMG 201	Hmong Culture and Society	4

Electives: 14 credits

COM 309	Intercultural Communication	4
FAS 400	Family Systems, Structure and Relationships	4
HIS 339	Race and Ethnicity in American History	4
HIS 393	Modern China, 1911 - Present	4
HMG 202	Hmong Literature and Art	4
HMG 254	People and Culture of Southeast Asia	4
HMG 255	People and Culture of China	4
HMG 301	Hmong Cosmology and Beliefs	4
HMG 327	Reading and Writing for Hmong	2
HMG 328	Reading and Writing for Hmong - Intermediate	2
POL 241	Contemporary World Problems: An Introduction to Global Politics	4
SOC 357	Class and Community	4
SOC 358	Minority Groups	4

**\*HUMAN RESOURCE MANAGEMENT MINOR: 20 CREDITS (DROP INTO COHORT)**

Required: 20 credits (and in sequence)

HRM 320	Advanced Human Resource Management	4
HRM 350	Legal Issues in Human Resources	4
HRM 352	Staffing the Organization	4
HRM 410	Organizational Development and Change	4
HRM 470	Strategic Human Resources	4

**\*INFORMATION TECHNOLOGY MANAGEMENT MINOR: 20 CREDITS (DROP INTO COHORT)**

Required: 20 credits (and in sequence)

ITM 351	Bridging the Technology Business Gap	4
ITM 342	Project and Lifecycle Management	4
ITM 410	Business-Driven Information System and Security	4
ITM 420	Applied Systems Analysis and Design	4
ITM 425	Data Management for Intelligent Business	4

**INTERNATIONAL STUDIES MINOR: 24 CREDITS**

Required: 12 credits

POL 241	Contemporary World Problems: An Introduction to Global Politics	4
POL 334	U.S. Foreign Policy	4
POL 401	Research and Writing in Political Science	2
POL 487	Readings Seminar: Topics in Political Science	2

POL 481 and POL 390 for the online version

Electives: 12 credits

COM 309	Intercultural Communication	4
ECO 401	Global Economics	4
HIS/POL/ITS courses		up to 12
Art (variety of courses)		up to 4
Foreign Language		up to 8
Hmong Studies (variety of courses)		up to 4
Internship - up to 4	Study Abroad - up to 8	

**\*LEADERSHIP MINOR: 20 CREDITS (DROP INTO COHORT)**

Required: 20 credits (and in sequence)

OML 300	Group Dynamics and Organizational Culture	4
OML 310	Systems Theory and Organizational Leadership	4
OML 330	Strategic Planning and Project Management	4
OML 340	Interpersonal and Intercultural Communications	4
OML 420	Personal and Organizational Management and Leadership	4

**MARKETING MINOR: 20 CREDITS**

Required: 20 credits

MAR 301	Principles of Marketing	4
MAR 312	Consumer Behavior (prerequisite MAR 301)	4
MAR 313	Sales and Promotion (prerequisite MAR 301)	4
MAR 413	Marketing Research (prerequisite MAR 301)	4
MAR 414	Marketing Management (prerequisite MAR 301)	4

**\*MARKETING MANAGEMENT MINOR: 20 CREDITS (DROP INTO COHORT)**

Required: 20 credits (and in sequence)

MKM 321	Marketing Innovation	4
MKM 330	Integrated Marketing Communications	4
MKM 350	Interactive and Mobile Marketing	4
MKM 360	International Marketing	4
MKM 441	Marketing Strategy	4

**MATHEMATICS MINOR: 21 CREDITS**

Required: 15 or 16 credits

MAT 135	Calculus I	4
MAT 145	Calculus II	5
MAT 220	Discrete Mathematics	3
MAT 110 or MAT 330		3 or 4

Electives: 5 or 6 credits (at least one from MAT 310, MAT 365, MAT 450, or MAT 460)

CSC 301	Programming and Problem Solving	3
MAT 255	Calculus III	4
MAT 305	Foundations of Geometry	3

MAT 310	Linear Algebra	3
MAT 365	Differential Equations	3
MAT 450	Abstract Algebra	4
MAT 460	Foundations of Analysis	4
MAT 478	Mathematics Seminar	3
MAT 488	Independent Study in Mathematics	1 to 4

### MUSIC MINOR: 24 CREDITS

#### Prerequisites:

Students enter the program with music-reading ability and previous music performance experience and study. The level of each student's abilities and experience will be initially assessed through a music placement survey, auditions for ensembles and placement evaluations by private lesson instructors. Based on this assessment, the student may be required to take one or more of the following courses:

MUS 101	Basic Musicianship	2
MUS 111	Class Piano I	2
MUS 112	Class Piano II	2

#### Prerequisites from General Education

MUS 120	Listening to Life: Western Classical Music	2
or		
MUS 121	Listening to Life: Global and Popular Music	2

#### Required: 13 credits

MUS 201	Musicianship I	4
MUS 202	Musicianship II	4
MUS 7xx	2 semesters of ensemble at 0-2 credits each	0-4
MUS 8xx	2 semesters of private lessons @1 credit each	2
One of the following Music History courses:		
MUS 321, MUS 322, or MUS 323		3

#### Electives: 11 credits

May be chosen from any music offerings (including private lessons and ensembles beyond those required).

Additional Requirements: Students must attend two recitals or concerts per year and document such in their Music Portfolio. The Portfolios should be submitted for review each year by November 1 to the Chair of the Music Department.

A minimum of a 2.5 GPA is required in music coursework.

### \*NON-PROFIT MANAGEMENT MINOR: 20 CREDITS

#### Required: 20 credits

ACC 201	Principles of Accounting I	4
BUS 310	Organizational Behavior	4
MAN 460	Managing Teams Communication Projects	4
BUS 350	Principles of Marketing	4
BUS 410	Operational and Quality Management	4

### PHOTOGRAPHY MINOR: 23 OR 24 CREDITS

#### Prerequisites from General Education and Electives: 5 credits

ART 101	Approaching Art	2
ART 102	2-D Design	3

#### Required: 23 or 24 credits

ART 202	Digital Art I	3
ART 241	Photography I	3
ART 341	Photography II	3
ART 342	Digital Photography	2
ART 441	Advanced Photography	4
ART 473	History of Photography	3
ART 172	Survey of Western Art II	3
or		
ART 472	19 <sup>th</sup> and 20 <sup>th</sup> Century Art and Design	4
ART 498	Photography Internship	2

**POLITICAL SCIENCE MINOR: 24 CREDITS**

Required: 16 credits		
POL 131	American Government	4
POL 241	World Problems: An Introduction to Global Politics	4
POL 242	State and Local Government	4
POL 401	Research and Writing in Political Science	2
POL 487	Readings Seminar: Topics in Political Science	2
Electives: 8 credits		
	300 or 400 level History or Political Science courses	8

**\*PSYCHOLOGY MINOR: 20 CREDITS**

Required: 8 credits		
PSY 101	Introduction to Psychology	4
PSY 330	Introduction to Counseling	4
Electives: 12 credits		
Choose 4 credits from the following:		
PSY 210	Child Psychology and Development	4
or		
PSY 220	Adolescent Psychology	4
or		
SOC 353	Themes in Adult Development and Aging with a Lifespan Perspective	4
Choose 8 credits from the following:		
FAS 400	Family Systems, Structures and Relationships	4
KHS 435	Sport Psychology	4
PSY 210 *	Child Psychology and Development	4
PSY 220 *	Adolescent Psychology	4
PSY 240	Psychology and Family on Video	3
PSY 300	Cognition, Learning and Memory	4
PSY 310	Physiological Psychology	4
PSY 320	Sensation and Perception	4
PSY 340	Introduction to Industrial/Organizational Psychology	4
PSY 360	Abnormal Psychology	4
PSY 370	Introduction to Personality Theories	4
PSY 380	Research Methods with Statistical Applications	4
PSY 381	Psychology Research Seminar	4
PSY 488	Independent Study	1 to 4
PSY 490	Seminar on Psychological Topics	3
PSY 491	Preparing for Graduate School	1
SOC 353 *	Themes in Adult Development and Aging with a Lifespan Perspective	4
SOC 451	Social Psychology	4
*If not taken above		

**RELIGION MINOR: 19 OR 20 CREDITS**

Prerequisites from General Education:		
THL 100	The Biblical Heritage of Christianity	4
THL 215	History and Literature of the New Testament	4
Required: 4 credits		
THL 350	Religions of the World	4
Electives: 12 credits		
THL 320	Global Christianity	4
THL 325	Christian Ethics for the Professional	4
THL 334	Love and Hate	4
THL 335	God, Death, and Destiny	4
THL 336	Evil Meets Good	4
THL 351	Jesus and Muhammad	4
THL 352	Is God Green?	4
THL 356	One Nation under God?	4

THL 357	Christianity and the Media in Contemporary Culture	4
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**\*SALES AND BUSINESS DEVELOPMENT MINOR: 20 CREDITS**

Required: 20 credits

MAR 301	Principles of Marketing	4
SLS 300	Introduction to Professional Selling	4
SLS 350	Advanced Professional Selling	4
SLS 400	Sales Management and Business Development	4
SLS 460	Sales for Social Impact	4

**SOCIOLOGY MINOR: 24 CREDITS**

Prerequisites from General Education:

MAT 110	Introduction to Statistics	3
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Required: 12 credits

SOC 152	Introduction to Sociology	4
SOC 453	Social Theory	4
SOC 454	Sociological Research Methods and Statistics	4

Electives: 12 credits

HMG 254	People and Culture of Southeast Asia	4
HMG 255	People and Culture of China	4
SOC 253	Marriage and the Family	4
SOC 256	Introduction to Criminal Justice	4
SOC 351	Juvenile Justice	4
SOC 352	Police and Community	4
SOC 353	Themes in Adult Development and Aging with a Lifespan Perspective	4
SOC 354	Sociology of Law	4
SOC 357	Class and Community	4
SOC 358	Minority Groups	4
SOC 359	Social Welfare as an Institution	4
SOC 451	Social Psychology	4
SOC 452	Social Organization	4
SOC 456	Seminar in Sociology	4
SOC 488	Sociology Independent Study	1 to 4
Consult department for course prerequisites.		

**SPANISH MINOR: 24 CREDITS**

Prerequisites

SPA 101	Beginning Spanish I: First Semester	4
SPA 102	Beginning Spanish I: Second Semester	4

Required: 16 credits

SPA 201	Intermediate Spanish II: First Semester	4
SPA 202	Intermediate Spanish II: Second Semester	4
SPA 301	Advanced Spanish III: First Semester	4
SPA 302	Advanced Spanish III: Second Semester	4

Electives: 8 credits

SPA 401	Advanced Spanish IV: Topics in Spanish	4
SPA 402	Advanced Spanish IV: Readings in Contemporary Spanish Literature	4
SPA 403	Advanced Spanish IV: Voices of Latinos in the U.S.	4
SPA 488	Independent Study	1 to 4
SPA 498	Internship	1 to 4

**SPECIAL EDUCATION MINOR: 21 OR 22 CREDITS**

Required:

ED 336	Educational Psychology	3
ED 330	Human Diversity and Relations	2
ED 380	Education of the Exceptional Learner	3
ED 382	Teaching Students with Linguistic Differences or Difficulties	3
ED 385	Foundations of Education	2
ED 481	Teaching Students with Learning and Behavioral Needs	3
ED 483	Collaborative Teaching in Inclusive Settings	3
ED 372	General Education Practicum	2
	or	
ED 371.02	K-6 Practicum	3

**THEATRE MINOR: 24 CREDITS**

Prerequisite from General Education

THR 101	Introduction to Theatre	2
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Required: 24 credits

THR 221	Acting I	4
THR 241	Script Analysis	4
THR 251	Stagecraft	4
THR 478	Directing	4

Choose 4 credits from the following:

THR 445	Theatre History, Theory, and Literature I	4
THR 446	Theatre History, Theory, and Literature II	4

Choose 4 credits from the following:

ENG 369	Shakespeare	4
THR 111	Theatre in Practice I	0 to 1
THR 112	Theatre in Practice II	2
THR 201	Dance for the Musical Theatre	2
THR 203	Creative Dramatics	2
THR 251	Stagecraft	4
THR 253	Makeup for the Stage	2
THR 291	Topics in Theatre	1 to 4
THR 301	New York Theatre Tour	2
THR 302	London Theatre Tour	2
THR 321	Acting II	4
THR 326	Voice, Diction and Dialects	2
THR 355	Scenic Design	4
THR 356	Costume Design	4
THR 357	Lighting and Sound	4
THR 445	Theatre History, Theory and Literature I	4
THR 446	Theatre History, Theory and Literature II	4
THR 488	Independent Study in Theatre	1 to 4
THR 492	Drama in the Life of the Church	4
THR 498	Theatre Internship	4 to 16

**URBAN MINISTRY MINOR (IN COOPERATION WITH U4C: OFF CAMPUS)**Contact Rev. Dr. Mark Press at [press@csp.edu](mailto:press@csp.edu)

**WRITING MINOR: 23 CREDITS**

Prerequisites from General Education

ENG 120	College Writing	4
Required: 7 credits		
ENG 220	Applied Grammar	2
ENG 420	Persuasive Writing on Contemporary Issues	4
ENG 488	Independent Study (senior year for portfolio revisions)	1
Electives: 16 credits		
ENG 221	Journalism	4
ENG 222	Journalism Practicum	1
ENG 227	Column Writing	2
ENG 228	Review Writing	2
ENG 320	Writing in the Workplace (subtopic varies)	2
ENG 324	Teaching Writing 1:1	2
ENG 325	Creative Writing	4
ENG 328	History and Principles of the English Language	2
ENG 498	Internship	1 to 4

**WRITING/COMMUNICATIONS MINOR: 24 CREDITS**

Prerequisites from General Education:

COM 103	Communication Fundamentals	4
or		
COM 212	Public Speaking and Performance	4
ENG 120	College Writing	4
Electives: 24 credits with at least 8 from Communication Studies and 8 from English		
COM 205	Group Communication and Facilitation	3
COM 212	Public Speaking and Performance	4
COM 222	Mass Communication	4
COM 309	Intercultural Communication	4
COM 363	Interviewing for the Professional	2
COM 364	The Job Interview	2
COM 478	Organizational Communication	3
ENG 220	Applied Grammar	2
ENG 221	Journalism	4
ENG 222	Journalism Practicum	1
ENG 227	Column Writing	2
ENG 228	Review Writing	2
ENG 320	Writing in the Workplace (subtopic varies)	2
ENG 324	Teaching Writing 1:1	2
ENG 325	Creative Writing	4
ENG 326	Topics in Writing (subtopic varies)	2
ENG 420	Persuasive Writing on Contemporary Issues	4

**Certifications**

- Director of Christian Education (DCE)
- Director of Christian Education/Lutheran Classroom Teacher (DCE/LCT)
- Director of Christian Outreach (DCO)
- Director of Parish Music (DPM)
- Lutheran Classroom Teacher (LCT)

**Certifications through Colloquy**

- Director of Christian Education (DCE)
- Director of Christian Outreach (DCO)
- Lutheran Classroom Teacher (LCT)

**Specialty Studies**

- Archaeology
- Pre-Pastoral Studies
- Pre-Deaconess Studies
- U4C (Urban Cross-Cultural College Consortium)

## Certificates

### CHILDCARE PROFESSIONALS ADMINISTRATIVE CERTIFICATE: 12 CREDITS

LDR 250	Leadership for Childcare Professionals	4
FAS 400	Family Systems, Structures and Relationships	4
SAC 445	Management and Administration of Childcare Organizations	4

### COACHING: 18 CREDITS

KHS 473	Biomechanics	4
KHS 474	Exercise Physiology	4
KHS 479	Coaching Pedagogy	2
KHS 472	Athletic Training, Injury Prevention and Safety	4
or		
KHS 482	Advanced Athletic Training	4
KHS 435	Sport Psychology	4
or		
KHS 315	Psychology of Sport Injury and Rehabilitation	4

### EARLY CHILDHOOD EDUCATION CERTIFICATE: 12 CREDITS

CHD 310	Growth and Development of Children	4
CHD 320	Role of Early Childhood Educator	4
CHD 330	Best Practices in Early Childhood	4

### HUMAN RESOURCES MANAGEMENT CERTIFICATE: 12 CREDITS

Required Courses (4 credits)

HRM 200	Employment Law	2
HRM 201	Contemporary Issues in HR Management	2

Functional Specialization (8 credits in any combination)

HRM 300	Interviewing and Selection	2
HRM 312	Performance Management Systems	2
OMC 253	Cross-generational Management	2
HRM 220	Training Skills for the "Accidental" Trainer	2
HRM 306	Advanced Issues in Human Resources Development	2
HRM 213	Employee Recognition and Retention	2
HRM 360	Human Resources in a Global Environment	2
HRM 375	Managing Organizational Change	2

### LEADERSHIP CERTIFICATE: MINIMUM 8 SEMESTER CREDITS

Required first course:

LDR 312	Topics in Leadership Theory and Practice	3
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Then choose from:

LDR 220	Personal Focus or LDR 313 Organizational Focus	3
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Then choose from:

LDR220	The Leadership Process	3
LDR313	Supervisory Leadership Tools	3
LDR307	Leadership Ethics	3

Possible elective classes:

LDR260	Introduction to Personal Coaching	3
LDR270	High-Performance Coaching	2

**MARKETING CERTIFICATE: 15 CREDITS**

All certificate seeking students are required to take MKC310, then students may choose 12 credits from the other Marketing certificate classes listed.

MKC 310	Innovative Marketing	3
	This course is a prerequisite for certificate seeking students.	
MKC 330	Marketing Research	3
MKC 340	Promotional Strategy	3
MKC 350	Relationship Marketing	3
MKC 360	Electronic Marketing	3
MKC 370	Global Marketing	3
MKC 380	Marketing Strategy	3

**ONLINE INSTRUCTION CERTIFICATE: 11 CREDITS**

EDT 210	Understanding the Adult Learner	4
EDT 220	Designing and Facilitating Online Learning	3
EDT 230	Creating Virtual Educational Materials	2
EDT 240	Creating Online Curriculum	2
EDT 260	Online Teaching Practicum (optional)	2

**PARENT COACHING CERTIFICATE: 12 CREDITS**

FAS 480/680	Parent Coaching 1: From Theory to Practice	3
FAS 481/681	Parent Coaching 2: Skills, Attitudes, and Competency	3
FAS 482/682	Parent Coaching 3: Professional Applications	3
FAS 483/683	Parent Coaching 4: Supervised Field Parent Coaching	3

**SCHOOL-AGE CARE CERTIFICATE: 12 CREDITS**

SAC 300/600	Professional School Age Facilitator or Role of SAC	4
SAC 320/620	Discipline and Self-Discipline	4
SAC 330/660	Conflict Resolution and Community Building	4

## GRADUATE PROGRAMS – ACADEMIC INFORMATION

### DEFINITION OF ACADEMIC TERMS

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 **academic hour or credit** is equivalent to a 50-minute period per week for 15 weeks or 750 minutes total. One credit requires 1500 additional minutes of engaged time.

An **endorsement** is a focused group of courses within a graduate program that leads to a state licensure.

An **emphasis** is a focused group of courses within a graduate program that may or may not lead to a certification or a licensure.

**Full-time graduate students** are students who have been formally accepted into a graduate degree program and enrolled in a minimum of 6 credits in a semester. Half-time Graduate Students are students who have been formally accepted into a graduate degree program and are enrolled in three to five credits in a semester. Visiting students” are those students who have registered for graduate courses but have not been admitted to a program.

A **Master of Arts** degree consists of at least 30 semester credits. All programs include a survey of the academic field, ethics, diversity, research, and a capstone course.

There are three 14/15-week **semesters** offered at Concordia University. Graduate students typically take two seven-week courses in each semester.

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

## ACADEMIC POLICIES AND PROCEDURES – GRADUATE

### FULLTIME STATUS

Graduate students are considered full-time students when they have been admitted to the university and are registered for a minimum of 6 credits per semester.

### TIME LIMITS FOR COMPLETION

Master of Arts degree programs at Concordia University must be completed within five years of the first date of the first class of attendance.

### REPEATING COURSES

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

### AUDITING COURSES

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

### INDEPENDENT STUDY

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

Credit for independent studies may be used to fulfill any curriculum requirement. Only four credits of independent study may be taken at one time. No more than 12 credits of independent study may be counted toward graduation requirements. Students are

responsible for completing an application form that specifies course goals/objectives and projected outcomes, learning strategies and evaluation procedures. The proposal must be approved by the advisor, instructor, department chair, and the dean of the college. An independent study application form may be submitted during regular registration times but no later than the end of the second week of a class. Forms are available in the academic advising office, on the university website, and in the Registrar's Office.

### ATTENDANCE IN CLASS AND COMPLETION OF ASSIGNMENTS

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

Additional attendance guidelines and requirements for degree completion undergraduate students:

- If a student must miss a class/chat because of an emergency or illness, he/she is required to complete his/her regular assignment(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.

### DROP OF REGISTRATION AND WITHDRAWAL FROM COURSES

Students may drop their registration from a course without record during the first (1st) week of the course. Students may withdraw from courses any time after the first (1<sup>st</sup>) week of the course through the fifth (5th) week and receive a "W" grade.

#### WITHDRAWAL PROCEDURES

1. Students are able to drop courses online through the drop dates posted on the academic calendar.
2. After the drop period is over, students must submit a signed Course Change Form with instructor and advisor signatures.
3. Effective dates for withdrawals will be determined by the date when the properly completed Course Change Form is received in the Registrar's Office.
4. Withdrawal from coursework may have financial implications. Students will receive 100% tuition refunds only for courses from which they withdrew prior to the course starting. See financial policies for further information.

#### WITHDRAWAL FROM THE UNIVERSITY

Students who desire to discontinue from the university, take a leave of absence, or change their cohort must contact their academic advisor. It is the student's responsibility to fulfill all necessary obligations by contacting the following: financial aid office, student accounts, library/information services/help desk, security, and offices issuing special equipment, such as laptops, instruments, keys, and athletic equipment. Students who officially withdraw from school will receive refunds and grades according to the standard schedule. Students who discontinue without notice will be liable for any financial obligations.

Students who are asked to leave Concordia University as a result of administrative dismissal or academic disqualification, may appeal. In this case, students should contact their academic advisor.

#### GRADING SYSTEM

A	Superior	4.00 grade points
B	Above Average	3.00 grade points
C	Average	2.00 grade points
D	Below Average	1.00 grade points
F		zero grade points
P	Pass	
N	No pass	
X		Continuing registration for more than one term
V	Audit	

W	Withdrawal	Student officially withdrew from a course during the second through sixth week of the semester.
I	In progress	This grade is given to students who have missed part of their assigned work due to circumstances beyond their control, but who are otherwise doing satisfactory work

### REQUESTING AN "IN PROGRESS" GRADE

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

1. Prior to the end of the term the student files a form with the professor requesting an "I" grade and indicating a planned completion date.
2. Students and instructors develop an agreement including the guidelines for completion of the necessary coursework. The grade of "I" will be changed to the grade of "F" by the registrar unless an instructor assigns a passing grade or requests an extension beyond the normal time limit.
3. Permission may be granted by the instructor to extend the time of an "I" grade to a maximum of one year when extenuating circumstances warrant. Any further extension must be approved by the instructor and the Vice President for Academic Affairs and filed with the Registrar.
4. The maximum number of In-Progress grades students may carry at one time is two.

### SATISFACTORY ACADEMIC PROGRESS POLICY

1. To remain in good standing, a master's degree graduate student must maintain a 3.0 grade-point average for all courses in the graduate program with no more than two grades of "I" outstanding.
2. Failure to maintain this average will result in loss of good standing.
3. Students not in good standing must return to good standing during the next semester or be dropped from the program.
4. Academic Probation: Academic probation is a formal warning that students did not achieve satisfactory progress. Students will be notified of their probation status in writing by the registrar.
5. Disqualification: Disqualification occurs when students do not meet satisfactory academic progress requirements for two consecutive terms, or first-term students do not achieve a 1.0 GPA. Students will be notified of their disqualification in writing by the registrar. Students are ineligible to register for subsequent terms. Students may appeal to be readmitted by completing the Disqualification Appeal Form.

### DISQUALIFICATION APPEAL PROCESS

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

### FINANCIAL HOLD

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

- are NOT allowed to attend any classes
- have their course management system disabled (i.e., Blackboard)
- are subject to late fees on any and all unpaid balances
- have financial aid for the next terms canceled (since they are not current students)
- are de-registered so all student loans move into repayment status
- are unable to receive grades, transcripts, or diplomas
- who receive veterans benefits have those benefits discontinued.

In these situations, students do not receive grades for courses attended while on financial hold even if coursework is completed.

### RESEARCH WITH HUMAN SUBJECTS

All research projects employing human subjects must be reviewed by the Human Subjects Review Committee. No research project should be implemented without the approval of the Human Subjects Review Committee. Students and faculty who are planning to conduct research are directed to use and follow the procedures in the Faculty Handbook Section 8, Appendix D: Concordia

University Saint Paul, Minnesota Protocols and Procedures for Research Involving Human Subjects Application and Information Packet and Appendix E: Protocol Form Research Involving Human Subjects.

### **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. A popular handbook for writers defines properly citing source material in this manner:

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

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

## **GRADUATION REQUIREMENTS – MASTER OF ARTS DEGREE (M.A.)**

The Master of Arts (M.A.) degree from Concordia University carries the following general requirements. Students will:

- a. Successfully complete all required courses in a Master of Arts degree program with a cumulative grade point average in the courses of a 3.0 or higher.
- b. Complete petitions for any and all substitutions made in the program.
- c. Complete all assessment activities and outcomes examinations required by the program or for the degree.
- d. Be approved as a candidate for a degree by the faculty, upon the recommendation of the Registrar.

Students who complete all course requirements within 30 calendar days following the end of a regular academic term at Concordia University are listed as graduates of that term.

### **TRANSFER CREDIT**

Up to 6 semester credits may be accepted for transfer from an accredited graduate school for the MA (MS). The credits must be appropriate to the student's program and the course outcomes (objectives) need to match a course in the student's program. Application for transfer of credit is made by the student to the Advisor. The credits must be certified by the Registrar and approved for the degree program by the program director. Up to 9 semester credits may be accepted for transfer from an accredited graduate school for the Ed.S.

Up to 12 semester credits may be accepted for transfer from an accredited graduate school for the Ed.D.

Only courses with a grade of B or better will be accepted for transfer credit and normally credits older than five years will not be accepted. The chair of the graduate program or designee will make the determination whether a student is required to audit a course in place of taking the course for a grade.

### **ACADEMIC CREDIT FOR PRIOR EXPERIENCE**

No credit for life experience is given for work at the graduate level.

### **GOOD STANDING**

To remain in good standing, a master's degree students must maintain a 3.0 grade-point average for all courses in the graduate program with no more than two grades of “I” outstanding. To remain in good standing, an Ed.S. or Ed.D. graduate student must maintain a 3.25 grade-point average for all courses in the graduate program with no more than two grades of “I” outstanding. Students not in good standing must return to good standing during the next semester or be dropped from the program.

### **ATTENDANCE POLICIES**

Absence from more than two weeks of any course shall be grounds for requiring the repeat of the course.

### **PROGRAM REQUIREMENTS**

A master's degree at Concordia University shall require a minimum of 30 semester credits with a grade-point average of 3.00 or better.

An Educational Specialist degree at Concordia University shall require a minimum of 30 semester credits beyond a master's degree with a grade point average of 3.25 or better.

An Educational Doctorate degree at Concordia University, St. Paul, shall require a minimum of 60 semester credits beyond a master's degree with a grade point average of 3.25 or better.

Graduate students must complete 80% of their credits in the program from which they graduate.

### **APPEAL OF POLICY AND PROCEDURE**

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. Steps for appeal include:

1. The student should first consult directly with the instructor or administrator involved.
2. If this does not satisfactorily resolve the conflict, appeals may also be made to the following in the sequence listed as the need or circumstances would dictate: program director, the dean of the college, the dean of the Graduate School, the president of the University.
3. 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.

### **UNIVERSITY AND PROGRAM REQUIREMENTS**

Students must complete all requirements as specified by the program with a minimum of a 3.0 cumulative grade point average in the courses transcribed at Concordia University. In order to be granted a degree, all grades for courses must be filed and recorded with the Registrar and students must also make full payment of all tuition and fees. Candidates who complete all course requirements within 30 calendar days following the end of a regular academic term at Concordia University are listed as graduates of that term.

### **COMMENCEMENT**

Students will be invited to participate in the annual commencement ceremony in May providing all coursework will be completed by the last day of August. Students who are unable to participate in the May ceremony may graduate in absentia.— The graduation/capstone fee will be assessed regardless of participation in the graduation ceremony.

## ACADEMIC INTEGRITY FOR GRADUATE STUDENTS

### DEFINITION OF TERMS

1. Academic integrity is essential to any academic institution and is in keeping with the mission of Concordia University. In order to protect the rights of students, the disciplinary procedure for dealing with cases of academic dishonesty follows these broad guidelines. Violations of academic integrity include “cheating” and “plagiarism” as defined by the university’s Student Code of Conduct (SCC).
2. The term “cheating” includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff (4) academic deception (e.g. fabricating data, misrepresenting sources, misleading presentations, lying) in written or oral form.
3. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

### IMPLEMENTATION OF ACADEMIC INTEGRITY POLICIES

1. The instructor will gather and document all evidence of academic dishonesty in a clear and concise manner.
2. The instructor will present this evidence to the student.
3. The instructor may prescribe academic penalties, including but not restricted to, the requirement of additional work, an assignment of a failing grade on the work in question, or a failing grade for the entire course. Any prescribed penalties must be in writing and include instructions for the appeal process.
4. The instructor will send documented academic dishonesty violations and prescribed penalties to the Department Chair, the Dean of their college, and the Dean of the Graduate School, and will notify the student in writing that this has been done and will provide instruction for the appeal process. The Dean of the Graduate School will file the documentation in the academic advisor’s file.
5. If this is a repeated occurrence, the Department Chair, Dean of the College and the Dean of the Graduate School may impose additional penalties, including but not limited to dismissal from the departmental program, suspension from the university, or expulsion from the university.
6. A student has the right to appeal the academic penalties imposed by the instructor by filing an appeal with the Dean of the Graduate School within three university business days of the documented imposition of penalties. A response regarding the appeal is normally received within 15 business days. See the Student Code of Conduct at the following link: <http://concordia.csp.edu/Portal/Students/index.html>.
7. Decisions made by the instructor are appealed to the Dean of the Graduate School. Decisions by the Dean of the Graduate School are appealed to the Graduate Academic Appeals Committee. The Graduate Academic Appeals Committee does not serve to evaluate university policy, but to determine facts and apply stated policies. See the Student Code of Conduct at the following link: <http://concordia.csp.edu/Portal/Students/index.html>.



## GRADUATE PROGRAMS

### MA IN CHRISTIAN OUTREACH LEADERSHIP: 30 CREDITS

Program Overview -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 Leadership 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. The coursework is designed to be sequential and the program is offered in an online format.

THY 572	Missio Dei	3
THY 577	Mission Design for Outreach Leaders	3
THY 521	Spiritual and Ethical Leadership Formation	3
THY 582	Congregational Outreach Leadership	3
THY 531	Worldview's Impact on Outreach Leadership	3
THY 573	Outreach Leadership in Ministry I: Theory	3
THY 541	Missional Leaders through History	3
THY 551	Social Issues in Mission	3
THY 581	Outreach Leadership in Ministry II: Strategies	3
THY 592	Capstone Seminar: Thesis, Project, or Portfolio	3

### MA IN CRIMINAL JUSTICE LEADERSHIP: 36 CREDITS

Program Overview - The Criminal Justice Leadership program recognizes the importance of criminal justice professionals in the human services field. The curriculum enables students to enhance professionalism, position themselves for leadership opportunities, and contribute to life transitions by building upon experience and previous study. Students in this program come with a wealth of experience including law enforcement, courts, corrections, military and social service, which will uniquely benefit each cohort. The Criminal Justice Leadership program is conveniently offered in an online format. The following coursework is designed to be sequential.

CJU 505	Reflective Adult Learner and Leadership	4
CJU 584	Accessing Criminal Justice Research	4
CJU 520	Research Methods in Criminal Justice	4
CJU 500	Administration of Criminal Justice	4
CJU 545	Legal and Legislative Issues in Criminal Justice	4
CJU 502	Correctional Design	4
CJU 570	Applied Ethics in Criminal Justice	4
CJU 543	Contemporary Issues in Criminal Justice Leadership	4
CJU 596	Criminal Justice Capstone	4

### MA IN EDUCATION – AUTISM SPECTRUM DISORDER EMPHASIS: 36 CREDITS

Program Overview - This program is for individuals who hold a valid Minnesota teaching license and who wish to expand their teaching skills and knowledge of the characteristics and interventions used with students with autism spectrum disorder. It is designed to prepare highly effective professional, decision-making, and reflective educators who are proficient in foundational knowledge; referral, evaluation, planning, and programming; instructional design, teaching, and ongoing evaluation; collaboration and communication; standards of effective practice; and core special education skills including instructional strategies, social/emotional health, social competence, cultural competence, classroom management, and academic competence. The coursework is designed to be sequential and is offered in an online format.

SPED 580	Education of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
ED 521	Educational Research and Application	3
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 582	Teaching Students with Linguistic Differences or Difficulties	3
SPED 573	Fundamentals: Autism Spectrum Disorders	3
SPED 574	Communication and Social Skills Training	3
SPED 596	Behavior Management	3
SPED 575	Interventions: Autism Spectrum Disorders	3
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 593	Applied Experience in Autism Spectrum Disorders	3
ED 590	Conducting Research and Competing the Capstone	3

### MA IN EDUCATION – CLASSROOM INSTRUCTION EMPHASIS: 30 CREDITS

Program Overview - The Master of Arts in Education with emphasis in Classroom Instruction program prepares teachers to be experts in classroom instruction and assessment of student learning. Particular attention is focused on helping teachers integrate and apply national, state, and local academic standards into relevant and significant classroom experiences designed to increase student achievement for all students. The classroom instruction emphasis is also intended to better help teachers develop and integrate best practices in the psychology of teaching and learning, curriculum design, instructional strategies, and technology into their daily classroom practice. Upon completing the program, teachers will be more resilient and dynamic critical and creative thinkers, better able to adapt, lead, and teach in the ever changing demands of today's complex classroom. The coursework is designed to be sequential.

ED 502	Educational Issues	3
ED 521	Educational Research and Applications	3
ED 507	Diversity in Education	3
ED 508	Legal and Ethical Issues in Education	3
CI 550	History of Ideas in Education	3
CI 551	Psychology of Learning and Teaching	3
CI 552	Curriculum Theory	3
CI 553	Instructional Strategies	3
CI 555	Instructional Technology	3
ED 590	Conducting Research and Completing the Capstone	3

### MA IN EDUCATION – CLASSROOM INSTRUCTION EMPHASIS (INCLUDING K-12 READING ENDORSEMENT): 30 CREDITS

Program Overview – The Master of Arts in Education with emphasis in Classroom Instruction and including a K - 12 reading endorsement prepares licensed educator to be experts in classroom instruction, assessment of student learning, and reading specialists. Particular attention is focused on helping teachers integrate and apply national, state, and local academic standards into relevant and significant classroom experiences designed to increase student achievement for all students. The classroom instruction emphasis is also intended to better help teachers develop and integrate best practices in the psychology of teaching and learning, curriculum design, instructional strategies, and technology into their daily classroom practice. Upon completing the program, teachers will be more resilient and dynamic critical and creative thinkers, better able to adapt, lead, and teach in the ever changing demands of today's complex classroom. The coursework is designed to be sequential.

CI 560	Curriculum and Instruction in Literacy	3
CI 561	Foundations of Literacy (K -12)	3
CI 562	Literacy Strategies for Grades K - 6	3
CI 563	Literacy Strategies for Grades 7 - 12	3
CI 564	Assessment, Evaluation, and Supervision in Literacy Programs (K - 12)	3
ED 502	Educational Issues	3
ED 521	Educational Research and Applications	3
ED 507	Diversity in Education	3
ED 508	Legal and Ethical Issues in Education	3
ED 590	Conducting Research and Completing the Capstone	3

### K-12 READING (ENDORSEMENT ONLY): 15 CREDITS

The coursework is designed to be sequential.

CI 560	Curriculum and Instruction in Literacy	3
CI 561	Foundations of Literacy (K -12)	3
CI 562	Literacy Strategies for Grades K - 6	3
CI 563	Literacy Strategies for Grades 7 - 12	3
CI 564	Assessment, Evaluation, and Supervision in Literacy Programs (K - 12)	3

### MA IN EDUCATION – DIFFERENTIATED INSTRUCTION EMPHASIS: 30 CREDITS

Program Overview –The Master of Arts with emphasis in Differentiated Instruction assists PK - 12 teachers in the application of purposeful and dynamic strategies that empower each learner to access the full curriculum and achieve academic success in a complex learning environment. Emphasis is placed on tiered differentiated instruction, best practices, research and assessment, collaboration with colleagues, parents and other professionals, literacy development, mental health needs and understanding family systems. The coursework is designed to be sequential and is offered face-to-face and online.

SPED 580	Education of the Exceptional Learner	3
ED 521	Educational Research and Applications	3
ED 594	Effective Practices in Differentiated Instruction	3
ED 532	Collaboration in Inclusive Settings	3
ED 515	Family Systems for Educators	3
ED 534	Teaching Students with Mental Health Needs	3
ED 536	Teaching Students with Linguistic Differences and Difficulties	3
ED 538	Teaching Students with Math and Literacy Difficulties	3
ED 509	Issues in Differentiated and Gifted Education	3
ED 590	Conducting Research and Completing the Capstone	3

### MA IN EDUCATION – EARLY CHILDHOOD EMPHASIS: 33 CREDITS

Program Overview – The Master of Arts in Education with emphasis in Early Childhood prepares professional decision makers, reflective practitioners, and adaptive experts. Students learn professional practices in the field of early education and focus on strategies and best practices rooted in theory and philosophy supported by research. Students in this program will interpret, evaluate and apply research and theory related to all areas of early childhood education. The coursework is designed to be sequential and the program is offered in an online format.

ECE 521	Topics and Research in Early Childhood Education	3
ECE 523	Effective Research Writing	3
ECE 526	Curriculum and Instruction in Early Childhood Education	3
ECE 527	Observation and Assessment in Early Childhood Education	3

ECE 522	Play: Theoretical Foundations and Applications	3
ECE 544	Language Development and Emergent Literacy	3
ECE 541	The Diverse Classroom	3
ED 582	Ethics for Educators	3
ECE 576	Methods in Early Childhood Education Programming	3
ECE 539	Legal and Legislative Issues	3
ECE 577	Capstone and Completion	3

### MA IN EDUCATION – EDUCATIONAL LEADERSHIP EMPHASIS: 30 CREDITS

Program Overview – The Master of Arts in Education program with emphasis in Educational Leadership prepares highly effective professional, decision-making, and reflective leaders for educational settings who:

1. Exhibit strong communication (written, oral, listening) and critical thinking skills.
2. Provide high-level instructional leadership including supervision of educational curriculum and instruction.
3. Evaluate educational research for professional decision-making, leading to school improvement and better student learning.
4. Design and implement educational solutions to issues stemming from the reality of multi-cultural, multi-linguistic, and multi-ability school populations.
5. Demonstrate effective leadership, administration, and management skills for professional, ethical, and legal responsibilities and rights of teachers, knowledge of school organizational structure, and the relationship with the social and philosophical foundations of education.
6. Administer effectively curricular, financial, and personnel resources for educational purposes.
7. Participate actively in educational politics, policy analysis, and policy implementation.
8. The coursework is designed to be sequential and the program is offered face-to-face and online.

ED 502	Educational Issues	3
ED 521	Educational Research and Applications	3
ED 507	Diversity in Education	3
ED 508	Legal and Ethical Issues in Education	3
EDL 550	Leadership in Education	3
CI 554	Curriculum and Instruction	3
EDL 556	Supervision and Improvement of Instruction	3
EDL 552	Management of Human and Financial Resources	3
EDL 553	Educational Policy and Administration	3
ED 590	Conducting Research and Completing the Capstone	3

### MA IN EDUCATION – EDUCATIONAL TECHNOLOGY EMPHASIS: 30 CREDITS

Program Overview – The Masters of Arts in Education with emphasis in Educational Technology is prepares professional decision makers, reflective practitioners, and adaptive experts. The building of knowledge and development of skills related to educational technology will address the positive and negative implications and effects of technology in the teaching and learning process. Throughout the program knowledge, skills, application, leadership, capacity and planning will be emphasized. A technology certificate will be awarded at the completion of the program. The coursework is designed to be sequential.

ED 502	Educational Issues	3
ED 521	Educational Research and Applications	3
ED 507	Diversity in Education	3
ED 508	Legal and Ethical Issues in Education	3
CI 554	Curriculum and Instruction	3
ET 500	Foundations and Trends in Educational Technology	3
ET 505	Exploring Classroom Technology Tools	3
ET 510	Virtual Classrooms and Social Media within the Classroom	3
ET 515	Planning and Integrating Educational Technology: Continued Professional Development and Leadership	3
ED 590	Conducting Research and Completing the Capstone	3

**MA IN EDUCATION – EMOTIONAL BEHAVIORAL DISORDER EMPHASIS: 33 CREDITS**

SPED 580	Education of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
SPED 583	Collaborative Teaching in Inclusive Settings	3
ED 521	Educational Research and Analysis	3
SPED 584	Interventions for Students with Emotional and Behavioral Disorders	3
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 596	Behavior Management	3
SPED 598	Fundamentals: Emotional and Behavioral Disorders	3
SPED 599	Adolescents with Emotional Behavioral Disorders	3
SPED 595	Applied Experience in Emotional and Behavioral Disorders	3
ED 590	Conducting Research and Completing the Capstone	3

**MA IN EDUCATION – LEARNING DISABILITIES EMPHASIS: 30 CREDITS**

SPED 580	Education of Exceptional Learners	3
SPED 582	Teaching Students with Linguistic Differences or Difficulties	3
SPED 583	Collaborative Teaching in Inclusive Settings	3
ED 521	Educational Research and Analysis	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
SPED 590	Teaching students with Math or Language Difficulties	3
SPED 589	Collaborative Consultation in Special Education	3
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 591	Applied Experience in Learning Disabilities	3
ED 590	Conducting Research and Completing the Capstone	3

**MA IN FAMILY LIFE EDUCATION: 36 CREDITS**

Program Overview – The primary objective of the Master of Arts in Family Life Education is to articulate the definition and role of the family life practitioner – particularly the role of the family life professional. The broad principles and philosophy of family life education are explored, including the ability to plan, implement and evaluate such educational programs, and the ability to define and establish leadership within the field. The coursework is designed to be sequential and the program is offered in an online format.

FAS 506	Families in Society	3
FAS 532	Navigating the Oceans of Data and Information	3
FAS 504	Systemic Dynamics	3
FAS 540	Family Decision Making	3
FAS 530	Family Communication and Relationships	3
FAS 560	Intimate Relationships	3
FAS 551	Seminar in Human Growth	3
FAS 570	Parent Education	3
FAS 525	Public Policy and Applied Ethics	3
FAS 534	Reflexive Assessment and Evaluations	3
FAS 576	Methods in Programming	3
ED 510	Seminar C	3

**MA IN HEALTH CARE AND GERONTOLOGY: 36 CREDITS**

Program Overview – This degree provides a comprehensive overview of the health care field relative to the aging population. Through a practical application of coursework, students will develop proficiency in areas that are critical to working with an aging population, such as marketing, fraud, public policy, spirituality, grant writing, and service delivery. This multi-disciplinary program will prepare students to meet the opportunities and challenges associated with our aging population, and will further prepare them to be leaders within the health care industry.

HCA500	Public Policy and Aging	3
HCA530	Research Methods	3
HCA510	Health and Physical Characteristics of Aging	3
HCA515	Spirituality and Aging	3
HCA520	Diversity in Health Care	3
HCA535	Marketing to the Older Adult Population	3
HCA540	Professional Ethics, Fraud, Abuse, and Exploitation	3
HCA525	Program Development and Service Delivery	3

HCA555	Economic Issues in Aging Populations	3
HCA545	Grant Writing and Fundraising	3
HCA565	Master's Thesis	3

### MA IN HUMAN RESOURCE MANAGEMENT: 36 CREDITS

Program Overview - The Human Resource Management program offers a practical study of human resource competencies required in today's organizations. The overall context centers on the human resource role as a strategic partner within organizations. The program places emphasis on developing human resource leadership, innovation, financial, and strategic thinking skills within the context of human resources to help organizations maximize the return on investment from their human capital. The coursework is designed to be sequential and the program is offered in a blended or online format.

HRG 500	Human Resources Leadership and Ethics	4
HRG 510	Strategic Human Resources and Measurement	4
HRG 520	Recruitment, Selection, and Retention	4
HRG 530	Compensation and Benefits	4
HRG 540	Organization Development for Human Resources Professionals	4
HRG 550	Human Resources Research Methods and Design	4
HRG 560	Finance for Human Resources Leaders	4
HRG 570	Human Resources Legal Environment	4
HRG 580	Human Resources Action Research at Work	4

### MA IN HUMAN SERVICES WITH EMPHASIS IN FORENSIC MENTAL HEALTH: 36 CREDITS

Program Overview - This 36-credit graduate program is offered in partnership with the American Institute for Advancement of Forensic Studies (AIAFS) and is entirely online. It focuses on the direct relationship between mental health and the law. The program provides students with a comprehensive overview of the field of forensic mental health and related systems of care. The program is not a clinical/counseling program.

FHM 500	Forensic Mental Health	3
FMH 510	Family Violence, Post-Traumatic Stress Disorder, and Trauma	3
FMH 520	Research Methods in Forensic Mental Health	3
FMH 530	Ethical and Legal Considerations	3
FMH 540	Forensic Mental Health Psychopathology	3
FMH 550	Special Populations in Forensic Mental Health	3
FMH 560	Substance Use and Co-Occurring Disorders	3
FMH 570	Sexual Offending	3
FMH 580	Forensic Risk Assessment	3
FMH 585	Cultural Assessment of Forensic Mental Health	3
FMH 590	Forensic Mental Health Law	3
FMH 595	Research and Capstone	3

### MA IN LEADERSHIP AND MANAGEMENT: 36 CREDITS

Program Overview - Organizational success depends on the efforts of skilled managers and leaders to properly leverage influence. The Master of Arts in Leadership and Management lets students focus on helping businesses thrive as healthy organizations by paying attention to the human and social interactions of each member. This degree program emphasizes ways to balance business skills and inter-social relationship skills so that leaders and managers can maximize their influence and motivate organizational members to find meaning and purpose within the organization's mission, vision and purpose. The coursework is designed to be sequential and the program is offered in a blended or online format.

MLM 500	Leadership, Management, Influence, and Change	4
MLM 510	Applied Moral and Ethical Leadership	4
MLM 520	Strategic Organizational Research	4
MLM 540	Project and Quality Management	4
MLM 525	Financial Management for Leaders	4
MLM 550	Strategic Leadership and Process Implementation	4
MLM 545	Legal Issues for Today's Leaders	4
MLM 552	Organizational Culture Management	4
MLM 555	Leadership and Management Research, Synthesis, and Reflection	4

NOTE: MLM 589 - Contextual Global Experience may be substituted for MLM 550.

This international travel experience includes preparatory readings, comparative analysis, and reflection on a distinct leadership, management, or social influence topic that bridges learning to application in the organizational setting. The following coursework is designed to be sequential.

**MA IN SPORT MANAGEMENT: 36 CREDITS**

Program Overview – The Master of Arts in Sport Management prepares graduates to understand the growing sport management industry. Students will learn, through a hands-on, practical application of coursework, effective decision making, leadership, finance and human and facility resource management. Students will also examine concepts of management, strategic planning, marketing and law as it pertains to sport management. The coursework is designed to be sequential and the program is offered in a blended or online format.

KHS 500	Foundations of Sport Management	3
KHS 505	Organizational Leadership and Development	3
KHS 510	Human Resource Management	3
KHS 545	Ethics and Policy in Sport Management	3
KHS 530	Research Design Methods	3
KHS 535	Sport Marketing	3
KHS 520	Managerial Finance	3
KHS 525	Managing and Planning Sport Facilities	3
KHS 540	Legal Aspects of Sports	3
KHS 515	Management and Leadership	2
KHS 555	Capstone Seminar	1
KHS 560	Internship	6
	or	
KHS 565	Capstone	6

**MA IN STRATEGIC COMMUNICATION MANAGEMENT: 36 CREDITS**

Program Overview – The Master of Arts in Strategic Communication Management program is designed to foster strategic thinking and logical analysis focused on creating solutions to communication challenges. Students in this program will gain knowledge of emerging technologies, program measurement, conflict/crisis management, persuasion, intercultural communication effectiveness, industry innovation and leadership. The following coursework is designed to be sequential. The coursework is designed to be sequential and the program is offered in a blended or online format.

COM 500	Strategic Communication Management	3
COM 530	Interactive Media Management	3
COM 570	Leadership Communication	3
COM 520	Media Strategies (applied class)	3
COM 540	Communication Inquiry and Measurement	3
COM 545	Applied Communication Competencies	3
COM 550	Communication Strategies for Conflict Management	3
COM 590	Crisis Communication Management	3
COM 580	Innovative Management	3
COM 560	Intercultural Communication	3
COM 510	Persuasive Communication	3
COM 610	Corporate Responsibility and Ethical Communication	3

**SPECIAL EDUCATION TEACHING LICENSURE (GRADES K-12)**

Learning Disabilities and/or Emotional Behavior Disorders #See Department of Teacher Education

**MASTER OF BUSINESS ADMINISTRATION: 42 CREDITS**

Program Overview – MBA students develop the knowledge, practical experience and confidence to succeed in the competitive and changing health care industry. Courses explore current trends and events in the health care industry and evaluate how these trends are shaped and affected by various business principles. Students will use cross-curriculum learning activities spanning the duration of the program to become experts in an area of interest in the health care industry. The coursework is designed to be sequential and the program is offered in a blended or online format.

MBA 500	Organizational Leadership and Development	3
MBA 520	Integrated Marketing Communication	3
MBA 510	Managerial Research Methods and Design	3
MBA 505	Global Economics	3
MBA 515	Applied Business Ethics	3
MBA 525	Strategic Human Resource Management	3
MBA 530	Managerial Finance and Accounting	3
MBA 535	Legal Environment for Managers	3
MBA 605	Operations and Technology Management	3

MBA 610	Tools for Managerial Decision Analysis	3
MBA 630	Topics in Global Management	3
MBA 620	Strategic Leadership	3
MBA 705	Managerial Application Portfolio	6

### **MASTER OF BUSINESS ADMINISTRATION – HEALTH CARE MANAGEMENT EMPHASIS: 42 CREDITS**

Program Overview - This program enables students develop the knowledge, practical experience and confidence to succeed in the competitive and changing health care industry. Courses explore current trends and events in the health care industry and evaluate how these trends are shaped and affected by various business principles. Students will use cross-curriculum learning activities spanning the duration of the program to become experts in an area of interest in the health care industry. The coursework is designed to be sequential and the program is offered in a blended or online format.

MBA 500	Organizational Leadership and Development	3
MBA 520	Integrated Marketing Communication	3
MBA 510	Managerial Research Methods and Design	3
MBA 505	Global Economics	3
MBA 515	Applied Business Ethics	3
MBA 525	Strategic Human Resource Management	3
MBA 530	Managerial Finance and Accounting	3
MBA 535	Legal Environment for Managers	3
MBA 610	Tools for Managerial Decision Analysis	3
MBA 540	Health Care Bioethics	3
MBA 555	Health Care Informatics	3
MBA 545	Quality Practices	3
MBA 560	Health Care Strategic Leadership	3
MBA 705	Managerial Application Portfolio	6

### **MASTER OF BUSINESS ADMINISTRATION – INFORMATION TECHNOLOGY MANAGEMENT EMPHASIS: 42 CREDITS**

Program Overview - The MBA with an Information Technology (IT) Management emphasis prepares graduates to face the challenges presented by the increasingly interconnected world. Graduates of the program are poised to facilitate communication between technical and non-technical staff, engineer efficient technology solutions, analyze systems security, and conduct risk assessments. Among other things, students will explore topics in project and lifecycle management, bridging the IT-business gap as well as business ethics. The coursework is designed to be sequential and the program is offered in an online format.

MBA 500	Organizational Leadership and Development	3
MBA 520	Integrated Marketing Communication	3
MBA 510	Managerial Research Methods and Design	3
MBA 505	Global Economics	3
MBA 515	Applied Business Ethics	3
MBA 525	Strategic Human Resource Management	3
MBA 530	Managerial Finance and Accounting	3
MBA 535	Legal Environment for Managers	3
MBA 580	Bridging the IT-Business Gap in a Global Setting	3
MBA 585	IT Project and Lifecycle Management	3
MBA 590	Information Systems Analysis and Communication	3
MBA 595	Business Information Systems Security, Risk, and Quality	3
MBA 705	Managerial Application Portfolio	6

## MASTER OF BUSINESS ADMINISTRATION – MARKETING ANALYTICS EMPHASIS: 42 CREDITS

Program Overview - The MBA with an emphasis in Marketing Analytics prepares graduates to weigh research, consumer behavior, decision making, and ethics in order to streamline and maximize marketing efforts in virtually any industry. Students explore topics in human resources, global economics, marketing strategy, and business intelligence in this online MBA degree program. The coursework is designed to be sequential.

MBA 500	Organizational Leadership and Development	3
MBA 520	Integrated Marketing Communication	3
MBA 510	Managerial Research Methods and Design	3
MBA 505	Global Economics	3
MBA 515	Applied Business Ethics	3
MBA 525	Strategic Human Resource Management	3
MBA 530	Managerial Finance and Accounting	3
MBA 535	Legal Environment for Managers	3
MBA 610	Tools for Managerial Decision Analysis	3
MBA 540	Health Care Bioethics	3
MBA 555	Health Care Informatics	3
MBA 545	Quality Practices	3
MBA 560	Health Care Strategic Leadership	3
MBA 705	Managerial Application Portfolio	6

## COLLEGE AND DEPARTMENTAL ORGANIZATION AND FACULTY

### College of Arts and Letters

David Lumpp, Dean

#### ART

- John DuFresne
- Stephanie Hunder
- Cate Vermeland
- Keith Williams, Chair

#### CHRISTIAN MINISTRIES

- James Gimbel, Chair
- Kevin Hall, Coordinator of the Director of Christian Education program
- Phillip Johnson, Coordinator of the Director of Christian Outreach program
- Mark Press, Director of the Hoffmann Institute, Program Coordinator Master of Arts in Christian Outreach Leadership and Coordinator of the Pre-Seminary program

#### COMMUNICATION STUDIES

- Kimberly Flottemesch
- Basma Ibrahim DeVries
- Alan Winegarden, Chair of Undergraduate Programs
- James Gimbel, Program Coordinator Master of Arts in Strategic Communication Management

#### ENGLISH AND MODERN LANGUAGES

- Debra Beilke, Chair
- Eric Dregni, Advisor of the Student Newspaper
- Theresa FitzPatrick, Director of the Writing Center
- Nancy Hackett
- Matthew Ryan

#### HISTORY AND POLITICAL SCIENCE

- Paul Hillmer
- Thomas Saylor
- David Woodard, Chair
- Lee Pao Xiong, Director of the Center for Hmong Studies

#### MUSIC

- David Mennicke, Chair
- Nathan Kennedy
- Monica Murray
- Shari Speer

#### RELIGION AND THEOLOGY

- Adam Clarke
- Suzanne Hequet
- David Lumpp
- Mark Schuler, Chair
- Rhoda Schuler

#### THEATRE AND DANCE

- Mark Rosenwinkel, Chair
- James Seemann

**College of Business and Organizational Development**

Lonn Maly, Interim Dean

**BUSINESS ADMINISTRATION AND MANAGEMENT****(BBA-ACCOUNTING, BA-ACCOUNTING, BA-BUSINESS MANAGEMENT, BA-FINANCE, BA-MARKETING)**

- Bruce Corrie
- Michael Dorner
- Phillip Hampton
- Nancy Harrower, Chair
- Renata Mayrhofer
- Charles McGriff
- Thomas Ries
- Barry Siebert

**CRIMINAL JUSTICE LEADERSHIP (BA-CJL, MA-CJL)**

- Michael Conner
- Ervin Weinkauf, Chair

**LEADERSHIP AND MANAGEMENT (BA-OML, MA-LM)**

- Carol Klempka
- Jean Rock, Chair
- Craig Witthaus

**HUMAN RESOURCE MANAGEMENT (BA-HRM, MA-HRM)**

- Steven Manderscheid, Chair

**MARKETING AND BUSINESS ADMINISTRATION (BA-MKM, BA-FIM, MBA)**

- Richard Brynteson
- Thomas Hanson
- Christine Kudelka
- Craig Lien, Chair

## College of Education and Science

Donald Helmstetter, Dean

### CHILD AND FAMILY EDUCATION

- Michael Walcheski, Chair

### KINESIOLOGY AND HEALTH SCIENCES

- Katherine Fischer
- Samuel Haag
- Lana Huberty
- Eric LaMott, Chair
- Angela Nippert
- Peter Rundquist
- Matthew Vraa

### MATHEMATICS

- Sarah Jahn
- Rachel Krueger
- Robert Krueger, Chair
- Daniel Maroncelli
- Joel Schuessler

### SCIENCE

- Leanne Bakke, Chair
- Amanda Brosnahan
- Matthew Cuellar
- Benjamin Harrison
- Dale Trapp
- Mary Ann Yang

### SOCIAL AND BEHAVIORAL SCIENCES

- Kristin Bransford
- Elizabeth Glynn
- Samuel Lotegeluaki
- Miriam Luebke
- Stephen Morgan, Chair

### TEACHER EDUCATION (INITIAL/UNDERGRADUATE AND ADVANCED/GRADUATE)

- Sally Baas, Director of the Southeast Asian Teacher Licensure program
- Richard Benson, Chair of Undergraduate/Initial Licensure programs
- Debra Bowers
- James Brooks
- Phyllis Burger, Chair of Graduate/Advanced programs
- Cheryl Chatman
- Lynn Gehrke
- Diane Harr, Coordinator of Special Education
- Don Helmstetter
- Kelly Lamkin, Coordinator of Field Experiences and Clinical Practice
- Lonn Maly
- Michele Pickel, Coordinator Lutheran Classroom Teacher Program
- Jerry Robicheau
- Suzanne Starks
- Barbara Washington
- Kasya Willhite
- Barbara Wissink, Coordinator of Reading Licensure Program

## PRE-PROFESSIONAL PROGRAMS

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

### PRE-ENGINEERING

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 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 mathematics 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 for Pre-Engineering:

Chemistry: CHE 115, CHE 116, CHE 221, CHE 222, CHE 326, CHE 327

Computer Science: CSC 301

Mathematics: MAT 135, MAT 145, MAT 330, MAT 255, MAT 310, MAT 365

Physics: PHS 221, PHS 222

For further information, contact the coordinator of pre-engineering studies, Dr. Rob Krueger at (651) 641-8848 or [rkrueger@csp.edu](mailto:rkrueger@csp.edu).

### PRE-DENTAL

Pre-dental students can best prepare for dental school by completing either a biology major or a biochemistry major. Most students take the DCAT (dentistry) in April of their junior year. For further information, contact the coordinator of pre-dental studies, Dr. Leanne Bakke at (651) 641-8750 or [bakke@csp.edu](mailto:bakke@csp.edu).

### PRE-PHARMACY

Students interested in pursuing a doctorate of pharmacy degree can meet the admission requirements for any program by completing a biology major or a chemistry major with a biology minor. For further information, contact the coordinator of pre-pharmacy studies, Dr. Leanne Bakke at (651) 641-8750 or [bakke@csp.edu](mailto:bakke@csp.edu).

### PRE-PHYSICAL THERAPY

Each physical therapy graduate program varies in specific requirements but all require a bachelor's degree. It is highly recommended that students interested in physical therapy complete a major in Biology. For further information, contact the coordinator of pre-law studies, Dr. Eric LaMott at (651) 641-8729 or [lamott@csp.edu](mailto:lamott@csp.edu).

### 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 students complete a broad, diverse, and challenging undergraduate curriculum and reserve legal study for law school. Undergraduate programs should reveal the student's capacity to rise to intellectual challenge and perform well at an academically rigorous level whether in the sciences, the liberal arts, the business curriculum, or other fields. For further information, contact the coordinator of pre-law studies, Dr. Paul Hillmer at (651) 641-8215 or [hillmer@csp.edu](mailto:hillmer@csp.edu).

### PRE-MEDICAL STUDIES

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

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

## CERTIFICATIONS

### DIRECTOR OF CHRISTIAN EDUCATION

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

### LUTHERAN CLASSROOM TEACHER

The purpose of the Lutheran Classroom Teacher (LCT) 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. Students complete a teaching licensure program in order to be licensed as a teacher and the Confessional Lutheranism minor in order to be certified for service in the Church.

### 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.

### CERTIFICATION THROUGH COLLOQUY

- Director of Christian Education
- Lutheran Classroom Teacher
- Director of Christian Outreach
- Director of Parish Ministry

### INSTITUTE OF FAITH AND LIFE

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

## PROFESSIONAL CHURCH WORK PROGRAMS

Through its Department of Christian Ministries in the College of Arts and Letters, Concordia University, Saint Paul supports four professional church work programs that prepare students to be placed on the roster of Commissioned Ministers of The LCMS: Director of Christian Education; Director of Christian Outreach; Director of Parish Music; and Lutheran Classroom Teacher. The department also houses the Pre-Pastoral and Pre-Deaconess Studies programs. For further information contact the College of Arts and Letters (651-641-8841) or Rev. Dr. David Lumpp, Dean of the College of Arts and Letters (641-641-8217; lumpp@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 Arts and Letters (651-641-8841) or the Director of the DCE Program, Professor Kevin Hall (651-603-6165; khall@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 Arts and Letters (651-641-8841) or contact Mark Press (651-603-8830, press@csp.edu).

### DIRECTOR OF PARISH MUSIC

The Director of Parish Music (DPM) program uses music of all forms and times while drawing on the rich liturgical tradition of the Lutheran church in the leadership and enhancement of the worship of the Church. The DPM program helps men and women serve God and God's gathered people through the gift of music. The Director of Parish Music will be active in worship planning, while equipping, leading, and teaching others in worship and music. A DPM program entails a core of academic work in Lutheran theology, its own curriculum in music and music education, and a supervised fieldwork experience. Interested students should contact the College of Arts and Letters (651-641-8841) or Dr. David Mennicke (651-641-8828; dmennicke@csp.edu).

### LUTHERAN CLASSROOM TEACHER

The Lutheran Classroom Teacher program is a partnership between the College of Arts and Letters and the College of Education and Science, preparing men and women for teaching careers in one of the more than 2,500 pre-school, elementary or secondary schools of The Lutheran Church - Missouri Synod. A student preparing to be a Lutheran Classroom Teacher meets the requirements for Minnesota state licensure as a teacher through the College of Education and Science and meets the requirements for church certification through the College of Arts and Letters. 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 Arts and Letters (651-641-8841) or Dr. Michele Pickel, (651-641-8786; pickel@csp.edu).

### PRE-PASTORAL EDUCATION

The pre-pastoral program at Concordia University, Saint Paul equips students for success at a Lutheran seminary, where they receive their formal education for service in Word and Sacrament ministry. Students interested in pre-pastoral studies at Concordia University should contact the College of Arts and Letters (651-641-8841) or the program's director, Rev. Dr. Mark Press (651-641-8830; [press@csp.edu](mailto:press@csp.edu)).

### PRE-DEACONESS EDUCATION

The pre-deaconess program at Concordia University, Saint Paul prepares students for Word and Service ministry as a Deaconess. Beginning the program at Concordia University, Saint Paul, the pre-deaconess student may transfer at the beginning of the junior year for continued preparation in the Concordia University, Chicago Deaconess program, or she may graduate from CSP with a major in theology and may continue preparation at Concordia Seminary, Saint Louis, Missouri or Concordia Theological Seminary, Fort Wayne, Indiana, earning a Master of Arts degree and the Deaconess certification. Students in the pre-deaconess studies at Concordia University should contact the College of Arts and Letters (651-641-8841) or Dr. Rhoda Schuler (651-603-6177; [rschuler@csp.edu](mailto:rschuler@csp.edu)).

## 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.

## SCHOOL OF CONTINUING STUDIES

Concordia University's School of Continuing Studies (SCS) offers learning experiences and other training in a variety of academic disciplines and in a variety of ways which are designed to fit the schedule of the working adult student. Over 400 courses are offered each year for currently enrolled or visiting students. The School of Continuing Studies offers:

- credit and noncredit courses
- general education courses and elective courses
- in-class weekday or weekend classes and online courses
- Associate of Arts degree (64 credits)
- certificate programs
- customized training in the workplace
- tuition discounts for hosting seminars
- instructors who are experts in their fields
- affordable classes for adult learners

### Curricular Areas:

- Biblical Studies
- Child, Youth, and Family Studies
- Communication
- Criminal Justice, Law Enforcement, and Post Board
- Early Childhood Education
- English: Writing and Literature
- Life and Career Planning
- Health Care Management
- History and Political Science
- Information Technology
- Leadership, Management, and Communication
- Mathematics
- Psychology, Sociology and Behavioral Sciences
- Science
- Vocation and Ministry

## GENERAL EDUCATION AND ELECTIVE COURSES THROUGH THE SCHOOL OF CONTINUING STUDIES

Concordia's School of Continuing Studies offers undergraduate general education and elective courses delivered in accelerated in-class, blended, or online formats. The courses are designed for adult students and to assist students in building enough general education credits (minimum 36 credits) to start one of Concordia University's adult accelerated degree programs. Through these intensive courses learners can earn up to 36 semester credits in approximately one calendar year. There are no educational prerequisites to enroll in these classes and visiting students are welcome to enroll.

Accelerated general education courses allow learners to:

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

### 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. Weekend courses are 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.

### COURSE SELECTION

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

### HOW TO REGISTER

Registrations are taken in the order received until classes are full. School of Continuing Studies office hours are Monday through Friday from 8:30 am to 5:00 pm. Request a bulletin of all courses - including a registration form - by email, telephone, or fax. All courses and special events are listed on the School of Continuing website as well.

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

### SCHOOL OF CONTINUING STUDIES TUITION AND FEES 2013/14

School of Continuing Studies Tuition and Fees 2013-2014	
Per credit hour undergraduate (face to face)	\$350
Per credit our human relations in-service	\$350
Per credit hour undergraduate (online)	\$350
Per credit for Certificates	\$350
Auditing (per class)	\$175

## ASSOCIATE OF ARTS DEGREE: SCHOOL OF CONTINUING STUDIES

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

### TUITION AND FEES

The Associate of Arts degree program totals 64 semester credits. For current tuition information and financial aid information, please visit the School of Continuing Studies website or call (651) 603-6268.

### LIST OF COURSES

LSC 159	The Inner Review
COM 103	Communication Fundamentals
ENG 120	College Writing
ENG 155	Introduction to Literature
KHS 100	Health and Human Movement
PSY 101	Introduction to Psychology
SOC 152	Introduction to Sociology
HIS 220	Leaders in America
MUS 120	Listen to Life: Western Classical Music
SOC 252	Social Problems
POL 131	American Government
MAT 111	Principles of Contemporary Mathematics
ECO 101	America in the Global Economy: Macroeconomics
ART 101	Approaching Art

BIO 102	Biology
CHE 150	Real World Chemistry
THR 101	Introduction to Theatre
RLG 101	Themes in Christian Thought
LSC 277	Reflection and Synthesis

### ASSOCIATE OF ARTS IN EARLY CHILDHOOD EDUCATION

Students complete the following 64 credits: AA General Education classes and the following:

Twelve credits from the list of the Early Childhood classes below will complete the Early Childhood emphasis.

Twelve or more credits can be chosen from the following:

Satisfies 12 electives credits in the B.A. Child Development program Certificate classes:

CHD 310	Growth and Development of Children	4
CHD 330	Best Practices in Early Childhood	4
CHD 320	Role of the Early Childhood Educator	4

Satisfies 12 credits in the B.A. Child Development program

CHD 435	Developmentally Appropriate Practices in ECE	3
CHD 440	Children's Play and Learning	3
CHD 430	Infants and Toddlers	3
CHD 445	Language Development/Literacy	3

## ADMINISTRATIVE ORGANIZATION AND FACULTY

### CONCORDIA UNIVERSITY, SAINT PAUL, BOARD OF REGENTS

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Mr. Luke Dahl	Howard Lake, MN
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Mr. Eustolio Gomez	Manchester, MO
Mr. Louis Johnson	Bloomington, MN
Dr. Loren Leslie	Lutsen, MN
Mrs. Kathy Meier	Mayer, MN
Mrs. Joan Miller	Eden Prairie, MN
Mr. Mark Moksnes	Chanhassen, MN
Rev. Dean Nadasdy	Woodbury, MN
Dr. Lori Utech	Ballwin, MO
Rev. Dr. Karl Weber	Ottertail, MN

### UNIVERSITY OFFICERS AND VICE PRESIDENTS

Rev. Thomas Ries, President  
 Dr. Eric LaMott, Senior Vice President and Chief Operating Officer  
 Dr. Cheryl Chatman, Executive Vice President  
 Rev. Michael Dorner, Vice President for Finance  
 Prof. Lonny Maly, Vice President for Academic Affairs  
 Mr. Paul Seltz, Vice President for Advancement

### ACADEMIC AFFAIRS

Prof. Lonny Maly, Vice President for Academic Affairs  
 Dr. Miriam Luebke, Associate Vice President for Academic Services

Prof. Lonny Maly, Interim Dean - College of Business and Organizational Leadership  
 Dr. Donald Helmstetter, Dean - College of Education and Science  
 Rev. Dr. David A. Lumppp, Dean - College of Arts and Letters  
 Dr. Michael Walcheski, Dean - School of Graduate Studies  
 Prof. Carol Klempka, Director - School of Continuing Studies

Dr. Robert Krueger, Chair of the Faculty Senate  
 Dr. Joel Schuessler, Director of the Faculty Scholarship Center  
 Prof. Lee Pao Xiong, Director of the Center for Hmong Studies  
 Dr. Cheryl Chatman, Section 504/ADA Compliance Officer  
 Ms. Beth Peter, Director of Institutional Research  
 Rev. Dr. Mark Press, Director of the Hoffmann Institute  
 Ms. Toni Squires, Registrar

### DIRECTOR OF CHURCH RELATIONS

Vacant

### FINANCE

Rev. Michael Dorner, Vice President for Finance  
 Ms. Mary Arnold, Director of Human Resources  
 Ms. PaNhia Thor, Controller

**ADMINISTRATION**

Dr. Eric E. LaMott, Senior Vice President and Chief Operating Officer  
Mr. Jonathan Breitbarth, Director of Computer Services  
Dr. Charlotte Knoche, Director of Library Services  
Mr. Michael Mulso, Director of Security  
Mr. Jim Orchard, Facility Manager  
Ms. Beth Peter, Director of Administrative Computing  
Mr. Anthony Ross, Bookstore Director  
Mr. Tom Rubbelke, Director of Athletics

**ACADEMIC SERVICES**

Dr. Miriam Luebke, Associate Vice President for Academic Services  
Ms. Janice Baumgart, Coordinator of Learning Assistance  
Ms. Melissa Fletcher, Director of Student Accessibility Services  
Ms. Linda Mayes, Director of Career Services  
Ms. Renee Kerko, Director of Traditional Academic Advising  
Ms. Wendy Vargas, Director of Student Success Center

**UNIVERSITY ADMISSION, FINANCIAL AID, AND MARKETING**

Ms. Kim Craig, Director of Graduate and Adult Degree Completion Admission  
Mr. Jason DeBoer-Moran, Director of University Marketing and Communication  
Ms. Jeannie Peck, Director of Financial Aid  
Ms. Kristin Vogel, Director of Undergraduate Admission

**STUDENT LIFE**

Mr. Jason Rahn, Associate Vice President for Student Life and Dean of Students  
Ms. Heidi Goettl, Resident Life Manager  
Ms. Sharon Schewe, Residence Life Manager  
Dr. Daniel Hess, Director of Counseling Services  
Ms. Cher Rafferty, Director of Health Services  
Ms. Kelly Matthias, Director of the Center for Community Action Leadership and Learning (CALL)

## FACULTY

Sally Baas, Assistant Professor of Education (2004)  
Ed.D., Saint Mary's University, Winona, MN,  
2011; Ed.S., University of Wisconsin, River Falls,  
WI, 2000; M.S. Ed., University of Wisconsin,  
River Falls, WI, 1990; B.S., Ball State University,  
Muncie, IN, 1969

Leanne Bakke, Associate Professor of Biology  
(2004)  
Ph.D., Michigan State University, East Lansing,  
MI, 2002; B.S., Valparaiso University, Valparaiso,  
IN, 1996

Debra J. Beilke, Professor of English (1997)  
Ph.D., University of Wisconsin, Madison, WI,  
1997; M.A., University of Wisconsin, Madison,  
WI, 1990; B.A., University of Wisconsin-Madison,  
Madison, WI, 1985

Richard Benson, Instructor of Kinesiology and  
Health Sciences and Teacher Education (2000)  
M.A., Saint Mary's University, Minneapolis, MN,  
2005; B.A., Concordia College, Saint Paul, MN,  
1994

Debra Bowers, Term Faculty of Education  
Ph.D., University of Minnesota, Minneapolis, MN  
1991; M.Ed., University of North Dakota, 1978;  
B.S., Education University of Wisconsin  
Platteville, (1973)

Kristin Bransford, Professor of Psychology (2002)  
Ph.D., University of Wisconsin, Madison, WI,  
1991; M.S., University of Wisconsin, Madison,  
WI, 1983; B.A., Saint Olaf College, Northfield,  
MN, 1982

James H. Brooks, Term Faculty of Education  
Ed.D., The Catholic University of America,  
Washington, DC, 1982; M.A.Ed., Wake Forest  
University, Winston-Salem, NC, 1975; B.S., Wake  
Forest University, Winston-Salem, NC, 1973.

Amanda Brosnahan, Term Faculty of Biology  
(2013);  
Ph.D., University of Minnesota, Minneapolis, MN  
2009; B.S., University of Minnesota, Minneapolis,  
MN 2004

Richard D. Brynteson, Professor of Organizational  
Mgmt. (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.

Phyllis Burger, Term Faculty of Education  
M.A.Ed., University of Nebraska, Kearney, NE,  
1979; B.A. University of Nebraska, Kearney, NE,  
1976

Cheryl Chatman, Professor of Education (2001)  
Ed.D., University of North Carolina, Greensboro,  
NC, 1991 M.S., Iowa State University, Ames, IA,  
1976; B.S., Bethune-Cookman College, Daytona  
Beach, FL, 1974

Michael H. Conner, Term Faculty of Criminal  
Justice  
M.A., Concordia University, Saint Paul, MN,  
2005; B.A. Ferris State University, Big Rapids, MI,  
1976

Bruce P. Corrie, Professor of Economics (1987)  
Ph.D., University of Notre Dame, Notre Dame,  
IN, 1988 M.A., North Eastern Hill University,  
India, 1981; B.A., Saint Edmund College, India,  
1978

Matthew Cuellar, Term Faculty of Chemistry  
Ph.D., University of North Carolina, Chapel Hill,  
NC, 2008; B.S., Massachusetts Institute of  
Technology, Cambridge, MA, 2001

Basma Ibrahim DeVries, Professor of  
Communication Studies (2001)  
On sabbatical for academic year 2013/14  
Ph.D., University of Minnesota, Minneapolis,  
MN, 2003; M.A., University of Wisconsin,  
Stevens Point, WI, 1993; B.A., Gustavus  
Adolphus College, Saint Peter, MN, 1989

Michael H. Dorner, Assistant Professor of  
Accounting (2006)  
S.T.M., Concordia Seminary, Saint Louis, MO  
1996; M.Div., Concordia Seminary, Saint Louis,  
MO 1995; M.B.A., DePaul University, Chicago,  
IL, 1991; B.A., Luther College, Decorah, IA 1986

Eric Dregni, Assistant Professor of English (2008)  
M.F.A., University of Minnesota, Minneapolis,  
MN, 2007; M.A., University of Minnesota,  
Minneapolis, MN, 2003; B.A., Macalester College,  
St. Paul, MN, 1990

John DuFresne, Term Faculty of Art (2013)  
M.A., Minnesota State University, Mankato, MN  
1989; B.F.A., University of Wisconsin, Superior,  
WI, 1983

Katie Fischer, Instructor of Kinesiology (2011)  
M.A., Concordia University, St. Paul, MN, 2012;  
B.A., Concordia University, St. Paul, MN 2008

Theresa FitzPatrick, Term Faculty of English  
M.A., Western Kentucky University, Bowling  
Green, KY, 2008; B.A., Concordia University,  
Saint Paul, MN, 2001.

Kim Flottesch, Assistant Professor of  
Communication Studies (2012)  
Ph.D., University of Idaho, Moscow, ID, 2000;  
M.A., North Dakota State University, Fargo, ND,  
1996; B.S., University of Wisconsin, Stout,  
Menomonie, WI, 1993

Lynn Gehrke, Associate Professor of Education  
(2001)  
Ph.D., University of Minnesota, Minneapolis,  
MN, 2004; M.A.Ed., Concordia University, Saint  
Paul, MN, 1998; B.A., Concordia College, Saint  
Paul, MN, 1979  
On sabbatical spring semester 2014

James R. Gimbel, Professor of Organizational  
Management (2002)  
Ph.D., Regent University, Virginia Beach, VA,  
2001; M.Div., Concordia Seminary, Saint Louis,  
MO, 1985; B.A., Concordia University, Saint  
Paul, MN, 1981

Elizabeth Glynn, Term Faculty of Sociology (2013)  
M.A., Concordia University, Saint Paul, MN,  
2011; B.A., Concordia University Saint Paul, MN  
2009

Samuel Haag, Assistant Professor of Kinesiology  
and Health Sciences (2012)  
Ph.D., University of Minnesota, Twin Cities, MN,  
2011; M.S., University of Wisconsin, La Crosse,  
WI, 2008; B.S., Southwest Minnesota State  
University, Marshall, MN 2006

Nancy A. Hackett, Professor of English (1988)  
Ph.D., University of Iowa, Iowa City, IA, 1983;  
M.A., University of Iowa, Iowa City, IA, 1976;  
B.A., University of Iowa, Iowa City, IA, 1973

Kevin Hall, Assistant Professor of Christian  
Education (2006)  
Ed.D., University of St. Thomas, St. Paul, MN,  
2012; M.B.A., Minnesota State University,  
Mankato, MN, 1983; B.A., Concordia University,  
Saint Paul, MN, 1998

Phillip Hampton, Term Faculty of Finance (2012)  
M.B.A., University of Saint Thomas, Saint Paul,  
MN, 1999; B.A., Clark Atlanta University, 1992

Thomas R. Hanson, Professor of Management  
and Law (1985)  
J.D., William Mitchell College of Law, Saint Paul,  
MN, 1987; M.B.A., Rensselaer Polytechnic  
Institute, Troy, NY, 1981; B.S., University of  
Minnesota, Minneapolis, MN, 1975.

Diane Harr, Assistant Professor of Special  
Education (2012)  
Ph.D., University of Minnesota, Twin Cities, MN,  
1990; M.A., University of Saint Thomas, Saint  
Paul, MN, 1978; B.S., University of Minnesota,  
Twin Cities, MN, 1976

Benjamin Harrison, Term Faculty of Biology  
(2013)  
Ph.D., University of North Carolina at Chapel  
Hill, Chapel Hill, NC, 2010; B.S., University of  
Wisconsin, Madison, WI, 2004

Nancy Harrower, Assistant Professor of Marketing  
and Management (2009)  
Ed.D., University of Saint Thomas, Saint Paul,  
MN; 2011 M.B.A., University of Montana,  
Missoula, MT, 1981; B.A., Michigan State  
University, East Lansing, MI, 1978

Donald Helmstetter, Associate Professor of  
Education (2009)  
Ph.D., University of Minnesota, Minneapolis,  
MN, 1999; MA, Mankato State University,  
Mankato, MN, 1980; BA, Mankato State  
University, Mankato, MN, 1970

Suzanne Hequet, Term Faculty of Theology  
Ph.D., Luther Seminary, Saint Paul, MN, 2005;  
M.A., Luther Seminary, Saint Paul, MN, 1998;  
B.A., Gustavus Adolphus College, Saint Paul, MN

Paul Hillmer, Professor of History (2001)  
Ph.D. University of Minnesota, Minneapolis, MN,  
2001; M.A., University of Minnesota,  
Minneapolis, MN, 1991; B.A., Concordia College,  
Saint Paul, MN, 1982

Lana Huberty, Term Faculty of Kinesiology (2013)  
Ph.D. University of Minnesota, Minneapolis, MN,  
2013; M.S., Saint Cloud State University, St.  
Cloud, MN, 2006; B.S., Minnesota State  
University Mankato, Mankato, MN 1988

Stephanie Hunder, Professor of Art (2000)  
On sabbatical spring semester 2014  
M.F.A., Arizona State University, Tempe, AZ,  
2000; M.A., University of Wisconsin, Madison,  
WI, 1997; B.F.A., University of Wisconsin,  
Madison, WI, 1993

Sarah H. Jahn, Associate Professor of Mathematics (2004)

Ph.D., University of Illinois-Chicago, Chicago, IL, 2005; M.S., University of Illinois-Chicago, Chicago, IL, 1999

M.S., Northeastern Illinois University, Chicago, IL, 1993; B.A., Carleton College, Northfield, MN, 1984

Phillip L. Johnson, Instructor of Christian Outreach (2001)

Ph.D., Walden University, 2013; M.A., Regis University, Denver, CO, 1998; B.A., Concordia College, Saint Paul, MN, 1982

Nathan Kennedy, Term Faculty of Music, (2013)

D.M.A., University of Minnesota, Minneapolis, MN, 2012; M.A., University of Minnesota, Minneapolis, MN, 2011; M.M., University of Wisconsin, Madison, WI, 2004; B.A., Gustavus Adolphus College, St. Peter, MN 2003

Carol Klempka, Term Faculty of Business Leadership

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

Robert J. Krueger, Professor of Mathematics (2001)

On sabbatical fall semester 2013

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

Christine Kudelka, Term Faculty of Marketing Management

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

Eric E. LaMott, Professor of Kinesiology and Health Sciences (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

Kelly Lamkin, Instructor of Teacher Education (2012)

M.A., Mount Mary College, Milwaukee, WI, 2010; M.S., University of Wisconsin, Green Bay, WI, 2005; B.A., University of Wisconsin, Green Bay, WI, 2003

C. Craig Lien, Term Faculty of Marketing Management

M.B.A., University of Saint Thomas, Saint Paul, MN, 1985

Samuel Lotegeluaki, Visiting Associate Professor of Social and Behavioral Sciences

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

Miriam E. Luebke, Professor of Psychology (1994)

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

David A. Lumpp, Professor of Theology (1992)

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

Lonn D. Maly, Assistant Professor of Education (1996)

M.S.Ed., Drake University, Des Moines, IA, 1988  
B.A., Concordia College, Saint Paul, MN, 1981

Steven V. Manderscheid, Associate Professor of Organizational Management (2004)

Ed.D., University of Saint Thomas, Saint Paul, MN, 2006; M.Ed., University of Minnesota, Minneapolis, MN, 1994; B.S., Saint Cloud State University, Saint Cloud, MN, 1990

Daniel Maroncelli, Assistant Professor of Mathematics (2013)

Ph.D., North Carolina State University, Raleigh, NC, 2013; M.A., Montana State University, Bozeman, MT, 2009; B.S., Montana State University, Bozeman, MT, 2007

Renata Mayrhofer, Instructor of Business Management

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

Charles McGriff, Term Faculty of Business (2013)

M.B.A., Washington University, St. Louis, MI, 1966; B.S., Iowa State University, Ames, IA, 1964

David L. Mennicke, Professor of Music (1998)

D.M.A., University of Arizona, Tucson, AZ, 1989; M.M., University of Arizona, Tucson, AZ, 1987; B.A., Saint Olaf College, Northfield, MN, 1983

Stephen T. Morgan, Professor of Psychology (1997)  
Ph.D., University of Wisconsin, Madison, WI, 1994; M.S., University of Wisconsin, Madison, WI, 1990; B.A., Creighton University, Omaha, NE, 1984

Monica Murray, Associate Professor of Music (2009)  
J.D., William Mitchell College of Law, Saint Paul, MN, 2005; D.M.A., University of Minnesota, Minneapolis, MN, 1993; M.M., Indiana University, Bloomington, IN, 1987; B.A., Saint Olaf College, Northfield, MN, 1983.

Angela Nippert, Associate Professor of Kinesiology and Health Sciences (2003)  
Ph.D., University of Minnesota, Minneapolis, MN, 2005; M.S., Western Illinois University, Macomb, IL, 1999; B.S., Moorhead State University, Moorhead, MN, 1997

Michele Pickel, Associate Professor of Education (1998) Ph.D., University of Missouri - Kansas City, Kansas City, MO, 2003; M.Ed., Southwest Oklahoma State University, Weatherford, OK, 1987; B.A., Concordia College, Saint Paul, MN, 1977.

Mark G. Press, Associate Professor of Religion (2006)  
Ph.D., Concordia Theological Seminary, Fort Wayne, IN, 2004; M.Div., Concordia Theological Seminary, Fort Wayne, IN, 1977; B.S., Concordia College, Seward, NE, 1972.

Thomas Ries, Professor of Business (2011)  
M.B.A., University of Minnesota, Minneapolis, MN 1988; M.Div., Concordia Seminary, St. Louis, MO, 1980; B.A., Concordia Senior College, Fort Wayne, IN 1976

Jerry Robicheau, Term Faculty of Education (2013)  
Ph.D., University of Minnesota, Minneapolis, MN, 1994; M.S., St. Cloud State University, St. Cloud, MN; B.S., Moorhead State University, Moorhead, MN

Jean Rock, Assistant Professor of Organizational Management (2003)  
Ph.D., Capella University, Minneapolis, MN, 2011; M.A., University of Minnesota, Minneapolis, MN, 1989; B.S., Bemidji State University, Bemidji, MN, 1984

Mark Rosenwinkel, Assistant Professor of Theatre (2009)  
M.F.A., Florida State University, Tallahassee, FL, 1981; B.A. Concordia College, Saint Paul, MN, 1977

Peter Rundquist, Associate Professor of Physical Therapy (2013)  
Ph.D., University of Minnesota, Minneapolis, MN, 2003; B.S., University of Minnesota, Minneapolis, MN 1989; B.A., Physiology, 1987

Matthew Ryan, Term Faculty of English  
M.F.A., Spalding University, Louisville, KY, 2009  
J.D., Thomas M. Cooley Law School, Lansing, MI, 1995; B.A., Indiana University, Bloomington, IN, 1989

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, Associate Professor of Information Technology in Management (1999)  
On sabbatical spring semester 2014  
Ph.D., Capella University, Minneapolis, MN, 2010; M.S., Capella University, 1998  
B.A., Concordia College, Saint Paul, MN, 1983

Mark T. Schuler, Professor of Theology and Greek (1994)  
Th.D., Concordia Seminary, Saint Louis, MO, 1991; S.T.M., Concordia Seminary, Saint Louis, MO, 1988 M.Div., Concordia Seminary, Saint Louis, MO, 1981; B.A., Concordia Senior College, Fort Wayne, IN, 1977

Rhoda Schuler, Term Faculty in Religion  
Th.D., Luther Seminary, Saint Paul 2002; M.A., College of Saint Benedict-Saint John's College, Saint Joseph, MN, 1993; B.A. Valparaiso University, Valparaiso, IN, 1977.

James Seemann, Term Faculty in Theatre  
Ph.D., Columbia Pacific University, San Rafael, CA, 1986; M.A., Illinois State University, Normal, IL, 1973; B.S., Valparaiso University, Valparaiso, IN, 1969

Barry J. Siebert, Term Faculty of Accounting  
M.B.A., Gallaudet University, 1982; B.S., Gallaudet University, 1973

Shari Speer, Term Faculty in Music  
M.M., Westminster Choir College of Rider  
University, Lawrenceville, NJ, 1986; B.M.E.,  
Augustana College, Rock Island, IL, 1980.

Suzanne Starks, Assistant Professor of Education  
(2005)  
Ed.D., Argosy University, Eagan, MN, 2009; M.A.  
Concordia University, Saint Paul, MN, 2000; B.A.  
Concordia College, Saint Paul, MN, 1989

Dale M. Trapp, Professor of Physics (1982)  
Ph.D., University of Minnesota, Minneapolis,  
MN, 1995; M.S., University of Michigan, Ann  
Arbor, MI, 1972; Colloquy, Concordia College,  
River Forest, IL, 1968; B.M.E., General Motors  
Institute, Flint, MI, 1967

Cate Vermeland, Term Faculty in Art  
M.F.A., University of Minnesota, Minneapolis,  
MN, 1993; B.A., University of Minnesota,  
Minneapolis, MN, 1983

Matthew Vraa, Term Faculty, Physical Therapy  
(2013)  
D.P.T., Regis University, Denver, CO, 2012;  
M.B.A., Argosy University, Eagan, MN 2009;  
M.P.T., Carroll University, Waukeshaw, WI,  
2002; B.S., Carroll University, Waukeshaw, WI,  
2001

Michael Walcheski, Professor of Family Life  
Education (1998)  
Ph.D., Western Michigan University, Kalamazoo,  
MI, 1998; M.A., Western Michigan University,  
Kalamazoo, MI, 1993; B.A., Concordia College,  
Saint Paul, MN, 1983

Barbara Washington, Term Faculty of Teacher  
Education  
M.A., University of Minnesota, Twin Cities, MN,  
1994; B.A., Concordia College, Saint Paul, MN,  
1974

Ervin Weinkauff, Instructor of Criminal Justice  
(2011)  
M.A., Concordia University, Saint Paul, MN,  
2008; B.A. Metropolitan State University, Saint  
Paul, MN, 1992

Kasya Willhite, Term Faculty in Education  
Ed.D., University of Saint Thomas, Saint Paul,  
MN, 2007; M.A., Saint Cloud State University,  
Saint Cloud, MN, 1999; B.A., University of Saint  
Thomas, Saint Paul, MN, 1994

Keith J. Williams, Professor of Art and 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, 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.

Barbara Wissink, Assistant Professor in Education  
Ed.D., Hamline University, Saint Paul, MN, 2010;  
M.A., University of Saint Thomas, Saint Paul, MN  
1996; B.A.S., University of Minnesota, Duluth,  
MN, 1987

Craig Witthaus, Term Faculty in Organizational  
Management and Communication  
M.A., University of Minnesota, Minneapolis, MN,  
1996; B.A., University of Minnesota, Minneapolis,  
MN, 1989

David Woodard, Term Faculty in 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

Lee Pao Xiong, Instructor of Asian Studies (2005)  
M.A., Hamline University, Saint Paul, MN, 1997;  
B.A., University of Minnesota, Minneapolis, MN,  
1990

Mary Ann Yang, Assistant Professor of Biology  
(2011)  
Ph.D., University of Illinois, Champagne-Urbana,  
IL, 2009; B.S., National Yang-Ming University,  
Taiwan, 2001

## GRANT PROGRAM FACULTY

Cynthia Croft  
State Special Needs Director, Project Exceptional.  
Director, Center for Inclusive Child Care  
M.A., Concordia University, Saint Paul, MN,  
2000; B.A., Lubbock Christian University,  
Lubbock, TX, 1978

## EMERITI FACULTY

Steven F. Arnold, Education and Director of Christian Education (1986-2009)  
 Robert E. Barnes, Physical Education (1947-1988)  
 Frederick A. Bartling, History (1961-1994)  
 David J. Bredehoff, Psychology and Family Life Education (1976-2013)  
 John E. Buegel, Biology (1960-2002)  
 Jeffrey E. Burkart, Education and Religion (1977-2009)  
 David E. Carlstrom, Chemistry (1978-1997)  
 Richard E. Carter, Theology (1991-2013)  
 John Eggert, Music (1978-2011)  
 Robert E. DeWerff, Organizational Leadership (1986-2009)  
 Victor Gebauer, Music and Theology (1966-1995)  
 George A. Guidera, Education (1993-2009)  
 Joan L. Hagman, Education and Library (1982-1991)  
 Eleanor Heginbotham, English (1994-2004)  
 Theodore G. Heinicke, Education (1969-1992)  
 Robert Holst, President and Theology (1991-2011)  
 Robert E. Holtz, Biology (1962-1998)  
 Julie Jochum Gartrell, Education (2001-2010)  
 Edith J. Jones, Education (2001-2008)  
 Kenneth P. Kaden, English and Education (1955-1993)  
 Judith Klingsick, Education (1978-1993, 1994-1996)  
 Charlotte M. Knoche, Library (1986-2009)  
 Roy E. Kramer, English (1961-1997)  
 Robert W. Leininger, Music (1965-1997)  
 Kay L. Madson, Sociology (1989-2007)  
 Loma R. Meyer, Education (1967-1993)  
 Marvin L. Middendorf, Greek and Latin (1957-1989)  
 William A. Niebergall, Education (1988-1997)  
 Charles R. Nuckles, Organizational Management (1997-2006)  
 Glenn W. Offermann, Library (1967-2000)  
 Carroll E. Peter, Physical Science (1955-1995)  
 Robert E. Rickels, Art (1962-1992)  
 Kathryn E. Schenk, Music (1969-2007)  
 Carl J. Schoenbeck, Education (1981-2006)  
 Barbara F. Schoenbeck, Education (1978-2005)  
 Donald H. Sellke, Education (1988-2005)  
 John M. Solensten, English (1977-1994)  
 Carol Stellwagen, Chemistry (1995-2004)  
 Stephen C. Stohlmann, Theology (1976-2008)  
 Eunice Streufert, Education (1988-2001)  
 Phillip C. Tesch, Applied Ethics (1986-2009)  
 Wilbur W. Thomas III, Business (1986-2009)  
 Thomas H. Trapp, Theology (1982 - 2012)  
 John W. Wenger, Mathematics (1967-1999)  
 Herman K. Wentzel, Education (1980-1993)  
 Dennis K. Zimmerman, Accounting (1997-2009)

## COURSE DESCRIPTIONS

ACC	201	Principles of Accounting (Financial Accounting)	4
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.			
ACC	202	Principles of Accounting (Managerial Accounting)	4
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)			
ACC	311	Intermediate Accounting I	4
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)			
ACC	312	Intermediate Accounting II	4
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)			
ACC	411	Advanced Accounting	4
This course covers the advanced study of accounting principles including: accounting for combined corporate entities, consolidated statement preparation and analysis, branch accounting, partnership accounting, accounting for international transactions, governmental accounting, non-profit accounting and accounting for bankruptcies, estates and trusts. (Prerequisite: ACC 312).			
ACC	412	Auditing	4
This course defines the ethical and legal responsibilities of the auditor and covers the topics of the preparation of the audit program and working papers for the audit of the financial statements in accordance with generally accepted auditing standards (GAAS). (Prerequisite: ACC312)			
ACC	413	Cost Accounting	4
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)			
ACC	415	Biblical Christianity	4
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 throughout different eras of history. Students learn how Christianity has shaped elements of management, how Biblical principles can shape individuals for strong leadership, and how to better understand Christians in the workplace within a Judeo-Christian culture.			
ACC	435	Philosophy of Values and Ethics	4
The students will understand and integrate ethics in professional and personal decisions. Students will apply an ethical framework called, The Stewardship Principles, to a variety of issues in the profession of Accounting and develop their own ethical framework for ethical decisions in their personal lives as well as in public and employment/work situations.			
ANT	101	Cultural Anthropology	2
Anthropology examines the perspectives of human existence in all places and time. Cultural anthropology looks particularly at the patterned behavior that people learn and practice in society. Both nonliterate societies are studied as well as the complex ones of Western cultures. While the course focuses on basic anthropological concepts, students may also learn by doing original fieldwork.			
ARC	101	Introduction to Biblical Archaeology	2
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.			
ARC	250	Near Eastern Archaeology	4
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.			
ARC	351	Field Archaeology	4
Through work at a field site, students gain experience in the excavation, recording, collection, conservation, and interpretation of material remains.			
ARC	488	Archaeology Ind. Study	1

ARC	498	Archaeology Lab Internship	2
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.			
ART	100	Fine Arts Colloquium	1
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.			
ART	101	Approaching Art	2
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.			
ART	102	2D Design	3
This course introduces the foundation design elements and principles for two-dimensional design. Compositional problems are introduced and solved in a studio setting. In addition basic two-dimensional media are introduced and explored during the different units of the course of study.			
ART	103	3D Design	3
This course introduces the foundation design elements and principles for three-dimensional design. Compositional problems are introduced and solved in a studio setting. In addition basic three-dimensional media are introduced and explored during the different units of the course of study.			
ART	104	Introduction to Art History	3
A captivating exploration of the history of art in the West and throughout the world, this course encourages students to develop an appreciation for a diverse range of works of art. Students will explore the creation of art, see it as critical thinking, and problem solving that has relevance to their lives. Students will also see art as a rich array of materials and aesthetic elements combined with the inner workings of the human spirit, passion, emotion, and creativity.			
ART	105	Color Theory	3
Traditional and contemporary approaches to color theory will be taught. These ideas will be beneficial for most studio areas and of particular importance to careers in design.			
ART	111	Drawing I	3
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)			
ART	121	Painting I	3
This course is designed to introduce students with fundamental concepts in oil and/or acrylic painting. Historical and contemporary approaches to painting will be addressed. Non-art majors can also succeed in this course.			
ART	141	Photography I	3
This course is designed to familiarize beginning students with the fundamental techniques and concepts of photographic practices and processes. The use and operation of the 35mm film camera, experimental and traditional black and white darkroom techniques and new digital technologies will be taught through demonstration and assigned projects. Photographic history and criticism will also be introduced. Portfolio production will be the main form of assessment in this introductory course.			
ART	142	Introduction to Digital Photography	3
This course is designed to engage students in the basic practices and techniques of creating images with digital technology. The course will focus on a series of varied projects and include aesthetic lectures and critique, as well as basic image manipulation with digital imaging software.			
ART	151	Sculpture I	3
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)			
ART	161	Ceramics	3
This introductory studio course is designed to familiarize beginning students with the fundamental techniques and concepts of contemporary ceramic art. Students will see and also investigate sculptural and vessel forms in clay, along with the relationship of drawing to the creative process. Although significant clay art history and technology will be taught, learning will be assessed primarily through portfolio production and review.			
ART	171	Survey of Western Art I	3
This course is designed to introduce students to fundamental concepts in art history as well as important masterworks from the western art tradition. Prehistoric work through the 14th C. will be addressed. Non-art majors can enjoy this course.			

ART	172	Survey of Western Art II	3
This course is designed to introduce students to fundamental concepts in art history as well as important masterworks from the western art tradition. 15th C. work through the present will be addressed. Non-art majors can enjoy this course.			
ART	202	Digital Art I	3
This introductory course is designed to familiarize beginning students with the fundamental techniques and concepts of design using computer technology as the primary medium. Students will build on drawing and composition skills to create designs with a variety of design software programs. Although technological and ethical issues in the field will be addressed, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART102, or consent of instructor).			
ART	211	Illustration	3
This course introduces the technical and conceptual skills for successful illustration. It is an important foundation for all design and applied arts fields.			
ART	212	Illustration	3
This course introduces the technical and conceptual skills for successful illustration. It is an important foundation for all design and applied arts fields.			
ART	221	Painting I	3
This course is designed to introduce students with fundamental concepts in oil and/or acrylic painting. Historical and contemporary approaches to painting will be addressed. Non-art majors can also succeed in this course.			
ART	231	Relief Printmaking I	3
This introductory course is designed to familiarize students with the fundamental techniques and concepts of relief and intaglio printmaking. Students will build on drawing and composition skills to create editions of prints. Techniques covered will include woodcut, linocut, collagraph, and monoprints. Although some history of printmaking will be presented learning will be assessed primarily through portfolio production and review.			
ART	241	Photography I	3
This course is designed to familiarize beginning students with the fundamental techniques and concepts of photographic practices and processes. The use and operation of the 35mm film camera, experimental and traditional black and white darkroom techniques and new digital technologies will be taught through demonstration and assigned projects. Photographic history and criticism will also be introduced. Portfolio production will be the main form of assessment in this introductory course.			
ART	251	Sculpture I	3
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)			
ART	261	Ceramics I	3
This introductory studio course is designed to familiarize beginning students with the fundamental techniques and concepts of contemporary ceramic art. Students will see and also investigate sculptural and vessel forms in clay, along with the relationship of drawing to the creative process. Although significant clay art history and technology will be taught, learning will be assessed primarily through portfolio production and review.			
ART	271	Survey of Western Art I	3
This course is designed to introduce students to fundamental concepts in art history as well as important masterworks from the western art tradition. Prehistoric work through the 14th C. will be addressed. Non-art majors can enjoy this course.			
ART	272	Survey of Western Art II	3
This course is designed to introduce students to fundamental concepts in art history as well as important masterworks from the western art tradition. 15th C. work through the present will be addressed. Non-art majors can enjoy this course.			
ART	282	Graphic Design I	3
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.			
ART	284	Graphic Imagery	4
This hands-on introduction to graphic design encompasses the fundamentals of design theory, process and practice. Emphasis is placed on the development of creative problem solving skills and processes primarily through the creation of structured iconography and letterforms. Students also explore visual communications-related professions and practices.			
ART	291	Adobe Creative Suite	3
Photoshop, InDesign, Illustrator, Dreamweaver, Acrobat, Bridge, Flash and much more. This project based course will explore the core print, web and interactive design possibilities within the Adobe Creative Suite Design Premium software package. The course material will be tailored to the experience level and interests of the students enrolled. The course is intended to be a jumpstart for the Graphic Design and other digital art courses offered by CSP.			

ART	300	Community Arts	4
This course is designed to introduce students to the variety of forms community arts programs have taken and are taking across the country. Facets of community arts programs such as legal aspects, funding issues, cooperation and collaboration, as well as aesthetic issues will be explored. Many fine and performing arts genre will be addressed and specific programs will be referenced and researched. Guest presenters from the Twin Cities will play a large part in this course.			
ART	302	Digital Art II	3
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 of instructor)			
ART	311	Figure Drawing	3
This course is designed to familiarize beginning students with anatomy and the figure as a subject matter vital in an artist's vocabulary. Students will build on drawing and composition skills to create designs with a variety of drawing media. Although the history of figurative art will be explored, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART102, ART111 or consent of instructor)			
ART	321	Painting II	3
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: ART221 or consent of instructor)			
ART	331	Relief Printmaking	3
This introductory course is designed to familiarize students with the fundamental techniques and concepts of relief and intaglio printmaking. Students will build on drawing and composition skills to create editions of prints. Techniques covered will include woodcut, linocut, collagraph, and monoprints. Although some history of printmaking will be presented learning will be assessed primarily through portfolio production and review.			
ART	332	Screen Printmaking	3
This course is designed to familiarize beginning students with the fundamental techniques and concepts of silkscreen printmaking. Students will build on drawing and composition skills to create editions of silkscreen prints. Techniques covered will include cut, painted and photographic stencils. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review.			
ART	333	Intaglio Printmaking	3
This course is designed to familiarize beginning students with the fundamental techniques and concepts of intaglio printmaking. Students will build on drawing, composition, and other art skills to create editions of intaglio prints. Techniques covered will include etching, dry point, aquatint, collagraph, monoprinting and photo-polymer plates. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review.			
ART	341	Photography II	3
This course expands students' knowledge of the use of the 35 mm camera and black and white darkroom processing and printing. Students learn to control film exposure and development in order to make consistently good prints. Photographic theory is introduced. Students will fully explore their ideas through shooting a lot of film. Learning will be assessed primarily through portfolio development and review, as well as class participation. (Prerequisite: ART 241 or consent of instructor.)			
ART	342	Digital Photography	2
This course will investigate the unique approaches to digital photography as an art form. This field will be compared and contrasted with black and white photography and also explored as its own unique area of artistic investigation. Emphasis will be given to seeing and thinking like an artist.			
ART	351	Sculpture II	3
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: ART251 or consent of instructor)			
ART	357	Art in Secondary Education	2
This course guides prospective junior and senior high school art teachers in understanding the spirit of art teaching and equips them with knowledge and skills necessary for successful teaching. Students will be involved in practical problems of school art both in the classroom and outside the classroom. The course deals with aesthetics, critical program evaluation, research, history and skill building and idea awareness in Discipline Based Art Education. (Prerequisite: acceptance in education program or consent of instructor)			
ART	358	Advanced Art Education	2
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)			

ART	361	Ceramics II	3
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: ART261 or consent of instructor)			
ART	370	Mexican Art and Culture	2 or 4
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 carry most of the course content. Students must also complete a project following up on the experiential learning.			
ART	372	Early Epoch of Christian Art	3
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.			
ART	373	Italian Renaissance and Baroque Art	3
This course examines in depth drawing, painting, sculptural and architectural traditions from the early Renaissance through the 18th C. The course links artistic developments with cultural influences, with an emphasis on Italian art, but also inclusive of northern Europe. (Prerequisite: ART172 or consent )			
ART	374	Art of Mexico	4
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)			
ART	376	Ethnographic Art	4
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)			
ART	382	Graphic Design II	3
This course develops sophisticated applications in the discipline of graphic design. The course helps students develop their professional portfolio for applied arts areas.			
ART	383	Web Design	3
The Web Design course is structured to teach the visual, communication and marketing aspects of a good website. It is a project based course where students will create websites and web content using Adobe Creative Suite software (Dreamweaver, Photoshop, Flash) and other web-related tools. Course material will be tailored to the experience level of students enrolled in the course.			
ART	384	Typography 1	4
An introductory graphic design study of written communication through the craft and art of letterforms and application of typographic principles. It serves as an introduction to typography as an element in the design process. The course is taught as a skill and an art form. It explores the dynamics of type in context. From the traditions of book design to the frontier of digital and interactive typography, students explore type as a design and communication tool, investigating these contexts through the lens of historical innovation.			
ART	387	Art in Secondary Education	2
This course guides prospective junior and senior high school art teachers in understanding the spirit of art teaching and equips them with knowledge and skills necessary for successful teaching. Students will be involved in practical problems of school art both in the classroom and outside the classroom. The course deals with aesthetics, critical program evaluation, research, history and skill building and idea awareness in Discipline Based Art Education. (Prerequisite: acceptance in education program or consent of instructor)			
ART	411	Advanced Drawing	4
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: ART311 or consent of instructor)			
ART	421	Advanced Painting	4
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: ART321 or consent of instructor)			

ART	431	Mixed Media Graphics	3
This course is designed to familiarize intermediate students with alternative and advanced graphics techniques, in particular photographic and digital applications for printmaking, as well as digital prints and non-silver photography. Contemporary issues and themes in graphics will be discussed. Learning will be assessed primarily through portfolio production and review. (Prerequisites: ART102, ART111, and one of the following: ART141, 202, 231, 232, 233, or permission)			
ART	435	Advanced Printmaking	4
This course is designed to encourage the individual stylistic development of advanced printmaking students. Students may explore new printmaking media while applying previously learned techniques in creating more developed projects. Learning will be assessed primarily through portfolio development and review. This course may be repeated for credit.			
ART	441	Advanced Photography	4
This course is designed to establish personal style in photography. Traditional treatment of the medium will be investigated along with creative and divergent photographic expressions. Computer applications in photography will be introduced and explored. Significant emphasis will be placed on developing skills in formal and iconographic criticism. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 341 or consent of instructor)			
ART	451	Advanced Sculpture	4
This course is designed to develop personal style in sculpture. Contemporary issues in sculptural media and theory will be addressed. Learning will be assessed primarily through portfolio production and review.			
ART	461	Advanced Ceramics	4
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: ART361 or consent of instructor)			
ART	471	The Revolution:19th C. Art	3
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.			
ART	472	19th and 20th Century Art and Design	4
This course examines the revolutionary developments in painting, sculptural and architectural traditions from the 19th C. as well as the Modernist traditions of the first half of the 20th C. and the initial Post-Modern trends that follow. The course links these artistic developments with world-wide cultural influences. In addition, special attention is given to the history of design.			
ART	473	History of Photography	3
This course introduces students to 19th, 20th and 21st century photographic technologies, practitioners and images. Emphasis is on Western photographic practices and the impact that the invention of photography has had on our understanding of the world around us from science, history, culture, aesthetics, politics, current events, and every-day life.			
ART	481	Topics in Art: _____	4
This teacher directed course will center on advanced and narrowly defined studio or art historical investigations to be announced. The course focus may introduce unfamiliar or unusual media, or subjects, or provide very advanced level knowledge of a familiar discipline. (Prerequisites: ART101 and consent of instructor)			
ART	482	Graphic Design III	4
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.			
ART	483	Web Design	3
This course explores the more advanced visual, communication and marketing aspects of professional websites. It is a project based course where students will create websites and web content using Adobe Creative Suite software(Dreamweaver, Photoshop, Flash) and other web-related tools. course material will be tailored to the experience level of students enrolled in the course.			
ART	484	Typography 2	4
The culmination of all previously taught typographic competencies, this course focuses on developing type skills applicable to the work a designer is assigned at recognized design and advertising firms. Advanced project work addresses functional as well as expressive typography. The class requires students to develop concepts, present and explain their ideas, and bring their solutions to life.			
ART	485	Graphic Design Senior Projects 1	4
The advanced culmination of all previously taught graphic design skills and proficiencies. Project work centers on complex applications incorporating a wide spectrum of creative solutions to both practical and experimental design problems. Portfolio development and artistic professionalism is stressed.			

ART	486	Graphic Design Senior Projects 2	4
This rigorous studio course is designed to facilitate challenging, individual directions in design and critical thinking. Students map out a plan of study for the semester and work on a series of related ideas that culminate in a cohesive body of work. Students are expected to refine their understanding of contemporary issues and historical approaches related to their specific concept or process, and bring an advanced competency to the technical and formal concerns that inform their work. Through frequently scheduled critiques, and a developed designer statement, an emphasis will be placed on developing a process of self-evaluation to clarify visual choices and express and defend individual artistic points of view. Over the course of the semester students will investigate exhibition design and prepare for the exhibition and presentation of their work.			
ART	487	Art Education Capstone	2
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)			
ART	489	Mentored Study	1
This opportunity encourages the student to establish advanced study in an art medium with an internship within the institution in any desired discipline. The mentor relationship will be a guided experience, which encourages the student toward mastery of a studio or historical discipline. Assessment will be through contractual arrangement with the guiding mentor. (Prerequisite: advanced work completed in the field desired)			
ART	491	Theories in Contemporary Art	3
This seminar style course discusses theories and ideas that underpin the current art world. The approaches of many current artists and critics are examined.			
ART	498	Arts Internship	1
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.)			
ART	499	Art Senior Seminar	1
This course serves as the capstone experience in the Art Department. The course will vary somewhat based on the student's degree sought. It will normally be the production of a solo exhibition, or of a professional design portfolio, or a Community Arts experience. The work produced and presented must be the student's current work. Individual directions will be developed with the professor and student's advisor. (Prereq Senior standing or Instructor consent)			
BIO	100	Biology Today	3
This course challenges students to confront, evaluate, and integrate the major discoveries and principles of the biological sciences within their worldview as members of contemporary society. Major themes of the course include the role of genes and inheritance in human growth and development; health and behavior; human origin and relationship to the Earth's biodiversity; and human impact on, role within, and responsibility for the integrity of the biosphere. Lectures, readings, discussions, films, and laboratory activities comprise the course. (Prerequisites: none. Students planning further study in biology or other natural sciences should complete BIO120 and BIO130.)			
BIO	102	Biology 102	4
This augmented version of Biology Today challenges students to confront, evaluate, and integrate the major discoveries and principles of the biological sciences within their worldview as members of contemporary society. Major themes of the course include the role of genes and inheritance in human growth and development; health and behavior; human origin and relationship to the Earth's biodiversity; and human impact on, role within, and responsibility for the integrity of the biosphere. Lectures, readings discussions, films and laboratory activities comprise the course.			
BIO	120	Biology I: The Unity of Life	4
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)			
BIO	130	Biology II: The Diversity of Life	4
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 Eukaryote, 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)			
BIO	210	Genetics	4
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, extra nuclear genomes and quantitative genetics. Problem solving will be emphasized. Three lecture/discussion sections and one three hour laboratory period per week. (Prerequisite: BIO120)			

BIO	230	Animal Biology and Physiology	
This course provides a comparative study of major animal groups within a taxonomic, morphological and physiological framework. Major topics include animal cells, animal tissues, organ systems, animal phylogeny, life cycles and development. Three lecture sessions and one three hour laboratory period per week. (Prerequisites: BIO120)			
BIO	230	Animal Biology and Physiology	4
This course provides a comparative study of major animal groups within a taxonomic, morphological and physiological framework. Major topics include animal cells, animal tissues, organ systems, animal phylogeny, life cycles and development. Three lecture sessions and one three hour laboratory period per week. (Prerequisites: BIO120)			
BIO	300	Microbiology	4
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)			
BIO	315	Human Anatomy and Physiology I	4
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)			
BIO	316	Human Anatomy and Physiology II	4
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: BIO316 or instructor consent)			
BIO	330	Cell Biology	4
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 prerequisite: BIO120 and BIO210 or instructor consent)			
BIO	340	Science Issues and Ethics	4
This course includes a short introduction to the study of philosophy and ethics, followed by critical analyses of current issues in health and environmental sciences. Ethical discussions are framed in a solid understanding of the science behind each topic. The course will include a variety of formats, including reading and reviewing papers and/or texts, analyzing case studies, and participating in class discussions. (Prerequisite: BIO120 and CHE115).			
BIO	350	Medical Terminology	2
This course will help students learn the components of medical terms. Students will learn the basic elements of words, such as roots, prefixes, suffixes, combining vowels, and combining forms in order to understand, the word's meaning. Students will be able to apply the meaning of the word to an anatomical structure, physiological function or pathology, the course will be mainly online but with several scheduled face-to-face meetings for discussion and examination.			
BIO	415	Biology of Aging	3
This 3 credit course will focus on theories of human aging from a biological perspective. The structural and functional changes that occur during the aging process will be investigated at several levels: molecular, cellular, tissue, and organ system. The symptoms and clinical management of age-related diseases will also be explored. This course is targeted for students interested in the health sciences and is required for the gerontology minor/certification. Prerequisite: BIO120 (preferred) OR BIO100			
BIO	430	Immunology	3
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)			
BIO	440	Human Gross Anatomy	4
This course is a comprehensive study of human anatomy which includes dissection of a human cadaver. Skeletal, muscular, nervous, digestive, cardiovascular, respiratory, and urogenital systems will be covered, and emphasis will be placed on the relatedness of structure and function.			
BIO	450	Special Topics in Biology	1
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)			
BIO	455	Research Proposal	1
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.)			

BIO	456	Research in Biology	4
This course offers students an opportunity to do original research in an area of expertise of one of the biology faculty members. When applicable, the research will be followed with presentation of a poster or a paper at a research symposium.			
BIO	460	Neuroscience	4
This course introduces the rapid growing field of neuroscience. The course covers topics ranging from neuronal structure and function, synaptic communication and signaling, gross organization of the brain and spinal cord, to sensory and motor responses as well as higher functions such as learning, memory, and cognition.			
BIO	488	Independent Study	
Independent Study courses can be designed by the student and instructor to meet special needs. Presently offered as independent study are Scientific Presentation and Bottle Biology, both one credit experiences.			
BIO	497	Biology Teaching Assistant	4
Students enrolled in this course will work with a faculty member to gain teaching experience in biology courses. Activities may include: designing laboratory exercises; working with students in laboratory, classroom and tutoring environment; preparing and delivering lectures; developing course materials; and grading.			
BIO	498	Biology Internship	2
This internship is designed to provide students with a work/educational experience which will help them determine their future educational and occupational goals.			
BPM	100	Getting Started in Business Process Management	1
To maintain competitiveness in local and international markets, it is increasingly essential to formally manage your business processes. This course explores the need for a business process focus, the essential steps for process management, and the critical success factors for making the effort successful. It provides a practical framework for understanding process and describes tried and true process management concepts and techniques. It explains the foundation of using and developing metrics, and it describes the role of the Process Owner, the most crucial member of a Business Process Management effort. Presented in a methodology-neutral way, participants can easily apply the knowledge and skills to any environment, and use the techniques immediately upon leaving class. Class, team, and individual exercises provide practice based on information gleaned from a detailed case study. It is also the foundation for other BPM courses.			
BPM	101	Business Process Modeling	2
To harness the work done in organizations, and to increase productivity, it is essential to understand how to model business processes. This course explores the need for modeling business processes, how process modeling is one part of a larger framework for achieving higher quality through Business Process Management, the essential steps to process modeling, and the critical success factors for making the effort successful. It provides a practical framework for understanding and modeling business processes and describes how to develop a variety of process model types.			
BPM	103	Business Process Improvement	2
This course explores the need for a business process focus, the essential steps for process improvement, and the critical success factors for making the effort successful. It provides a practical framework for improving process and describes many tried and true process improvement concepts and techniques. Lastly, it provides valuable tips and techniques to introduce process changes effectively, to get the most from your process improvement effort. Presented in a methodology-neutral way, participants can easily apply the knowledge and skills to any environment, and use the techniques immediately upon leaving class.			
BUS	310	Organizational Behavior	4
Organizational Behavior is an interdisciplinary field of study and practice that investigates the impact of individuals, groups, structure, and environments on organizations. Students examine motivation, decision making, organizational structures, and processes that shape organizational culture. Students will be introduced to an ethical framework for decision making and leading management theories and tools.			
BUS	330	Business Economics	4
Analytical approaches and tools of the economics discipline are introduced and used to examine current issues and problems that arise in the functioning of economic systems. Microeconomic and Macroeconomic tools, concepts and theories will be applied to analyze real world problems from a variety of perspectives.			
BUS	340	Business Analytics I	4
In this course students will apply tools and concepts from mathematics and statistics to learn a portfolio of tools used in business. Mathematical and statistical concepts include descriptive statistics, mathematical modeling, ratios and percentages, probability and counting rules, probability and decision analysis, hypothesis testing, correlation, regression, chi-square, and analysis-of-variance.			
BUS	350	Innovative Marketing and Social Media	4
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.			
BUS	360	Corporate Accounting and Budgeting	4
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.			

BUS	410	Operations, Technology and Quality Management	4
This course will discuss the theoretical foundations for production management. The course will focus on the management of resources such as the production process, the management of equipment and machinery, facilities and maintenance, materials management, inventory control, quality control, scheduling, and purchasing. The course will also introduce students to theories and tools for quality management and the management of technology and information systems.			
BUS	420	Corporate Finance	4
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.			
BUS	430	Legal and Ethical Environment of Business	4
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. Students will also learn about the connection between law and ethics.			
BUS	440	Business Analytics II	4
In this course students will be introduced to the growing field of Business Intelligence and Data Analytics. Topics include data mining, text mining, business intelligence architecture, data reporting systems and data visualization tools.			
BUS	450	Business Analytics II	4
In this course students will learn to use various tools to analyze data and make predictions. These tools include probability analysis, hypothesis testing, regression analysis, linear programming and tools for financial analysis.			
BUS	490	Business Strategies	4
In this course students will apply core business skills and their ethical framework for decision making to solve real world challenges through various techniques such as case studies, business plans and field work.			
BUS	497	Study Abroad: Chile	4
International travel course that supports students' program learning with first-hand experience. Students explore business topics of interest, such as marketing, management, leadership or operations from an international perspective.			
BUS	499	Internship	
BUS	597	Study Abroad: Chile	4
This international travel course supports students' program learning with first-hand experience.			
CHD	261	The Meaning of Inclusion: Practical and Philosophical Implications	1
This course examines inclusion as both a philosophy and a real-time practice. The course offers a look at the benefits and challenges to including children with special needs in community settings.			
CHD	310	Growth/Development Child	4
This is a broad sketch of human growth and development from pre-natal stages to elementary age. Developmental processes are studied from a biological and developmental perspective. Personality development and the effects of temperament on learning are discussed.			
CHD	320	Role Early Childhood Educator	4
This foundational course discusses the roots of early childhood education and the purposes of early childhood in today's society. The historical and present role of adults within the field of early childhood will be examined. Learners will explore NAEYC's code of ethics and its implications for the profession.			
CHD	330	Best Practices in EC	4
This class provides the theoretical framework and best practices for working in early childhood settings. Learners examine how individualized curriculum and environment can be integrated through developmentally appropriate practices in order to promote the cognitive and social development of children.			
CHD	400	Introduction to Early Childhood Education	3
This seminar helps students grasp the breadth, depth, and foundations of early childhood education.			
CHD	401	Returning Student Seminar	2
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.			
CHD	402	Writing for Educators	3
Early childhood staff of all levels (directors, teachers, assistants, aides, family child care, etc.) must demonstrate professionalism as strong communicators not only verbally, but as writers, as well. This course will lay the ground work of writing expectations in the program, and serve to remediate as needed.			

CHD	410	Growth and Development of Children	3
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 Grwth	3
This course studies the social, psychological and emotional growth of children from prenatal to elementary ages. Issues of attachment, perspective-taking and friendship are discussed.			
CHD	415	Biblical Christianity	4
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	422	Human Diversity and Relations	3
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	3
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	435	Developmentally Appropriate Practices in Early Childhood Education	3
This is a historical, present, and future perspective of developmentally appropriate practices. Appropriate classroom practices and current topics are discussed.			
CHD	440	Children's Play and Learning	3
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	3
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	3
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	451	Dual Language Learners	3
This course will address the needs of the early childhood classroom professional. The course will move beyond the basics of child development to help educators understand the natural progression of second-language acquisition in young children.			
CHD	460	Behavior Guidance in Early Childhood	3
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	461	Ethics in Early Childhood	3
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.			
CHD	470	Parent Education: Methods and Materials	4
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	3
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.			
CHD	490	Portfolio and Synthesis	3
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.			
CHD	610	Growth and Dev of Children	4
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	620	Role Early Childhood Educator	4
This foundational course discusses the roots of early childhood education and the purposes of early childhood in today's society. The historical and present role of adults within the field of early childhood will be examined. Learners will explore NAEYC's code of ethics and its implications for the profession.			
CHD	630	Best Practices in Early Chldhd	2
This class provides the theoretical framework and best practices for working in early childhood settings. Learners examine how individualized curriculum and environment can be integrated through developmentally appropriate practices in order to promote the cognitive and social development of children.			
CHE	110	Chemistry in Perspective	3
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.			
CHE	115	General Chemistry I	4
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)			
CHE	116	General Chemistry II	4
Continuation of General Chemistry I. 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)			
CHE	141	Household Chemistry	3
A general education course emphasizing applications of chemistry to daily living. Topics range from baking to medications, from cleaning to cosmetics and from secrets under the sink to close encounters with clothing. Hands-on lab activities supplement the topics. (Prerequisites: A high school chemistry course and access to a kitchen and basic utensils)			
CHE	150	Real World Chemistry	4
This general education course explores applications of chemistry outside of the laboratory to typical living environments. This includes chemicals used in the kitchen, garage, bathroom and work places. Hands-on lab activities supplement the topics.			
CHE	221	Organic Chemistry I	4
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.			
CHE	222	Organic Chemistry II	4
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.			
CHE	230	Environmental Chemistry	3
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)			
CHE	326	Analytical Chemistry I	4
Introduction to the wet and instrumental 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.			
CHE	328	Introduction to Biochemistry	4
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: CHE321)			
CHE	431	Advanced Inorganic Chemistry	3
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, CHE321, CHE326, MAT135, MAT255, PHS221, PHS222, or permission of instructor.)			
CHE	456	Research in Chemistry	1-6
This course offers students an opportunity to do original research in an area of expertise of one of the chemistry faculty members. When applicable, the research will be followed with presentation of a paper at an undergraduate research conferences and submission of a paper for publication. Two to three hours of laboratory and/or library work per credit per week.			

CHE	497	Chemistry Teaching Assistant	4
Students enrolled in this course will work with a faculty member to gain teaching experience in chemistry courses. Activities may include: designing laboratory exercises; working with students in laboratory, classroom and tutoring environment; preparing and delivering lectures; developing course materials; grading.			
CHE	498	Internship in Chemistry	2
The internship is designed to provide students with a work/educational experience that may help determine future educational and occupational goals.			
CHM	120	Exploratory Lab in Christian Ministries	1
Students explore Christian ministry through various roles and are introduced to the portfolio process leading toward consideration of and entry into the Christian Ministry professional programs.			
CHM	266	Formational Models for Christian Ministries	3
Through an exploration of the scriptural, theological, historical, and social foundations of Christian ministry, students develop a personal philosophy of ministry and mission statement. Flowing out of this philosophy, students explore essential leadership skills for effective Christian ministry practice and service. As a major project throughout the course, students develop a professional Christian ministry portfolio.			
CHM	268	Introduction to Christian Ministry	4
Through an exploration of scriptural, theological, historical and social foundations of Christian ministry, students work to develop a personal philosophy of ministry. In addition, students study and utilize essential leadership skills for effective Christian ministry practice and service. As a major project throughout the course, students develop a professional Christian ministry portfolio.			
CHM	280	Caring Christian Witness	2
Students are equipped with practical ways to share the Gospel in the context of a growing friendship with others. Students develop skills in nurturing relationships, recognizing barriers and opportunities, dealing with fears, listening actively, and applying Law and Gospel to the needs of the hearer.			
CHM	310	Equipping God's People	3
Students study the theological framework of volunteer ministry, understand the connection of vocation and gifts-based volunteer ministry, explore the best practices in volunteer management, and apply learning to the design of a volunteer ministry program for a specific ministry site.			
CHM	312	Youth Ministry	3
Students develop the insights and skills necessary to facilitate a relational and integrated approach to youth ministry with and for youth in a congregation, which emphasizes peer, family, and congregational support networks.			
CHM	314	Family and Children Ministry	3
Students explore the societal and cultural contexts of family and children's ministry, apply foundational Christian educational theory, and work with current and emerging approaches to Christian education across the lifespan.			
CHM	316	Leadership I	4
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.			
CHM	317	Outdoor Ministry	2
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.			
CHM	320	A Nurturing Christian Ministry	3
Students explore the scriptural, theological, and historical role of Christian education within the church. This exploration will equip students to nurture Christians in the faith across the lifespan through an intentional implementation of Christian educational programs and experiences.			
CHM	321	Foundations for Teaching and Learning	4
Students explore the scriptural, theological and historical role of Christian education within the church. This exploration will equip students to teach the faith across the lifespan through an intentional implementation of Christian educational programs and experiences.			
CHM	322	Leadership in Christian Ministry	3
Students study and apply leadership models for guiding Christian ministry organizations into the future. Servant and team leadership, founded upon scriptural and contemporary study, serve as foundational leadership models for student exploration. The course equips students with key managerial and administrative skills essential for organizational leadership.			
CHM	324	Strategic Approaches in Christian Ministry	3
Students explore and apply current strategic planning theories, methods, and tools to help Christian ministry organizations fulfill their missions within ever-changing communities and cultural contexts.			

CHM	326	Healthy Congregational Change	2
Students study how to guide and assist congregations through the necessary process of productive change. Through case study analysis and projects, students apply organizational change and systems theory to congregations and ministry organizations.			
CHM	330	Cultural Contexts and Faith Development	4
Students study the practice of Christian ministry within different cultural contexts and across the lifespan, paying particular attention to applying principles of biblical interpretation and a Lutheran understanding of Law and Gospel to the design and implementation of ministry experiences. Through applied projects, students develop a commitment to a reflective practice that respects diverse voices and beliefs.			
CHM	370	Christian Ministry Field Work I	1
Participants will have opportunity to work in a local congregation under the supervision of a parish professional. A minimum of five hours of service per week, in addition to one seminar hour, is required.			
CHM	371	Mission of God in Christian Ministry	3
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 it discloses that intent in biblical narratives and texts as well as in Lutheran theology and the Lutheran Confessions.			
CHM	372	Christian Ministry Field work II	1
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.			
CHM	381	Congregational Outreach	3
Students explore a multi-phase organizational strategy for outreach, analyze a variety of approaches to outreach and, by means of class and field experiences, design a model of congregational outreach suitable to a chosen contextual setting.			
CHM	382	Congregational Discipleship	3
Students explore and apply the biblical principles of and methods for welcoming, discipling, and incorporating people into a Christian congregation. Students also develop an understanding of a congregational ministry to people who have withdrawn from Word and Sacrament ministries.			
CHM	384	Entrepreneurial Ministries	3
Students explore and analyze biblical principles and entrepreneurial strategies for the formation of ministries that can lead to church starts in various settings and contexts.			
CHM	401	Faith Development Across the Lifespan	3
Students study the practice of teaching the faith across the lifespan, paying particular attention to principles of biblical interpretation from a Lutheran perspective. The participant will develop a philosophy of teaching that incorporates an understanding of educational theory and practice, and uses tools and skills needed for appropriate biblical study and teaching within a Lutheran framework.			
CHM	416	Issues in Christian Education	1
Students collaborate with faculty to explore selected topics and issues within the contemporary Christian education context. Participants develop practical responses and explore organizational and personal change strategies.			
CHM	418	Adult Ministry	3
Students explore theories of adult learning, spiritual formation, and effective teaching and adult spiritual direction strategies. Participants utilize a planning process for initiating adult education programs in the congregational setting for faith formation.			
CHM	420	Capstone in Christian Ministry	2
Students reflect on and formalize their understanding of Christian ministry in the context of their personal identity in Christ, the broader ministry of the Gospel, and their vision of future ministry and personal growth, in the process incorporating their understanding of faith and learning with vocation.			
CHM	430	Children and Confirmation Ministry	4
Current and emerging theories of children's ministry serve as the foundation for developing engaging children's ministry practices, experiences and programs. Additionally, students research and plan effective approaches to confirmation programming. There is a fieldwork component to this course.			
CHM	435	Teaching and Leading Adults	4
Adult learning theory serves as a foundation for the development of adult education programs and experiences. Throughout this course students explore and apply theories of adult learning, spiritual formation, effective teaching methods and adult spiritual direction strategies. Participants utilize a planning process for initiating and leading adult education programs in ministry settings. There is a fieldwork component to this course.			
CHM	440	Speaking the Gospel	4
Students explore the practical application of models of personal witness and Christian apologetics through the development of skills in nurturing relationships, recognizing barriers to and opportunities for faith-sharing, dealing with fears, listening actively, and effectively applying Law and Gospel to the needs of the hearer. There is a fieldwork component to this course.			

CHM	445	Practice of Missions in the 21st Century	4
Students explore the basic tenets of living a mission-focused lifestyle in various cultures and contexts in North America and around the world by becoming familiar with issues related to crossing cultural barriers. These include culture shock; spiritual, physical, and emotional health; learning language and culture; team development; and integrative vocational practices. There is a fieldwork component to this course.			
CHM	472	Living and Working in God's Mission Field	3
Students apply the biblical mission mandate to the challenges and joys of every believer's life as a missionary in various cultures and contexts in North America and around the world. Students become familiar with issues related to being missionaries, such as culture shock; spiritual, physical, and emotional health; language and culture learning; team ministry; and developing support networks.			
CHM	480	Foundations for Urban Ministry	3
Students focus on the distinct outreach opportunities and approaches of an urban context and develop a theological perspective that moves them to connect human care and evangelistic ministry in 21st century urban centers.			
CHM	481	Christian Response to Religions of the World	2
Students review the core tenets of the major religions of the world and how Christian witnesses develop skills to listen sympathetically, analyze critically, and respond appropriately from a Lutheran theological perspective to people of other major faith systems.			
CHM	486	Issues in Christian Outreach	1
Students collaborate with faculty to explore selected topics and issues within the contemporary context of outreach leadership. Participants develop practical responses to personal experiences and explore organizational and personal change strategies.			
CHM	488	Independent Study	1
CHM	490	Theory to Action: Capstone in Christian Ministry	2
Students reflect on and formalize their understanding of Christian ministry in the context of their personal identity in Christ, the broader ministry of the Gospel, and their vision of future ministry and personal growth. Students prepare and present a capstone Christian Ministry project.			
CHM	495	DCO Internship I	6
This internship is a full-time, supervised parish or cross-cultural outreach experience in the ministry of a cooperating congregation, mission organization, or Bible translation agency, extending from two to three semesters.			
CHM	496	DCO Internship II	6
This internship is a full-time, supervised parish or cross-cultural outreach experience in the ministry of a cooperating congregation, mission organization, or Bible translation agency, extending from two to three semesters.			
CHM	497	Introduction to International Mission Director of Christian Education Internship	6
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.			
CHM	498	DCE Internship I	6
The internship provides DCE students a full-time supervised involvement in the educational ministries of an approved congregation-based site for a 12-month period, emphasizing active leadership in a variety of professional tasks.			
CHM	499	DCE Internship II	6
The internship provides DCE students a full-time supervised involvement in the educational ministries of an approved congregation-based site for a 12-month period, emphasizing active leadership in a variety of professional tasks.			
CI	550	History of Ideas in Education	3
A review of the ideas and philosophies, past and present, which influence educational practices.			
CI	551	Psychology of Learning and Teaching	3
An advanced overview of the application of psychological principles, theories, and methodologies to issues of learning and teaching.			
CI	552	Curriculum Theory	3
An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation.			
CI	553	Instructional Strategies	3
Theory and strategies of designing technology-rich environments to support active learning in schools.			
CI	554	Curriculum and Instruction	3
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	555	Instructional Technology	3
Theory and strategies for designing technology-rich environments to support active learning in schools.			

CI	556	Supervision and Improvement of Instruction	3
Theory and practice of supervision of educational programs and personnel with a focus on improvement.			
CI	560	Curriculum and Instruction in Literacy	3
An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation for literacy.			
CI	561	Foundations of Literacy	3
A survey of the historical and theoretical development of literacy education and expectations for becoming an effective literacy teacher.			
CI	562	Literacy Strategies for Grades K-6	3
An investigation of literature and effective literacy strategies for the elementary classroom.			
CI	563	Literacy Strategies for Grades 7-12	3
A review of adolescent literature and effective literacy strategies for learners in grades 7-12.			
CI	564	Assessment , Evaluation and Supervision in Literacy Programs	3
Administration and analysis of individual and group assessments and strategies for supervising literacy programs and communicating student progress.			
CIT	500	Foundations and Trends in Educational Technology	3
A survey of the historical and theoretical development of educational technology and an examination of future trends in K-12 education.			
CIT	505	Designing and Implementing Educational Technology	3
An examination of how to best enhance student achievement through effective incorporation of various software and hardware.			
CIT	510	Utilization of Social Media in the Classroom	3
The study of various social media modes to engage the learner and enhance instruction			
CIT	515	Professional Development and Leadership in Educational Technology	3
A focus on leadership and professional development in planning and integrating educational technology.			
CJU	402	Returning Student Seminar for Criminal Justice	4
This course will provide each student with an opportunity to reflect on their decision to return to college. Emphasis will be on preparations for their return to college and their development of a learning plan. Students will focus on time management, organizational skills, and practical writing for criminal justice practitioners. Extensive time will be devoted to writing fundamentals, such as mechanics, sentence structure, academic and professional prose and APA style.			
CJU	404	Practical Writing for Criminal Justice Practitioners	3
This writing course, designed for criminal justice practitioners, will explore various writing fundamentals, such as mechanics, sentence structure, academic and professional prose, and APA style.			
CJU	412	Criminal Justice and the Media	2
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 for Criminal Justice	4
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 in Criminal Justice	4
Information today grows exponentially. This course teaches students to identify information needs in their profession, know and access criminal justice data bases, discern legitimate information, manage the data, and present information in an articulate, professional manner. Students will effectively integrate sources in academic writings using APA style.			
CJU	431	Inside the Criminal Mind	4
This course explores theories and research of criminal behavior. Students will examine how past and present understanding of criminals has determined responses of society and the criminal justice system.			
CJU	435	Philosophy of Values and Ethics	4
Students examine the issues of accountability in government and business regarding human rights and ethics through readings, discussion and debates. Exploring both ethical theory and personal values, students develop a system for making ethical decisions in their personal and professional lives. This course also explores the emotional and physical risks associated with their work and helps develop strategies that will nurture maintaining physical and emotional health.			

CJU	437	Systems Thinking in Criminal Justice	4
Given the dynamic complexity of organizations, it is vital that professionals have an understanding of how organizations and systems interact. This course provides the skills to diagnose interactions and engage in finding solutions to problems. "Systems thinking" serves as one of the threads of continuity running throughout this degree program.			
CJU	451	Diversity in Criminal Justice	4
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
This course will develop the understanding and working knowledge of constitutional law that professionals in this field are expected to have. Students will review constitutional history and basic concepts to understand interpretations of the Constitution by the United States Supreme Court impacting criminal justice, and learn practical research strategies to find law.			
CJU	453	Troubled Youth in the Criminal Justice Corrections System	4
This course explores why and how governments have always treated children differently than adults. Theories of delinquency and the corresponding responses by society through the criminal justice system are addressed, as are current data, trends and programs. Students will also explore the challenges facing juvenile corrections in a society that continues to change in demographics, norms, and expectations of criminal justice.			
CJU	454	Criminal Justice Wellness	2
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
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 for Criminal Justice	4
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	Criminal Justice Portfolio	4
This final course is designed to help learners reflect on all they have done during this degree program. Students will synthesize all they have learned. Preparation of a professional and educational portfolio or e-folio will cap the learning experience. Students will participate in group activities to provide closure to the program.			
CJU	498	Criminal Justice Internship	1
CJU	500	Administration of Criminal Justice	4
This course is a scholarly consideration of the concepts, principles, and analytical tools for effectively administering criminal justice agencies. Students will examine the critical application of strategic management skills in operational environments that are ever-changing, under intensive scrutiny by the public and media, and limited by legal, financial, and political constraints.			
CJU	502	Correctional Design	4
The philosophies, roles, and designs of juvenile corrections continue to evolve. This course expands upon the basics of institutional and community corrections by exploring modern research and trends in modern corrections. Students will address leadership, legal, political, and financial issues impacting the effectiveness of corrections in a society with increasing demands and expectations of the criminal justice system.			
CJU	505	Reflective Adult Learner and Leadership	4
The premise of this course is leaders must have an understanding of who they are and why they are here. Students will devote considerable time to self-examination and reflection to gain greater awareness and understanding of who they are, and how their life and professional experiences influence their paradigms and leadership qualities. There is an emphasis on attitude and emotional intelligence and how they influence leadership effectiveness and results.			
CJU	512	Criminal Justice and Media Relations Politics	3
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	520	Research Methods in Criminal Justice	4
This course will provide an understanding of the dynamics of problem-solving with special attention to research methodologies which result in finding creative and productive solutions.			

CJU	540	Organizational Behavior in Criminal Justice	2
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	543	Contemporary Issues in Criminal Justice Leadership	4
This course examines stress from a leadership perspective by asking why and how employers should respond to mental health issues. Theory, research, and trends in employee assistance are discussed as students consider how employers can help prevent, mitigate, and respond to emotional issues impacting personnel on the job.			
CJU	545	Legal and Legislative Issues	4
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	551	Strategic Leadership	4
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.			
CJU	570	Applied Ethics in Criminal Justice Leadership	4
This course will review and analyze popular models of ethical decision making and problems criminal justice professionals face every day. Readings, case studies, and written assignments will provide opportunities to investigate current ethical issues facing criminal justice leaders and managers in organizational settings, as well as critically apply various ethical theories and decision-making frameworks. Discussions relative to Christian vocation, applied ethics, and value-centered leadership will be explored. Weekly written assignments will demonstrate the integration of a personal and vocation ethic.			
CJU	584	Accessing Criminal Justice Resources	4
This course familiarizes students with online academic and professional criminal justice leadership periodical indexes. Students will employ secondary research techniques in a criminal justice topic area of their choice. Students will evaluate and ethically report the body of research and informational landscape related to the topic in APA style. Students will learn to integrate knowledge navigation into academic, professional, and personal application. Students will also reflect on program objectives and personal learning and identify a direct link between the new knowledge they have acquired and their career field. Students will also begin steps to set up their final project (E-folio) due at the end of the master's program.			
CJU	585	Synthesizing Seminar I	1
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
This course continues the process of selecting and implementing the capstone project. Issues of epistemology and social change are discussed and explored.			
CJU	596	Criminal Justice Capstone	4
The Capstone course is the concluding event of the program. This course assists students in synthesizing previous coursework and research leading to greater self-reflection, application to their career field, and an assessment of their learning throughout the duration of the program. The student will present and discuss the final M.A. Capstone E-folio.			
CJU	699	Communication in Leadership	4
This course familiarizes students with the four principles of interpersonal communication - communication is inescapable, irreversible, complicated, and contextual. Communication is the cornerstone to understanding and far too often leaders in the 21st Century lack proper understanding of empowering and inspirational dialogue with coworkers. Students will gain knowledge how to hone their skills and develop into leaders that employees will follow and trust.			
CLQ	200	Introduction to Commissioned Ministry	1
Through class discussion, readings, presentations and involvement with field-based commissioned ministry, students will explore and consider the function of a Commissioned Minister in multiple settings. The program portfolio is developed and made ready for program exit interviews. Emphasis is placed on the development of a philosophy of ministry, personal mission statement, and professional ethics review.			
CLQ	330	Theory and Prac. in Christen Ed	3
Students explore and analyze faith development theory, cultural and generational influences, curricular evaluation models, and strategies for the application of Law and Gospel within Christian education. Students apply this theory on effective methods of teaching the Christian faith from the Lutheran perspective at the elementary and secondary levels.			
CLQ	477	DCO Colloquy Internship II	3
DCO Colloquy Internship Applied Experience.			

CLQ	478	Colloquy Internship I	3
The Colloquy DCE Internship provides the colloquy DCE student a supervised experience at a local ministry site. The colloquy student receives consultation and assessment for self-directed growth. Students may enroll in this class up to three times to help fulfill internship requirements.			
CLQ	479	Colloquy: Internship II	3
The course is a continuation of CLQ578 Colloquy Internship I. The DCE colloquy student receives continued consultation and assessment for self-directed growth. Students may enroll in this class up to three times to help fulfill internship requirements.			
CLQ	512	Colloquy: Gifts-Based Volunteer Ministry	3
Students will explore the theology of volunteer ministry; understand the connection of vocation and gifts-based volunteer ministry; explore best practices in volunteer management, including gift assessment, database creation and maintenance, job descriptions, recruitment, screening, training, supervision, evaluation, affirmation, and thanking volunteers; and apply learning to the design of a volunteer ministry program for a specific ministry site.			
CLQ	513	Colloquy:Ministry Teams/Parish	3
This course explores a team approach to ministry with particular emphasis on collaborative leadership models that utilize an individuals 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.			
CLQ	515	Colloquy:Tchng. Faith Across	3
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.			
CLQ	519	Colloquy:Tchng. Strat. Adults	3
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.			
CLQ	520	Colloquy: Leadership	3
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 practices.			
CLQ	572	Colloquy:Family and Youth Mnstry	3
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.			
CLQ	573	Colloquy:Role of the DCE	3
The role 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.			
CLQ	576	Colloquy:Intro DCE Ministry	3
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.			
CLQ	578	Colloquy Internship I - Part 1	1
The Colloquy DCE Internship provides the colloquy DCE student a supervised experience at a local ministry site. The colloquy student receives consultation and assessment for self-directed growth.			
CLQ	579	Colloquy Internship II - Part 1	1
The course is a continuation of Colloquy Internship I. The DCE colloquy student receives continued consultation and assessment for self-directed growth.			
CLQ	588	Colloquy Internship I - Part 2	1
The Colloquy DCE Internship provides the colloquy DCE student a supervised experience at a local ministry site. The colloquy student receives consultation and assessment for self-directed growth.			
CLQ	589	Colloquy Internship II - Part 2	1
The course is a continuation of Colloquy Internship I. The DCE colloquy student receives continued consultation and assessment for self-directed growth.			

CLQ	598	Colloquy Internship I - Part 3	1
The Colloquy DCE Internship provides the colloquy DCE student a supervised experience at a local ministry site. The colloquy student receives consultation and assessment for self-directed growth.			
CLQ	599	Colloquy Internship II - Part 3	1
The course is a continuation of Colloquy Internship I. The DCE colloquy student receives continued consultation and assessment for self-directed growth.			
COM	101	Intercultural Communication Experiential Workshop	2
The world around us— at work, in local schools, in the community—is becoming increasingly diverse. This course focuses on increasing understanding of cultural similarities and differences.			
COM	103	Communication Fundamentals: Interpersonal	4
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.)			
COM	104	Communicating Organizational Change	2
Why is it that 50% of organizational changes fail? Learn how to properly communicate the reasons for upcoming change; how to empower your employees to problem solve with you for maximum buy-in; learn how to recognize employee resistance to change and how to defuse it; and how to create an organizational culture where employees feel ownership.			
COM	105	Listening as a Communication Tool	2
An essential skill for administrators is effective listening; too often hearing is confused with listening. Students will discover their personal barriers to effective listening; learn how to mitigate listening barriers to make others feel heard, integrate new listening skills from the telephone to the boardroom, and discover how much better informed they will be about: business, employees, and customer.			
COM	106	Proactive Management	2
COM	107	Managerial Communication	2
COM	109	Introduction to Communication	3
This course introduces the practices and principles of interpersonal communication. This course will require students to gain introductory knowledge of theory as well as apply course concepts through written assignments in addition to individual and group presentations. Emphasis is placed on the communication process. Issues to be addressed include: interpersonal relationships, sending and receiving messages, language, listening, and cultural considerations. Additional emphasis will engage students to think critically about cultural implications regarding interpersonal communication.			
COM	200	Collaborative Team Skills	2
COM	205	Group Communication and Facilitation	3
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 COM 212)			
COM	208	Presentations Skills with Power Point	2
COM	212	Public Speaking and Performance	4
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.)			
COM	221	Laptop Video Practicum	1
This course is for the student who wants to learn the most basic video production skills using their laptop webcam and free editing software. Students will produce several short group projects. Video production projects develop the skills of video recording, editing, and titling. This class meets with students enrolled in COM222.			
COM	222	Mass Communication	4
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)			

COM	223	Broadcast Production	3
Students are familiarized with equipment within the television studio and field production truck. Through hands-on training and simulations students gain a full understanding of how the various components of the control room work together to produce studio and remote productions. Students will crew studio shows and several athletic webcasts as part of the hands-on training. Athletic webcasts require some evening and weekend commitments. Each student will draft a plan for a studio or remote show and produce a 25 minute stand-alone production.			
COM	224	Introduction to Video Production	3
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.			
COM	225	Relationship Communication	2
COM	228	Public Speaking: Overcoming Fear	2
This course is intended to help students overcome a fear of public speaking. Please understand that while this course can get you started, it is not expected that upon completion of the course you will be able to present without any fear. It is expected, however, that you will have a better understanding of the problem and how to deal with it.			
COM	309	Intercultural Communication	4
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 intercultural. (Prerequisite: COM103 or COM212)			
COM	323	TV Producer Practicum	3
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.			
COM	324	Intermediate Video Post Production	3
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.			
COM	363	Interviewing for the Professional	2
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: COM 103 or COM 212)			
COM	364	The Job Interview	2
Students study and practice interviewing skills as interviewee and interviewer in the job selection process. Interviewee skills will focus on resumé 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: COM 103 or COM 212)			
COM	403	Family Communication	3
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)			
COM	404	Conflict Management	3
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. (Pre-requisite of COM103 or COM212).			
COM	442	Communication Theory and Analysis: Interpersonal (Capstone 1)	3
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.			

COM	443	Communication Theory and Analysis: Persuasion (Capstone 2)	3
Students study and apply rhetorical communication theories to the study of communication events including speeches, speakers, movements, posters, films, campaigns, television programs, advertising, and other forms of public communication. Students examine the ways in which beliefs, values, attitudes, and behavior are deliberately affected through communication. Both qualitative and quantitative research in persuasion is studied. The major project is an application of theory and research. Research projects are presented to the rest of the class as well as submitted to professional organizations for review. (Prerequisites: COM103, COM212, COM443) COM442 and COM443 are intended to be a yearlong capstone sequence.			
COM	444	Communication Research Methods	3
Basic quantitative approaches and methods are applied to communication studies. The course includes research question construction, survey research, SPSS, and quantitative comparisons.			
COM	445	Communication Ethics	2
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 COM 212)			
COM	478	Organizational Communication	3
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, and COM205)			
COM	488	Independent Study	1
Independent study offers the opportunity to pursue advanced study in communication. Independent study is open only to students with substantial preparatory course work in communication. It is not intended to be taken in the place of a regularly offered course. (Prerequisite: permission of communication faculty)			
COM	498	Internship	1
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)			
COM	500	Strategic Communication Management	3
This course is designed to increase one's understanding of strategic communication management, as well as increase knowledge of the theory, research, and practice of organizational communication. This course explores contemporary organizations and the pervasiveness of communication in all aspects of organizational life. It emphasizes problem solving, decision-making, innovation, and customer service from a communication perspective. Professionals work together in class to develop solutions.			
COM	510	Persuasive Communication	3
This course is designed to provide professionals with an understanding of the principles and practices of persuasion, advocacy, and social marketing. Learners explore theories of persuasion that guide the preparation of ethical messages intended to gain compliance, increase advocacy, and change attitudes and behavior. Professionals research and learn key concepts and conceptual frameworks in social marketing such as how to segment, reach target audiences, and influence others in a socially responsible way. The course provides opportunities for hands-on development and production of public relations and advertising materials so that the professionals' ability to manage these processes will be based on their own experience. Preparation of an integrated communications plan for a "real world" problem is an integral part of this course. Professionals will also have an opportunity to develop presentation skills through assignments and in-class activities.			
COM	520	Media Strategies	3
This course presents a structured approach to understanding and managing internal and external communication processes. Topics addressed include media relations; research and creation of strategic public relations media plans audience analysis, and media characteristics; media and marketing decisions; managing marketing and emerging communication technology functions and budgets. Special attention is given to the role of new media, as well as providing professionals with the knowledge and practical skills needed to communicate effectively and persuasively.			
COM	530	Interactive Media Mgmt	3
This course explains how emerging communication technologies affect interpersonal and organizational communication. Students will work with different types of interactive media, while also researching and discussing issues related to cyberspace, virtual communities, collaborative teams, business in global networks, search engine optimization, search engine marketing, digital brand integration, Web analytics, blogs and podcasts, and wireless marketing.			
COM	540	Communication Inquiry and Measurement	3
This course provides an overview of the application and interpretation of data in communications management. Topics include: audience rating, research survey design and implementation, analysis of programs and campaigns, introduction to online analytics programs, formative evaluation, measuring integrated marketing communication, and secondary data sources.			

COM	545	Interactive Project Management	3
<p>This course provides students the ability to demonstrate their knowledge of strategic communication management by developing a cross-platform interactive social media marketing project on Facebook, Twitter, Pinterest, Foursquare, LinkedIn and/or project website. Students will learn and apply social strategy through development of project tracking systems including site-appropriate monitoring metrics such as Facebook Insights, Google Analytics and Seesmic. Students will work independently researching appropriate strategies for social media business applications, and will learn to apply them to real-world business situations.</p>			
COM	550	Communication Strategies for Conflict Management	3
<p>This course provides an overview of the nature and functions of communication in human conflict. Professionals develop communication skills, such as listening and collaboration which are necessary for managing conflict productively in interpersonal, organizational and intercultural contexts. Professionals will gain an understanding of patterns, research and processes associated with conflict management styles and civility. This course will also address how language, perception, gender communication, and generational differences and context influence the conflict process.</p>			
COM	560	Intercultural Communication	3
<p>This course provides an overview of the major concepts, research, theories, and models of intercultural communication, with an emphasis on using these ideas in applied contexts. Important topics addressed in this course include: worldviews, communication styles, skills development in intercultural arenas, societal influences on stereotyping, ethnocentrism and racism, cultural value orientations, nonverbal dimensions of communication, language interaction, gender communication, intracultural issues, stereotypes, intercultural transitions, and adaptation.</p>			
COM	570	Leadership Communication	3
<p>This course emphasizes the communication processes of leadership with particular focus on assessing and researching leadership skills, strategic organizational planning, decision making, problem solving, mentoring employees, collaborative team management skills, cultivating a supportive work environment, change management, facilitation and meeting management skills, presentation skills, and interviewing skills.</p>			
COM	580	Innovative Communication	3
<p>Innovation is essential in organizations in the new millennium. Innovation can be learned, organized, and executed by professionals in organizations. This course researches the fundamentals of innovation, and looks at how innovation can create the future in organizations. Innovation and futurism are addressed from a strategic communication management context.</p>			
COM	590	Crisis Communication Management	3
<p>This course addresses the basic elements of crisis communication, procedures for developing a crisis communication plan, and strategies for reacting to crises when they occur. Professionals are trained to deal with the media in less-than-optimal situations, learn how to develop plans for different critical audiences, and research the most effective strategies for communicating the organizational message during a crisis. The course examines various types of crises that can occur in organizations.</p>			
COM	610	Corporate Responsibility and Ethical Communication	3
<p>This course provides professionals with a clear understanding of the ethical theories and moral philosophies that relate to ethical decision making in a variety of communication contexts including: organizational, mediated, mass media, and interpersonal communication. The course will examine the components and hindrances of good ethical decision-making in communication. Professionals will learn how to think critically, gain sensitivity in using appropriate language, express their reasoning clearly both in written and verbal communication, and to research the role of communication in the creation of corporate culture. Through case studies, readings and visits from local executives during class, professionals are exposed to ethical issues that arise in communication and are required to argue and analyze the ethical dilemmas they will encounter in the working world. Learners will gain skills in assessing ethical risk to organizations in the public sphere and develop insights into their personal philosophies.</p>			
COM	695	Capstone	3
<p>The capstone experience provides the professional with an opportunity to review and to use the skills acquired in the strategic communication management program. Two options are available: An applied thesis project and a comprehensive Electronic Portfolio. In both options students work one-on-one with their capstone director on applying skills and concepts. Research, analysis, strategic thinking, message shaping, and evaluation skills come together in the capstone. Students will receive ongoing guidance and feedback from their project director. Presentations are held at the end of the course to share learning with other students</p>			
CSC	105	Computers for Beginner Users	2
<p>This course is for those with little or no experience with computers. It begins with an introduction to computers and their terminology, followed by a discussion on Microsoft Windows XP and the use of Microsoft Office 2002 application software. The course will wrap up with a brief discussion on using email and surfing the Internet.</p>			
CSC	120	Web site Design and Dev 1	1
CSC	125	Web site Design and Dev 2	1
CSC	150	Computers for Intermed Users	2
<p>This course is designed to build upon basic computer skills. A basic introductory knowledge of computers is expected. Students enhance their use of Microsoft Office applications through various assignments and labs.</p>			
CSC	270	Microsoft Outlook 2007:Level 1	1

CSC	280	Microsoft Word 2007: Level 1	1
CSC	285	Microsoft Excel 2007: Level 1	1
CSC	290	Microsoft Access 2007: Level 1	1
CSC	294	Powerpoint 2007: Level 1	1
CSC	300	Computers for Advanced Users	2
This course explores features for word processing, spreadsheets, database management, and presentation graphics software programs that increase problem-solving skills and creativity for professional use.			
CSC	301	Programming and Problem Solving	3
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)			
CVM	101	Old Testament (pre-DELTO)	2.5
CVM	130	Christian Doctrine I (pre-DELTO)	1.5
CVM	131	Christian Doctrine II (pre-DELTO)	1.5
CVM	151	Teaching the Faith (pre-DELTO)	1
CVM	160	Worship Ldrshp Trng- (pre-DELTO)	1
CVM	161	Intro Christian Outreach (pre-DELTO)	1
CVM	201	New Testament (pre-DELTO)	2
CVM	240	Church History (pre-DELTO)	1.5
CVM	250	Introduction to Pastoral Ministry and Portfolio	1
This course, required for all pre-Pastoral [and pre-Deaconess] students, should be taken after achieving 32 semester hours. The course will include activities and assignments to assist students in the exploration of their journey to becoming a pastor [or deaconess], their understanding of ministry and their development of a professional portfolio. Participants will draft elements of the portfolio required for pre-pastoral [or pre-deaconess] program exit interviews.			
CVM	262	Parish Leaddrshp, Service, and Administration (pre-DELTO)	2
CVM	270	Introduction to the City I	3
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.			
CVM	275	Introduction to the City II	3
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. The course is cross-cultural and cross-disciplinary.			
DI	509	Application of Differentiated Instruction in Gifted Education	3
This course is a study of the improvement of educational practices in relation to differentiated instruction with emphasis on gifted education.			
DI	515	Family Systems for Educators	3
Best practices for building strong family-school relationships; a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life.			
DI	532	Collaboration in Inclusive Settings	3
A study of applied best practices for implementing and sustaining collaborative teaching in inclusive settings. Areas of focus include skills for collaboration, co-teaching, inclusive school practices, team building, shared problem solving, interpersonal communication, conflict and controversy, and home-school communication.			
DI	534	Teaching Students with Mental Health Needs	3
A study of classroom strategies, state and district initiatives and support resources that help children and youth with mental health needs learn successfully in the inclusive classroom setting.			

DI	536	Inclusion: Effective Practices for All Students	3
Exploring and applying the values underlying inclusion, the foundations of successful inclusion, differentiating instruction and classroom management.			
DI	538	Differentiating Instruction Across Content	3
This course will focus on methods of instruction for diverse learners. Students will develop knowledge and skills for planning, implementing, coordinating and evaluating differentiated teaching and learning environments that challenge and assist diverse learners to achieve at their highest level of ability.			
DI	594	Effective Practices in Differentiated Instruction	3
An introduction to the study, exploration and application of effective practices for all classroom learners. Focus is on classroom instruction blending of whole-class, group and individual instruction on the premise that instructional approaches are to be varied and adapted in relation to the diverse student needs in the classroom.			
ECC	180	Minnesota Early Childhood Educators' Conference	1
Join the faculty of Concordia University and the Minnesota South District for this annual conference. Choose from over 60 sectionals with tracts geared for infants, toddlers, preschool, kindergarten, primary, school age, administrator as well as general topics to update your knowledge, exchange ideas, and reaffirm your commitment to the education of young children. For more information and conference register see the website: <a href="http://www.csp.edu/earlychildhood">www.csp.edu/earlychildhood</a> or call 651-641-8857.			
ECC	204	Transforming Challenging Behavior	2
Quirky Kids: Why some kids have trouble fitting in. This course is an overview of the challenging behaviors that make some kids seem 'quirky.' Many of these behaviors are part of specific disorders like Autism Spectrum Disorder, Sensory Processing Disorder, ADHD, and Nonverbal Learning Disorder. We will examine each of these disorders and its characteristic behaviors. Once a behavior is recognized in a disability perspective, strategies can be implemented which ensure great success to the child, parents, and early childhood educators. Resources for referral will be shared.			
ECC	251	Children's Mental Health: Early Childhood Programming and Activities	3
This course provides early childhood educators with the theoretical foundation for emotional development of young children. Using the concepts and strategies discussed in the course, educators can develop best practices for enhancing children's mental health through the physical and emotional environments.			
ECE	321	Pre-Primary Education	3
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)			
ECE	322	Kindergarten Endorsement Methods	2
Emphasis is placed on an understanding of the history and current trends for Kindergarten. The focus of the course includes the development of appropriate learning environments, activities, and strategies for intentional teaching in all curricula areas. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance, and partnerships with parents.			
ECE	323	Kindergarten Methods	2
Emphasis is placed on an understanding of the history and current trends for kindergarten. The focus of the course includes the development of appropriate learning environments, activities, interactions, and strategies for intentional teaching in all curricula areas. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance, and partnerships with parents.			
ECE	324	Language Development and Emergent Literacy	3
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)			
ECE	325	Education of Infants and Toddlers	4
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)			
ECE	326	Building Primary Classrooms	3
Emphasis is placed on an understanding of the history, goals, and current trends in the education of primary children. The focus of the course includes the development of a creative primary learning environment and strategies in achieving the standards set by the State of Minnesota.			

ECE	425	Young Children with Special Needs	2
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 disabilities are required. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. (Prerequisite: PSY210)			
ECE	426	Organization and Administration of Early Childhood Education	1
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)			
ECE	427	Authentic Assessment and Guidance in Early Childhood Education	2
Students will examine the various methods of child study, observation, portfolio development, and other authentic assessment strategies as a way to assess children's growth and the development of knowledge and skills. Classroom management strategies will be explored including the effect of classroom practices and learning environments on children's behavior.			
ECE	520	Effective Research Writing	3
This course will emphasize the difference between academic writing for a master's program and writing for personal use. APA Formatting will be emphasized, strategies for developing a literature review, and writing for academic use will be included.			
ECE	521	Topics and Research in Early Education	3
This course will explore the current research in early education focusing on the theme of evidence based practices by integrating theory with the activities of teacher researchers. Current empirical studies will be used to apply and understand research methods.			
ECE	522	Play: Theoretical Foundations and Applications	3
This course is a study of the various theoretical foundations of play and their application to young children's development and learning. Students examine the role of the teacher in children's play, analyze play environments, and review the issues and research affecting children and curricula.			
ECE	526	Curriculum and Instruction in Early Childhood Education	3
Along with the presentation of curriculum and instruction theory, this course will explore the development and implementation of early childhood curriculum and instruction. The link between assessment and program evaluation will be made.			
ECE	527	Observation and Assessment in Early Childhood Education	3
The various methods of child study, observation, portfolio development, and other assessment strategies are studied as a way to assess children's growth and the development of knowledge and skills. In addition, current classroom practices and learning environments are explored to identify changes that benefit children, their families, and communication between program and home.			
ECE	541	The Diverse Classroom	3
This course presents studies of education in multicultural settings. Students explore the values, beliefs, customs, and perceptions of racial and ethnic groups which affect social life and the education of children. Concepts of culture, social class, and power are developed.			
ECE	544	Language Development and Emergent Literacy	3
Current research is studied in regard to emergent literacy and language development in children with implications for the classroom teacher. Whole language strategies are explored for children from birth through age seven.			
ECE	576	Methods in Early Childhood Programming	3
This course is an in-depth look at current literature that supports leadership in early childhood education and then extends learning to the complexities of quality programming in early childhood education.			
ECE	577	eFolio and Completion	3
This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning. In addition, the student will complete, present, and discuss the final M.A. Capstone eFolio.			
ECO	101	America in the Global Economy: Macroeconomics	4
This course will illustrate the dynamic integration of America within the global economy by focusing on macroeconomics policy areas such as trade, exchange rate policy and domestic economic policy. The course will also introduce students to alternative theoretical frameworks such as classical, Keynesian, monetarism, rational expectations, Marxist, and institutionalist perspectives. The course will explore problems facing the less industrialized countries and the newly emerging countries and the United States' role in their development.			

ECO	102	America in the Global Economy: Microeconomics	2
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)			
ECO	201	Econometrics	4
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)			
ECO	401	Global Economics	4
This course will introduce students to the theories explaining trade and financial (exchange rates, foreign direct investment) markets in the economy. The course will also focus on policy issues in the trade and financial sectors such as the effectiveness of domestic trade and monetary policy, coordination of international exchange rates and the role of institutions such as the Federal Reserve System and the World Trade Organization in the present global economy. The course will also introduce students to national and local ethnic markets.			
ECO	498	Internship	
ED	200	Introduction to Teaching	1
An introduction to Concordia's teacher education program including its rationale and procedures for admission, retention and completion of the program. Students are introduced to the teaching profession and explore their own currently held understandings, beliefs and dispositions about teaching. 25 Human Relation hours are required.			
ED	201	Foundations of and Introduction to Education	3
Concordia's teacher education program and its conceptual framework are introduced to students in this course. This course introduces students to the philosophical, historical, sociological, and legal foundations upon which current educational theory and practice is constructed. During the duration of the course students need to register for required MTLE Basic Skills Test (additional fee). A 15-hour field experience that satisfies a portion of the university's human relations requirement is included. Admission to Program is an outcome including development of efolio and admittance to program interview.			
ED	290	Language and Society	4
This course examines the diverse nature of human language and the social factors that influence it such as culture, age, gender, social class, setting, topic, and identity. In its study of languages, dialects, codes, and society, the course attempts to foster multicultural understanding and to diminish American ethnocentrism.			
ED	330	Human Diversity and Relations	2
This course helps students experience, understand and become sensitive to human diversity and presents strategies for teaching human relations skills in the classroom setting. A 15-hour field experience that satisfies a portion of the university's human relations requirement is included.			
ED	336	Educational Psychology	3
This course applies the basic principles of human development and behavior to the classroom situation. Emphasis is given to the teacher education conceptual framework, theoretical backgrounds in learning, and their application to the classroom. Topics include the characteristics of children, student variability, educational planning and instructional objectives, classroom management and assessment. A 15 hour field experience that satisfies a portion of the university's human relations requirement is included.			
ED	342	Teaching Literacy	4
The important connection between all the literacy skills: reading, writing, listening, thinking and speaking is addressed. An understanding of a balanced reading approach is emphasized. The approach includes methods of embedding a wide variety of children's literature in the classroom through literature circles, thematic units, reading and writing conferences, reading and writing workshops, process writing and authentic assessment. Teaching strategies for building comprehension, word recognition and word analysis skills are presented as well as appropriate developmental and instructional orientation to spelling, grammar and punctuation. (Prerequisite: admission to Teacher Education Program) Enrollment is concurrent with ED371 Teaching Practicum.			
ED	345	The Effective Elementary Teacher	2
Instructional methods and materials that have wide application to the elementary grade levels are examined. Particular emphasis is given to such topics as the decision-making inherent in teaching (CSP model), effective instruction (planning, critical presentation skills, student interest, motivation, and involvement, etc.) and effective classroom management. (Prerequisite: admission to Teacher Education Program) Enrollment is concurrent with ED371 Teaching Practicum.			
ED	346	The Effective Middle School Teacher	2
The historical, sociological, psychological and philosophical aspects of the middle school are studied. Discussion and activities focus on the purposes, functions and implications of the curriculum and the learner. Students explore middle school teaching practice and student learning in the classroom and current middle school organization and practice. (Prerequisite: admission to Teacher Education Program)			

ED	347	The Effective Secondary Teacher	2
This course provides a study of the purposes, history, philosophy, organization, operation, students, curriculum, teaching practices, and current problems of secondary schools in the United States. Emphasis is on the knowledge and skills necessary to teach effectively in a secondary school. (Prerequisite: admission to Teacher Education Program)			
ED	348	Second Language Acquisition	4
This course examines both the cognitive aspects of second language acquisitions, and the social and cultural ones. The acquisition of the second language and the first language are compared and contrasted. The acquisition of language in a multilingual environment is explored.			
ED	351	Teaching of Grades 9-12 Mathematics	2
This course emphasizes the application of educational theory and psychology in the secondary mathematics classroom. Students learn to develop their own teaching styles within constraints of good planning, proper classroom management and appropriate assessment techniques. A variety of teaching strategies are discussed. Prerequisite: Admission to Teacher Education Program. (Prerequisite to secondary student teaching)			
ED	352	Teaching of Grades 9-12 Social Studies	2
This course provides students with an understanding of how the cognitive and affective dimensions of social studies are combined with learning theory and practice for effective teaching at the secondary level. The professional role of the social studies teacher in and out of the classroom is addressed. Prerequisite: admission to Teacher Education Program. (Prerequisite to secondary student teaching)			
ED	353	Teaching of Grades 9-12 Science	2
This course emphasizes instructional methods specific to the teaching of science in secondary schools. Topics covered include goals and objectives, individualized instruction, lesson planning, inquiry, lab use and safety, evaluation and testing, science and societal issues, field trips and fieldwork, science fairs, computers and professional organizations. Prerequisite: admission to Teacher Education Program. (Prerequisite to secondary student teaching)			
ED	355	Teaching of Grades 9-12 Communication Arts / Literature	2
This course provides students with an understanding of basic theory and practice in teaching literature, speech, communication, and composition in grades 9-12. It includes instruction in unit planning and implementation, the use of media resources, testing and evaluation, individualizing instruction, and curriculum evaluation and planning. It also introduces some study of the history of and present trends in the teaching of literature and communication. Prerequisite: admission to Teacher Education Program. (Prerequisite to secondary student teaching)			
ED	356	Teaching Elementary Science/Environmental Education	3
In a laboratory setting, students actively explore science concepts and skills. They become familiar with materials and methodology especially well suited to the teaching of elementary school science and assessment of the associated learning, as well as recognize the central role of science in the development of enthusiastic learning and innovative, integrative and critical thought. (Prerequisite: admission to Teacher Education Program) Enrollment is concurrent with ED371 Teaching Practicum.			
ED	357	Teaching Elementary Social Studies	2
This course reviews the content, methods, materials and research related to the teaching of elementary social studies (K-6th Grade). Attention is given to the content of the social studies curriculum and its basis within the social sciences, global education, experiential learning, concept development, inquiry methods, moral development, assessment, Minnesota standards, and critical thinking. (Prerequisite: admission to Teacher Education Program) Enrollment is concurrent with ED371 Teaching Practicum.			
ED	360	Content and Mthd for K-6 Mathema	3
This course provides opportunity for students to learn and apply the content, conceptual framework, and theories of teaching and learning of the elementary school mathematics curriculum. (Prerequisite: Admission to Teacher Education program.)			
ED	363	ECE Practicum	4
This course provides an early field experience for students prior to student teaching. Students are assigned to work with a cooperating teacher at a grade level appropriate to their license. The course is taken concurrently with methods courses to relate theory to practice. Students are usually placed in diverse, urban classrooms. (Prerequisite: admission to Teacher Education Program)			
ED	371	Teaching Practicum (Birth - Grade 3)	4
This course provides an early field experience for students prior to student teaching. Students are assigned to work with a cooperating teacher at a grade level appropriate to their license. The course is taken concurrently with methods courses to relate theory to practice. Students are usually placed in diverse, urban classrooms. (Prerequisite: Admission to Teacher Education Program)			
ED	372	General Education Practicum for Special Educators	2
This course give the undergraduate special education teacher candidate an opportunity to observe in a regular education classroom, teach their created lessons to both general education and special education students in an inclusive environment, to reflect on those lessons, and modify their future lessons dependent upon the formative assessment of the students' work.			
ED	375	Teaching Practicum: Kindergarten Endorsement Methods Field Experience	1
This course provides a field experience for students taking the Kindergarten Endorsement Methods course. Students are assigned to work with a cooperating teacher at the Kindergarten level and often in diverse, urban classrooms. The course is typically taken upon completion of Kindergarten Endorsement Methods to relate theory to practice. This course will be effective until June 30 2012.			

ED	380	Education of Exceptional Children	3
This course is designed to explore the various areas of exceptionality among children of school age. Awareness of the scope and nature of the exceptionality, essential educational procedures and available rehabilitative and legal resources will be studied. The course will include a series of pre-practicum experiences documenting a variety of grade levels. SPED580: Graduate students will be required to complete additional reading and research and to prepare a class presentation.			
ED	382	Teaching Students with Linguistic Differences and Difficulties	3
This course builds on ED342 Teaching Literacy. In this course students will learn how to facilitate the development of the reading skills in two languages and the transference of the skill developed in one language to a second one. Particular attention will be paid to the specific problems of non-native English speakers learning to read English. SPED582 Graduate students will be required to complete additional reading and research.			
ED	385	Foundations of Education	3
This course introduces students to the philosophical, historical, sociological and legal foundations upon which current educational theory and practice is constructed. Students will demonstrate a clear understanding of: the role of schools as organizations within the larger community, including the historic figures and events that contributed to these understandings; the legal rights and responsibilities of students, teachers and schools within the society; importance of ethics and collaboration as part of educational practice; the diversity of philosophical approach to learning and instruction; and the variety of student needs that schools must address in public and Lutheran schools in the United States. (Prerequisite: upper level standing)			
ED	386	Principles of Bilingual Education	4
This course provides a basic understanding of the history and development of the bilingual education in the United States. Students will learn about the different bilingual education program models and their implications for implementation.			
ED	389	ESOL Methods: Teaching English to Speakers of Other Languages	4
In this course students will become more aware of the nature of language, particularly of English and of how language is acquired/taught. The focus will be on the components of language teaching, as well as methodology and evaluation. Specific goals include students increasing their awareness of the grammar of English and learning to use reference grammars to answer questions; students understanding different approaches and methods to language teaching and incorporating them into a syllabus and/or lesson plans; students learning current basic theories of how language is acquired; students selecting and using materials and ready to teach language; and, students assessing English language proficiency and evaluating language performance.			
ED	390	S.E.A.T. Seminar	1
This course provides opportunities for the student in the S.E.A.T. program to explore different topics of interest to educators. It is designed to help participants to move from the roles of para-educator to professional teacher.			
ED	418	Adult Education and Development	4
An overview of adult learning theory and development, psychological perspectives of the adult learner, educational implications of the adult system, teaching strategies and program development will be explored. Appropriate roles of leaders in adult education and methods used with adults are analyzed. A planning process for creating, developing, implementing and evaluating adult education programs is utilized. Application is made to adult education in various settings. The service-learning component of this course leads to direct involvement with adults in a variety of diverse learning settings. (Prerequisite: upper level standing)			
ED	439	The Inclusive Classroom	2
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 15-hour field experience that satisfies a portion of the university's human relations requirement is included. (Prerequisite: upper level standing)			
ED	446	Teaching Elementary Music	1
This course presents the principles, objectives and materials of music education in the elementary schools espoused by the leading pedagogical methods. (Prerequisites: minimal competency in music as demonstrated by test, successful completion of Class Piano and/or MUS101, admission to Teacher Education Program.) Enrollment is concurrent with ED371 Teaching Practicum.			
ED	447	Teaching Elementary Art	1
This course seeks to develop in the prospective elementary school teacher the fundamental understandings, attitudes and skills needed for the effective teaching of art in the elementary school. (Prerequisites: ART101 Approaching Art and admission to Teacher Education Program.) Enrollment is concurrent with ED371 Teaching Practicum..			
ED	448	Teaching Methods for Elementary/Middle School Movement Education	1
This course provides students with the basic principles of effective instruction in movement education at the Elementary/Middle School level (K;8). The course addresses curriculum content, philosophy development, objective writing and annual/unit/daily lesson planning teaching skills, methods, class organization, progression of skill, and evaluation as it relates to creating an effective physical education program that promotes lifelong physical activity. Instructional subjects will include locomotor/non-locomotor skills, manipulatives, elementary games, fitness activities, and some sport skill development. (Prerequisite: Admission to Teacher Education Program.) Prerequisite to student teaching. (Not required if student completes KHS330)			

ED	454	Teaching the Faith	2
Theories of spiritual growth and development of children and adolescents, organization and distinctive characteristics of various religion curricula, theories and methods of effective teaching of the faith and materials for instruction at both elementary and secondary levels are studied. Classroom management and discipline from the Lutheran perspective is also considered. (Prerequisite: ED 336 Educational Psychology, upper level standing.)			
ED	464	Student Teaching Parent and Family Education and Capstone Seminar	8
Student teaching provides direct teaching experiences for students to develop the understanding, attitudes and skills necessary for facilitating discussion with groups of parents. Students are assigned to work with a licensed parent educator. Seminars are held on campus. A capstone project is part of the experience. (Prerequisites: Admission to Teacher Education Program and completion of all coursework in the Parent Educator major.)			
ED	471	Student Teaching	4
Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for implementing developmentally appropriate practices in classrooms for young children. Typically, students are assigned to work with two cooperating teachers in two different classrooms for one full semester. Seminars are held on campus and a capstone portfolio is required. (Birth-Grade 3 Practicum.)			
ED	472	Student Teaching 5-12	1
ED	473	Student Teaching 5-12	4
ED	475	Teaching Grades 5-8 Mathematics	1
This course provides opportunities to develop an understanding of the content of middle school mathematics programs and formulate a teaching methodology for the meaningful learning of mathematics by middle school students. Students will be challenged to reflect on their personal views of mathematics, on how middle school children learn mathematics and on classroom environments that help middle school children understand mathematics. Teaching from a problem-solving perspective and making communication, reasoning and connections the primary foci of mathematics learning will be central to the course.(Prerequisite: admission to Teacher Education Program.)			
ED	476	Teaching Grades 5-8 Social Studies	1
Teaching Middle Level Social Studies is a methods class that provides the student with the social studies curriculum, and specific methods required to teach in the middle school. The knowledge, skills, and values that provide curriculum content will be identified as well as a variety of approaches and issues for instruction. The student will be able to develop a social studies framework reflecting current thought and provide leadership in the school setting for social studies instruction. This course will provide the middle grade teacher with the concepts needed to make appropriate instructional decisions.( Prerequisite: admission to Teacher Education Program.)			
ED	477	Teaching Grades 5-8 Communication Arts/Literature	1
This course will help the prospective teacher understand and apply current theories of communication arts instruction with its focus on practical strategies and sills essential to the teaching of reading, writing, speaking, listening, media literacy, and literature at the middle school level. (Prerequisite: admission to Teacher Education Program.)			
ED	478	Teaching Grades 5-8 Science	1
This course is designed to provide teaching methods to use at the middle school level. (Prerequisite: Admission to teacher education program)			
ED	481	Teaching Students with Learning and/or Behavioral Needs	3
This course is an examination of the social /emotional needs of learners in contemporary classrooms and research-based practices for meeting those needs. It also provides teachers of students with emotionally/behaviorally disorders an understanding of and practice with positive interventions for the general education classroom. The historical, theoretical, and educational perspectives concerning children and youth who manifest learning disabilities will be considered utilizing diagnostic and remediation of weaknesses in basic content areas. Special emphasis will be placed on teaching cognitive instructional strategies.			
ED	483	Collaborative Teaching in Inclusive Settings	3
This course is designed to help student develop the necessary skills to manage a program designed to meet the educational needs of children with mild to moderate learning and/or behavior problems in inclusive settings. Emphasis will be placed on referral procedures, collaboration skills, instructional planning, effective teaching strategies and adaptive materials. This experience provides teacher education students with an opportunity to gain specialized field experience in special education. SPED583: Graduate students will be required to do an action research project and to prepare a written report suitable for publication.			
ED	485	Assessment of ESL Students	2
This course prepares the student to undertake testing of students who do not have English as a first language. The course will deal with both the knowledge needed to perform both formal and informal assessments that are meaningful as well as the skills necessary to administer and accurately interpret assessments for limited English proficient students in at least two languages.			
ED	487	Reading Across the Content Areas	3
The range of standardized and informal assessment options will be studied. Techniques will include the administration of procedures including analyzing data and making instructional and placement decisions. Communication of results to students' parents, caregivers and other professionals; impact on career skills affecting employability; and ethical issues will be discussed. (Prerequisite to Student Teaching.)			
ED	488	Independent Study	

ED	492	Introduction to Emotionally Behaviorally Disordered	3
This course is an examination of the social/emotional needs of learners in contemporary classrooms and research-based practices for meeting those needs. It also provides teachers of students with emotionally/behaviorally disorders an understanding of and practice with positive interventions for the general education classroom.			
ED	493	Children's Literature	2
An awareness of the elements characteristic of quality children's literature, an acquaintance with a wide variety of children's books for the elementary school, methods of presenting literature in the classroom, and the importance of the school library are considered.			
ED	498	Internship	3
ED	500	Seminar A	2
This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning.			
ED	502	Educational Issues	3
A study of historical and contemporary issues in education. Students explore the social and academic goals of education, the current conditions of the nation's educational system, the teaching profession and the future of American education.			
ED	503	Effective Communication for Educators	3
This course will focus on providing foundational communication skills for educators. All coursework is based on an integrated skills approach with listening, speaking, reading, writing, and grammatical components. Course content focuses on the exploratin of U.S. educational systems for students at all levels who study in various physical environments. Students will visit schools. The application of the content in response to the fieldwork will give the student a familiarity with conversational American English, as well as an integration of the common grammatical structures of colloquial English in writing, reading, speaking, and listening. It is further designed to prepare students for academic success in U.S. college degree programs through a final written project to be presented orally.			
ED	504	Comparative Educational Systems	3
This course will focus on other cultures and other systems of education in order to discover similarities and differences. Studies will concentrate on educational systems and processes within the U.S. and internationally, in addition to examining U.S. education from a global perspective. The material is focused on developing meaningful terminology and standards for education worldwide and building a framework for assessing the success of educational programs. Students will examine the field of education in the context of economic, political, and social forces as well as work to understand how the development of education in the past has influenced the present.			
ED	505	Seminar B	2
This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning.			
ED	507	Diversity in Education	3
A study of the issues and approaches to educating a culturally and linguistically diverse population and those with learning difficulties.			
ED	508	Legal and Ethical Issues in Education	3
A study of legal issues, professional ethics, and moral philosophy with applications to the field of education.			
ED	509	Issues in Differentiated and Gifted Education	3
This course is a study of the impact of educational research on the development and the improvement of educational practices in relation to differentiated instruction with emphasis on gifted education. The course continues the process of developing the individual capstone project.			
ED	510	Seminar C	3
This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning. In addition, the student will present and discuss the final MA Capstone eFolio.			
ED	515	Family Systems for Educators	3
A study of diversity in family systems to include a survey of current developments in the study of the family and the analysis of changes in American society and their influence on family life.			
ED	521	Educational Research and Applications	3
Mastering the systematic and rigorous process of posing a focused question, developing a hypothesis, testing the hypothesis, collecting and analyzing relevant data and drawing conclusions.			
ED	530	Human Diversity and Relations	2
This course helps students experience, understand, and become sensitive to human diversity and presents strategies for teaching human relations skills in the classroom setting. A 15-hour community service field experience that satisfies a portion of the university's human relations requirement is included and required.			
ED	532	Collaboration in Inclusive Settings	3
A study of applied best practices for implementing and sustaining collaborative teaching in inclusive settings.			

ED	534	Teaching Students with Mental Health Needs	3
A study of classroom strategies, state and district initiatives and support resources that help children and youth with mental health needs learn successfully in the inclusive classroom setting.			
ED	536	Teaching Students with Linguistic Differences and Difficulties	3
A study of the issues and approaches to educating a culturally and linguistically diverse population.			
ED	538	Teaching Students with Math and Literacy Difficulties	3
Awareness and examination of the scope and sequence of math and literacy skills students need to be successful in the inclusive classroom in the academic areas of reading, writing, and speaking.			
ED	539	Legal and Legislative Issues	3
This course will deal with law and legislation that affects early childhood education. Children and childcare are presented as issues of public policy. The skills and strategies of child advocacy are discussed and students are challenged to become active in public advocacy for children			
ED	554	Curriculum and Instruction	3
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.			
ED	582	Ethics for Educators	3
This course is a study of ethics and moral philosophy with applications to making decisions regarding current social and personal problems.			
ED	590	Conducting Research and Completing the Capstone	3
A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.			
ED	594	Effective Practices in Differentiated Learning	3
An examination of brain-based learning practices for differentiating instruction for all learners.			
ED	598	Directed Studies in Education	3
Key educational topics will be explored and students will make connections between those topics and other program requirements.			
ED	699	TC2 Urban Teacher Res.: Foundations	6
ED	7001	Principal Leadership in 21st Century Schools	3
This course is designed for individuals who desire to pursue a principal position in the future. The primary focus is on the knowledge and skills of leaders who create cultures of excellence; respond to diverse learner needs; facilitate the development of safe, efficient, and effective learning environments; and impact the political, social, economic, legal, and cultural contexts that shape Minnesota schools.			
ED	7002	Human Resources for Principals	3
This course examines the human resources available to principals. It examines the functions and practices in school systems that principals deal with daily. Approaches to management, motivation, professional development, and performance are addressed along with obstacles to effective team development.			
ED	7003	Principal's Role in Instructional Supervision	3
This course investigates the role of the principal relevant to the supervision of instruction and evaluation of teacher performance for the purpose of instructional improvement. A variety of theoretical models for instructional supervision will be reviewed along with their pros and cons. Students will practice supervisory and evaluative strategies.			
ED	7004	Data Use and Analysis for Principals	3
This course will provide the learner an opportunity to use data to inform decision making at the principal level by providing a link between research and practice. Using actual data from their school or district students will learn and use statistical data to create a school improvement plan (SIP) and present it as a project in the course.			
ED	7005	Principals and the Facilitation of Change	3
This course focuses on theories and strategies for leading change in the educational setting. Emphasis is placed on systemic change at the building level. It will consider aspects of change in well managed schools that focus on diverse learner needs as well as safe learning environments that promote a culture of excellence.			
ED	7006	Legal Issues for Principals	3
This course examines the reality of legal issues that the everyday principal must face nearly every day of the school year. The focus is on local, state, and national legal principles and issues related to students and employees. Individual rights and responsibilities related to the legal process, structure of the law, legislation, litigation, and current legal issues are examined in detail.			
ED	7007	Finance and Business Management for Principals	3
This course is designed as a comprehensive overview of public school finance and business management. Students examine the economic, political, and management issues facing public school principals. Lessons address resource allocation and resource distribution in light of the principles of liberty, adequacy, and equity.			

ED	7008	Ethics and Interpersonal Effectiveness for Principals	3
This course is designed to have potential principals examine their own personal ethical profiles and communication styles in light of the ethical struggles they are certain to experience in their lives as school administrators. They will be required to reflect on their communication behaviors in light of their roles as educational leaders and relate those behaviors to ethical theory.			
ED	7009	Principal Internship 1	1.500
This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota			
ED	7010	Principal Internship 2	1.500
This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota.			
ED	7011	Principal Internship 3	1.500
This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota.			
ED	7012	Principal Internship 4	1.500
This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota.			
ED	7031	Superintendent Leadership in 21st Century School Districts	3
This course is designed for individuals who desire to pursue a superintendent position in the future. The primary focus is on the knowledge and skills of school district leaders who create cultures of excellence; respond to diverse learner needs; facilitate the development of safe, efficient, and effective learning environments; and impact the political, social, economic, legal, and cultural contexts that shape Minnesota schools districts.			
ED	7034	School District and Community Relations for Superintendents	3
This course focuses on PK-12 school districts developing and sustaining district, family, and community relationships based on collaborative initiatives that help all children learn. Emphasis is placed on selected issues, including communication with the diversity of internal and external publics, including older adults, employee associations, governing boards, parents, and students.			
ED	7035	Data Use and Analysis for Superintendents	3
This course will provide the learner an opportunity to use data to inform decision making at the district office level by providing a link between research and practice. Using actual data from their district students will learn and use statistical data to create a district improvement plan (DIP) and present it as a project in the course.			
ED	7036	Critical Issues and Analysis of Public Policy for Superintendents	3
Educational policy-making processes are examined at the macro (national, regional and state) and micro (local and institutional) levels using a variety of policy models. Selected educational policies at the macro and micro levels are analyzed, using different policy models. Students are expected to identify the factors such as the actors involved, politics, and economical inputs that impact policy formation and implementation.			
ED	7060	Written Comprehensive Exam	
Written Comprehensive Exam that must be passed prior to registration for ED7061.			
EDC	381	Leadership Training Workshop	1
This is a training workshop for individuals working in the field of family issues regarding overindulgence with children. Overindulgence is a common family occurrence. In this course, students will explore who overindulges, the painful outcomes, why it is a secret, and how to talk about it. The course includes hands-on strategies about teaching families what to do instead of overindulging. It also includes ways to teach about delayed gratification and what is enough. A broad base of facilitation theories and skills that can be used in any adult education setting will be covered.			
EDL	550	Leadership in Education	3
An examination of classical and contemporary theories and styles of leadership and their application to educational settings.			
EDL	552	Management of Human and Financial Resources	3
A focus on educational leadership theory and practice related to the management of human and financial resources.			

EDL	553	Educational Policy and Administration	3
An examination of legislative issues, policy implications, and the administration of these issues and implications including analysis from multiple perspectives.			
EDL	556	Supervision and Improvement of Instruction	3
Theory and practice of supervision of educational programs and personnel with a focus on improvement.			
EDT	210	Understanding the Adult Learner	4
This course introduces the unique perspectives of the adult learner. Participants will gain knowledge in self-directedness, learning styles, learner's motivations, and how new learning can trigger transformational experiences. Participants will also explore adult development as it relates to learning.			
EDT	220	Designing and Facilitating Online Learning	3
Explore the dynamic environment of online learning. Discuss a range of relevant educational topics that instructors must know in order to Design and deliver effective student centered online learning.			
EDT	230	Creating Virtual Educational Material	2
This course is designed to facilitate skills in creating supplemental materials for use in the online environment. Participants apply adult learning theory to the development of selected media tools.			
EDT	240	Creating Online Curriculum	2
New instructors and trainers who wish to develop courses for academic credit will find different requirements and demands for each accrediting institution. This course offers information on effective syllabus development, student assessment, academic rigor, creating appropriate assignments and assessing quality.			
EDT	310	Assessing Quality for Child Care Accreditation	3
Participants will learn the basic principles of assessing an early childhood and school age care program using materials from national accreditation organizations. Students will complete program observations and improvement action plans based on observations, assessments and surveys.			
EDT	320	Action for Quality Child Care	3
Participants will explore basic systems thinking in relationship to daily child care program operations. They will develop daily checklists, staff training, and systems for establishing and maintaining quality child care in line with annual inspections. The class will concentrate on best practice policies and maintaining quality child care.			
EDT	330	The Business of Child Care	3
Students will develop an annual operating budget. In the budget process the class will explore staffing to meet ratios, reading and understanding income statements and variance reports. Students will create a marketing plan to attract new families and establish quality customer service to keep customers. Textbook: The Business of Child Care, Management and Financial Strategies. Handouts will be provided on military financial reports.			
EDT	340	Establishing a Staff mentoring Program	3
Participants will explore establishing a mentoring program within military child care and youth programs. Coaching, record keeping systems, mentoring that does not create more labor costs, and getting staff to buy into a mentoring program are concepts that will be covered.			
ENG	100	Introduction to College Writing	4
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.			
ENG	102	Fundamentals of Reading and Writing	3
This course will concentrate on providing foundational reading and writing skills needed to function successfully in U.S. university courses. The content will focus on sentence-level English language proficiency, as well as practical vocabulary, basic language structures, and academic writing. All coursework is based on an integrated skills approach with speaking, reading, writing, and grammar components. Students will read a variety of sources, including fiction and nonfiction texts and articles, while preparing for university academic expectations by exploring different styles of academic writing.			
ENG	105	Developing Writing Skills	2
This course is designed to develop confidence and enhance writing skills through examining the learner's writing journey, while addressing common writing problems such as word choice, sentence structure, and paragraphing. Learners will understand the course material through readings, exercises, and proofread their own work.			
ENG	112	Fundamentals of Writing, ESOL	4
This course, an English for Speakers of Other Languages course, is designed for students whose writing indicates a need to study writing mechanics, grammar and other sentence-level or paragraph-level aspects of writing. This may be an elective but it is required for students whose high school grades, test scores and/or writing sample indicate a need for such study.			

ENG	120	College Writing	4
The content of a writing course is writing. For students to become proficient writers in all disciplines, they need to learn how to read and analyze a variety of texts and then practice reading and analyzing texts from various disciplines. Through research and writing, students learn what others are saying and how to integrate those ideas into their own writing. Constant practice will guide students into developing their own voice and style. They will make conscious choices related to audience and academic conventions.			
ENG	122	Professional Writing	4
This course provides students the opportunity to focus on the elements of strong writing with an emphasis on writing within the professional setting. Students will study the writing process, the role of audience, and the importance of considering context when approaching writing tasks. Students will also review the basics of correct grammar and usage and apply guidelines for composing clear, concise, effective prose to several types of professional documents.			
ENG	123	Writing for the Workplace	2
This course provides students the opportunity to focus on the elements of strong writing with an emphasis on writing within the professional setting. Students will study the writing process, the role of audience, and the importance of considering context when approaching writing tasks. Students will also review the basics of correct grammar and usage and apply guidelines for composing clear, concise, effective prose to several types of professional documents.			
ENG	155	Introduction to Literature	4
Introduction to Literature seeks to excite students about literature; to feed students passion about literature; and to enhance their pleasure from literature. Through a variety of texts, students will encounter other members of the human community and, while in their company, learn about themselves. The course will introduce basic literary terminology.			
ENG	202	Fundamentals of College Writing	3
Basic writing skills form the foundation of a successful college experience and/or professional career. This course distills the practical skills and knowledge you need to support you in your studies at Concordia, as well as enhance your communication at work and at home. You will learn to organize your thoughts, write clearly, avoid common grammatical errors, cite sources, and adhere to APA style. Come prepared to write about topics that engage and interest you—as this always leads to the most dynamic prose—and complete this one-month course having mastered a higher level of written communication and a more commanding presence on the page.			
ENG	220	Applied Grammar	2
To communicate clearly, students must correctly apply the rules that govern the English language. Through reading, discussion, and constant practice, students in this course will examine and use these rules to further develop their writing skills.			
ENG	221	Journalism	4
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.			
ENG	222	Journalism Practicum	1
Journalism II provides an opportunity for "hands-on" experience in all aspects of producing a newspaper: writing, editing, layout, photography, business management, etc. This course is strongly suggested for those who wish to contribute to The Sword (the Concordia student newspaper) on a regular basis. It is required for the Editor-in-Chief, Technical Editor(s), and Page Editors. Beginning writers and photographers are encouraged to sign up. This workshop style class meets one hour a week, usually in the evenings.			
ENG	227	Column Writing	2
This course will introduce students to the role of columns as vehicles that affect both public opinion and the identities of periodicals. Study of a range of contemporary artifacts will provide a basis for understanding the balance of opinion and reporting in column writing. Students will both analyze and write columns.			
ENG	228	Review Writing	2
This course will introduce students to the various roles of the review in our culture. Study of contemporary artifacts will provide a basis for understanding the balance of presentation, critique, and edification in reviewing. Students will both analyze and write reviews.			
ENG	320	Writing in the Workplace	2
Students in this course will examine the conventions of writing in the workplace. The particular topics of the course will vary depending on the semester. Some of the topics covered might include grant writing, copywriting, writing for the web, public relations writing, or technical writing.			
ENG	324	Teaching Writing 1:1	2
Often, the best way to learn something is to teach it to someone else. Students in this course will do just that: improve their own writing, editing, and tutoring skills while helping others express their ideas in writing, develop their own writing voice, and edit their own work. Students will apply what they learn from readings, discussions, and writing assignments by tutoring in the Writing Center each week. (Prerequisite: ENG120)			
ENG	325	Creative Writing	4
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)			

ENG	326	Topics in Writing	2
This course, the topic of which may vary from year to year, is designed to provide intermediate writers with the opportunity to experiment with different styles and genres.			
ENG	330	Young Adult Literature	2
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)			
ENG	338	History and Principles of the English Language	2
This course provides an introduction to the linguistic study of the English language, focusing in particular on English phonology, morphology and syntax. Also covered in the course will be the development of the English language over time and the relationship between language and society, including literature, dialects and registers of various English speakers and writers.			
ENG	365	British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment	4
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)			
ENG	366	British Literature II: Romantics, Victorians, Moderns, Post-Moderns	4
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)			
ENG	369	Shakespeare	4
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)			
ENG	375	World Literature I: Western Classical Literature	4
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.			
ENG	376	World Literature II: Geographic or Thematic	4
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)			
ENG	385	American Literature I: Beginnings to 1860	4
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)			
ENG	386	American Literature II: 1860 to Present	4
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)			
ENG	420	Persuasive Writing on Contemporary Issues	4
Students in this course analyze essays by established writers of expository prose, read articles in current magazines and journals and meet with local writers invited into the classroom. Students also write their own creative non-fiction and keep journals. Both in workshops and in individual conferences, the course asks students to consider their own writing as a process that requires their attention to revising and editing. (Prerequisites: ENG120, ENG155)			
ENG	440	Literary Theory	4
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)			
ENG	487	Topics in Literature	2
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)			
ENG	488	Independent Study	
Independent study offers the opportunity to pursue advanced study in language, literature, or communication. Independent study is open only to students with substantial preparatory course work in the discipline involved.			

ENG	490	Seminar in Literature	4
<p>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)</p>			
ENG	498	Internship	
<p>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)</p>			
ENG	499	Framing the Literary Tradition	1
<p>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)</p>			
ENV	120	Introduction to Environmental Science	
<p>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.</p>			
ENV	120	Introduction to Environmental Science	3
<p>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.</p>			
ENV	300	Environmental Issues and Ethics	4
<p>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)</p>			
ENV	498	Environmental Science Internship	1
<p>This internship is designed to provide students with a work/educational experience which will help them determine their future educational and occupational goals.</p>			
ESC	120	Observational Geology	3
<p>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.</p>			
ESC	140	Observational Astronomy	3
<p>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.</p>			
ESC	160	Earth Science	4
<p>This introductory course covers the areas of geology, meteorology and astronomy. Knowledge is gained from the text, supplementary sources, class sessions, field work and by use of geology, meteorology and astronomy equipment. A great variety of supplementary aids, including the use of web sites, enhance the course. Three lectures and one two hour laboratory per week.</p>			
ET	500	Technology Trends and Social Media	3
<p>A survey of the historical and theoretical development of educational technology and an examination of future trends in K-12 education.</p>			
ET	505	Exploring Classroom Technology Tools	3
<p>An examination of how to best enhance student achievement through effective incorporation of various software and hardware.</p>			
ET	510	Virtual Classroom	3
<p>The study of various social media modes to engage the learner and enhance instruction.</p>			
ET	515	Professional Development and Leadership in Educational Technology	3
<p>A focus on leadership and professional development in planning and integrating educational technology.</p>			

FAS	200	Introduction to Family Life Education	3
This course is an introduction to the field of family life education. Students will explore primary theoretical principles using the Life Span Family Life Education framework and professional issues influencing the practice of family life education. Emphasizing key content areas, the students will be introduced to: content area definitions and objectives; examples highlighting the integration of theory and practice in family life education; key resources; and future Issues and challenges for family life educators.			
FAS	220	Adolescent Development	3
This course examines developmental characteristics of adolescence from a family systems perspective; covering physiological, emotional, cognitive, parent-child, social, vocational and religious dimensions with application to family life education and ministry.			
FAS	225	Parenting Across Cultures	2
This course is designed to explore different ways of parenting across cultures with a focus on infants and very young children. We will examine feeding, sleeping and basic parenting practices and will view parenting through a sociocultural lens.			
FAS	400	Family Systems, Structures and Relationships	4
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.			
FAS	401	Family Systems	3
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.			
FAS	440	Overview of Contemporary Families	3
This overview course is intended to provide the student with an understanding of families and their relationships to other institutions and an introduction to the family as a dynamic system. Specific attention will be given to family forms and composition; ethnicity and cultural variations; dating, courtship, and marital choice; gender roles; demographic trends among families; institutional effects on families and vice versa; and family structures and functions.			
FAS	442	Family Decision-Making and Resource Management	3
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.			
FAS	443	Parent Education	3
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	444	Family Law, Public Policy, and Applied Ethics	3
This course explores historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored. Students will understand the legal definition of the family and laws that affect the status of the family. The course will focus on the role of the family life educator as an advocate for the well being of the family. The formation of social values, respect for the diversity of values, and the social consequences of value choices are discussed within a family life education framework.			
FAS	446	Methodology in Family Life Education	3
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.			
FAS	447	Growth and Development in Children	3
This course will familiarize the student with child and adolescent developmental theories. Attention will focus on the physical, emotional, cognitive, social, moral, sexual and spiritual development of the child and adolescent. Application of developmental concepts to family life education will be emphasized. The course will emphasize the child's position in the family life cycle.			
FAS	448	Development in Adulthood	3
This course familiarizes the student with adult developmental and gerontological theory. Attention will focus on the physical, emotional, cognitive, social, moral, sexual and spiritual development of the adult. Developmental concepts across the life span related to family life education will be emphasized.			
FAS	449	Parent Education: Methods	2

FAS	451	Family Comm and Relationships	3
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	453	Intimate Relationships	3
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.			
FAS	480	Parent Coaching 1: From Theory to Practice	3
Students will study a variety of techniques that are unique in coaching parents. Attention will be directed at developing the student's ability to evaluate and implement family life education knowledge while understanding the uniqueness of each individual family. It is bringing the student from theory to creating a solid and professional foundation for Parent Coaching.			
FAS	481	Parent Coaching 2: Building Skills, Attitudes, and Competency	3
Students will broaden their knowledge of the field of parent coaching and sharpen their mindful parenting skills. It includes skills for coaching a variety of parenting challenges, behaviors, problems, concerns, issues, and special needs. Also included is a focus on couple relationships and recognizing spiritual needs.			
FAS	482	Parent Coaching 3: Professional Applications	3
Students will apply the techniques and skills that they have learned with actual clients. The professors and cohort members will offer ideas and support to better their coaching sessions. The class contains details for your Parenting Consultant Business as well as gaining Parent Coaching skills. As a result of this class, you will feel like a confident Parent Coach.			
FAS	483	Parent Coaching 4: Supervised Field Parent Coaching	3
There is a required Fourth Class in the Parent Coaching certificate which offers supervision from a certified parent coach. This includes new tools, support, new perspectives, problem solving while being sensitive to the new coach's learning and coaching style. It opens up a new area of confidence for the coach. This class will be available when the student begins their coaching.			
FAS	488	Independent Study	4
FAS	490	Portfolio and Synthesis	3
The final course is designed to help learners reflect on all they have done in the program. Through guest speakers, research study and reflection on practice, students will synthesize all they have learned. Preparation of a professional portfolio will cap the learning experience.			
FAS	498	Family Life Education Internship	
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)			
FAS	501	Family Systems	3
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.			
FAS	504	Systemic Dynamics of Families	3
This course is designed to provide an understanding of family strengths and weaknesses in light of internal dynamics of the family. Students will explore the family as a system of relationships extending across the family life cycle. The course includes a survey of current developments in the study of family and analysis of changes in American society and their influences on family life. Emphasis is placed on using family systems processes to examine and understand the internal dynamics of the family that lead to effective family life education program planning, implementation, and assessment.			
FAS	506	Families In Society	3
This course familiarizes the student with an understanding of the history, evolution and demographics of the family. Kinship, family structures, functions and roles are explored. Particular emphasis will be placed on the family's relationship to other systems and institutions in the society.			
FAS	525	Public Policy and Applied Ethics	3
This course explores historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored. Students will understand the legal definition of the family and laws that affect the status of the family. The course will focus on the role of the family life educator as an advocate for the well-being of the family. The formation of social values, respect for the diversity of values, and the social consequences of value choices are discussed within a family life education framework.			

FAS	530	Family Communication and Relationships	3
This course familiarizes the student with an understanding of the psychological, spiritual, and social aspects of developing and maintaining healthy interpersonal relationships. An emphasis will be placed on the physiological, psychological, social, and sexual development of relationships across the life span.			
FAS	532	Navigating the Oceans of Data and Information in Family Life Education	3
The course is designed to introduce the scope and function of information and the research process in family studies. The course will introduce students to types and fundamental concepts and process in the research literature. Problem solving is viewed as one of the primary functions of the research literature information, leading to strategies and action for solutions and change. Students will gain experience developing a framework for consuming the research literature and information in family studies.			
FAS	534	Reflexive Assessment and Evaluation in Family Life Education	3
This course reviews the connection between research methods and the research question or problem. Students will explore the role of assessment and evaluation in early childhood education. Various forms of assessment will be considered with an emphasis on the recursive nature of assessment. Students will experience the process of establishing strategy for a program in early childhood education.			
FAS	540	Family Decision Making	3
This course familiarizes the student with an understanding of the decisions individuals make about developing and allocating resources to meet their goals. The focus of the course is on internal dynamics of family decision-making processes and on the goal-directed behaviors of families in improving their quality of life. Topics include: decision-making, valuing, planning, communication, and organization skills for resource use.			
FAS	551	Seminar in Human Growth	3
This course includes a study of human growth and development throughout the life cycle. Consideration of physical, emotional, cognitive, social, moral, sexual, spiritual and personality development is included.			
FAS	560	Intimate Relationships	3
The purpose of this course is to familiarize the student with the emotional and psychological aspects of intimate relationships. Topics include: dating and courtship; love and romance; and sexual behavior, values and decision-making. An emphasis will be on sexuality and intimacy in interpersonal relationships across the lifespan.			
FAS	570	Parent Education	3
This course explores how parents teach, guide, and influence their children and adolescents. The course will emphasize parenting as a process, a responsibility, and a role that changes across the life span. Variations in parenting practices will be discussed in the context of building on strengths; empowering parents, and remaining sensitive to individual and community needs.			
FAS	576	Methods in Programming	3
This course provides a pedagogical framework for planning, implementation, and evaluation of programming for parent and family education.			
FAS	680	Parent Coaching 1: From Theory to Practice	3
Students will study a variety of techniques that are unique in coaching parents. Attention will be directed at developing the student's ability to evaluate and implement family life education knowledge while understanding the uniqueness of each individual family. It is bringing the student from theory to creating a solid and professional foundation for Parent Coaching.			
FAS	681	Parent Coaching 2: Building Skills, Attitudes, and Competency	3
Students will broaden their knowledge of the field of parent coaching and sharpen their mindful parenting skills. It includes skills for coaching a variety of parenting challenges, behaviors, problems, concerns, issues, and special needs. Also included is a focus on couple relationships and recognizing spiritual needs.			
FAS	682	Parent Coaching 3: Professional Applications	3
Students will apply the techniques and skills that they have learned with actual clients. The professors and cohort members will offer ideas and support to better their coaching sessions. The class contains details for your Parenting Consultant Business as well as gaining Parent Coaching skills. As a result of this class, you will feel like a confident Parent Coach.			
FAS	683	Parent Coaching 4: Supervised Field	3
There is a required Fourth Class in the Parent Coaching certificate which offers supervision from a certified parent coach. This includes new tools, support, new perspectives, problem solving while being sensitive to the new coach's learning and coaching style. It opens up a new area of confidence for the coach. This class will be available when the student begins their coaching.			
FIN	211	Personal Finance	2
This course presents an overview of the financial planning process for individuals. The focus is on the decision-making tools and applications of financial planning. Students will build their own financial plan that will guide their financial decisions in the present and in the future.			
FIN	301	Corporate Finance I	4
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)			

FIN	311	Corporate Finance II	4
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)			
FIN	411	Investments and Capital Markets	4
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)			
FIN	498	Internship	
FMH	500	Forensic Mental Health	3
This course provides students with a comprehensive overview of the forensic mental health field. The course explores in detail why some people with mental-health related problems engage in criminal related behavior.			
FMH	510	Family Violence, PTSD and Trauma	3
This course provides an in-depth look at the relationship between family violence, Post Traumatic Stress Disorder (PTSD), preventing suicide, substance abuse, and trauma, as these topics relate to the family structure. This course will help students understand the dynamics of family violence and trauma on other family members, including children.			
FMH	520	Research Methods in Forensic Mental Health	3
This course provides students with the skills to critically evaluate research on issues related to forensic mental health. Students will learn how to apply empirical research to inform their decision-making in matters of forensic assessment and treatment planning.			
FMH	530	Ethical and Legal Considerations in Forensic Mental Health	3
This course focuses on the ethical and legal considerations that forensic professionals encounter in their daily job duties. Students will learn about ethical guidelines for forensic practice, as they relate to an ethical decision-making framework.			
FMH	540	Forensic Mental Health Psychopathology	3
This course examines the most common mental health conditions observed in a forensic mental health-based population, including those conditions common among homeless individuals with undiagnosed mental health issues. Students can expect to learn how substance use, co-occurring disorders, traumatic brain injuries, and pre-natal substance exposure can contribute to increased mental health symptoms.			
FMH	550	Special Populations in Forensic Mental Health	3
This course explores underserved and disadvantaged individuals who are involved in the criminal justice and legal system.			
FMH	560	Substance Use and Co-occurring Disorders	3
This course provides students with an overview of the most commonly abused substances in forensic mental health populations. Students will learn how to identify commonly abused drugs, recognize patterns and warning signs associated with drug use, and identify evidence-based intervention and treatment approaches.			
FMH	570	Sexual Offending	3
This course provides students with a better understanding regarding why some individuals engage in inappropriate sexual behaviors. Students will learn about the various types of sex offenders, risk factors and statistics associated with sex offending, sex offender-specific policies (i.e., registries, civil commitment of SVP's), and sex offender treatment options.			
FMH	580	Forensic Risk Assessment	3
This course provides more extensive training to students on forensic mental health assessment for adults and adolescents. It will cover topics including risk-needs assessment tools that are commonly used by forensic mental health professionals to assess for risk of violence, danger, and harm to self and others, as well as determining what criminogenic needs should be addressed.			
FMH	585	Cultural Aspects of Forensic Mental Health	3
This course explores what corrections, law enforcement, legal, and related forensics-based professionals need to know about culture. Students can expect to understand the complex definition of culture and gain insight into how culture may impact one's personal and professional choices and behaviors.			
FMH	590	Forensic Mental Health Law	3
This course examines the relationship between mental illness and the legal system. It will discuss the various professional roles involved in the forensic mental health law arena, issues involving competency to proceed, expert witness testimony, courtroom testimony protocols, and the insanity defense.			
FMH	595	Conducting Research and Completing the Capstone	3
This course is the culminating final project in this program of study. Students are required to complete a 30-40 page integrative paper on a scholarly topic relevant to the study of forensic mental health.			

FNA	205	History of Broadway Musical I: 1720-1940	2
This course provides an early overview of American musical theater, popularly known as "Broadway" from its European roots and examines the place of musical theater in American popular culture.			
FNA	120	Music Appreciation	2
This course explores 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.			
FNA	200	Introduction to Cinema	4
This course investigates the creative processes embedded in the art of cinema. Emphasis will be on the artistic, entertainment, and business aspects that interact to inform our shared cultural experience. Learners will be challenged to examine and explore film as an art form via simple analysis techniques, readings, and reflections. The focus will be on the creators of moving images as well as the role of the audience in creating meaning.			
FNA	209	Theater in the City	3
Through a blended delivery of online and in-class course curriculum as well as performance attendance, students will learn about theateric themes, character and plot development, what the local theater community has to offer, and how all the different offerings fit into the marketplace of the arts. Students will spend one weekend of this course visiting local theatrical performances in the Minneapolis/St Paul area. Students must be available to attend all organized functions on that weekend.			
FNA	210	Jazz in the City	3
Through lecture, listening, and discussion students will learn the history of jazz –an indigenous American art form– and discover the cultural place that this music has had in the past, and today, and its relationship to other popular music.			
FNA	211	Watercolor: Level I	2
FNA	212	Watercolor: Level II	2
FNA	214	Survey of World Music	3
This course will explore the vast body of music from around the globe. Through lectures, discussions, group work, WEBCT, assigned listening, and live performances our attention will be focused on how selected regional musical genres and instruments serve to construct and dictate issues such as race identity, gender identity, community, heritage, and other social formations. Considering the United States' position as a dominating cultural force globally, this course will also explore the influence and intersections it has with the music of the non-western world.			
FNA	221	Integrative Concepts Fine Arts	1
This course of study is designed to examine the arts and to explore how humankind attempts to understand itself and find its place in the universe through the arts.			
FNA	222	Music as Form and Expression	1
This course explores music as an expression of human experience. Students will identify basic elements of musical composition and will consider the importance of music within community. Students have the option of attending a concert as part of the final assignment.			
FNA	225	Art in Soc and Pol Contexts	1
This course of study is designed to examine the role of the arts within the context of social, religious, and political evolution. Topics of study will include the arts as a catalyst for social change, propaganda, and contemporary cultural issues.			
FNA	227	Music and Community	2
Explore music in a new way! Art is a means of communication, and in this course we will examine a wide variety of music in the context of human experience. Topics may include "Music and Love," "Music and Nature," "Music and Society," "Music and Myth," etc. Musical genres to be considered include examples from Broadway, popular music, and music of western and non-western cultures.			
FNA	228	Arts in the City	4
Through course curriculum and experience students will be introduced to the vast body of artistic expression, analyze and discuss the role of culture, in its many forms—as it is constructed and/or represented by the arts. With blended class delivery students will explore the various genres of artistic expression, recognize commonalities within the fine arts, and integrate personal experiences into one's understanding of the arts. Students will spend one weekend of this course visiting local art museums and attending musical and theatrical events in the Minneapolis/St Paul area. Students must be available to attend all organized functions on that weekend.			
FNA	280	Topics in Cinema:	2
This class is an exploration of selected films by Alfred Hitchcock that illuminates postwar American cinema, the role of the spectator, and the art film criticism. Students discover the importance of Hitchcock's contribution to cinema through a close reading of specific cinematic texts, and learn how the master of suspense created his trademark style.			
FNA	281	Music in Cinema	2
The union of music and cinema dates to the beginnings of moving pictures in the 1890s. In this course, students will be introduced to the history and aesthetics of the music-cinema relationship. A prior knowledge of music and/or film history is not required. Students will be taught skills enabling them to listen intelligently and write cogently on music and cinema.			

FNA	290	Topics in Cinema	2
<p>This course is an exploration of selected films by the American filmmaker Steven Spielberg. Through class chats, discussions, and written assignments, learners investigate the aesthetic, cultural, and economic impact of one of the most popular and successful motion-picture directors of the last three decades. In addition, the course examines the style and themes in Spielberg's films, as well as his influence as a producer and studio executive.</p>			
FRM	310	Innovation	3
<p>This course introduces innovation as an essential for the new rule of business. Students will learn the framework and techniques to systematize innovative allowing them to take advantage of emerging opportunities. They will use the knowledge to understand how innovation affects the way we deploy resources to fulfill customer desires viewing themselves as agents of innovation within organizations. Students will submit papers and presentations to demonstrate the process integration and collaborative nature of innovation as they analyze new trends in the market place.</p>			
FRM	315	Foundations of the Global Food Industry	3
<p>This course will focus on marketing principles with an analysis of the Food Industry from the farm to the table (supply chain). Key areas of study will be an overview of agricultural economics, food distribution, wholesaling and retailing. Critical areas impacting the industry including behavioral and social trends as well as consolidation trends will be explored. Students will prepare a final project on a current key topic such as food safety or the eco-environment based on readings and learning's in the coursework.</p>			
FRM	320	Food Marketing Communications	3
<p>This course provides an overview of marketing communication principles applied to the retail Food Industry. Students will learn the strategy and techniques to create an integrated marketing communications plan. Students will submit papers to demonstrate the communication process across diverse food retail venues and the role of marketing to reach the consumer.</p>			
FRM	321	Food Marketing and Merchandising Strategy	4
<p>This course explores the foundation of marketing and merchandising in the food industry. The focus will be on consumer demand, segmentation and positioning, integrated marketing communications, branding, and promotional strategies. Students will develop techniques to establish and maintain the correct merchandise assortment for a given trade area, and how to analyze the environmental scan of the industry. Students will create their own marketing plans based on overall value related to usefulness, cost/benefit analysis and social value.</p>			
FRM	330	Understanding Food Consumers	3
<p>This course highlights the major buyer behavior models focusing on the food retail consumer. Students will gain a better understanding of buyer behavior along the food supply chain. Key concepts will include attitudes, culture and perceptions that impact consumer behavior at the retail level and with new products/concept development including research. Students will demonstrate relevant business application within the context of the coursework</p>			
FRM	335	Food Marketing and Merchandising Strategy	3
<p>This course builds on previous coursework to analyze consumer demand for food, branding and promotional strategies within retail food formats. Students will develop techniques used to establish and maintain the correct merchandise assortment for a given trade area, how to develop a retail pricing strategy, and how to monitor the effects of a pricing strategy on store profitability. The final project will provide students with an opportunity to synthesize and demonstrate mastery of the key elements introduced during the program to develop FRMMM store-level support services to drive sales through innovative merchandising and marketing strategies.</p>			
FRM	340	Applied Business Ethics	3
<p>This course will review and analyze popular models of ethical decision making and relate specific examples to the food retail environment. Readings, case studies, and special presenters will provide opportunities to investigate current ethical issues facing leaders and managers in a retail business and organizational setting. Students will analyze and discuss ethical and social issues important to the Food Industry within a contemporary environment. Literature relative to applied ethics and value-centered leadership will be explored. Student papers and presentations will demonstrate the integration of a personal and vocational ethic.</p>			
FRM	341	Understanding Food Consumers	4
<p>This course explores the foundation of marketing and merchandising in the food industry. The focus will be on consumer demand, segmentation and positioning, integrated marketing communications, branding, and promotional strategies. Students will develop techniques to establish and maintain the correct merchandise assortment for a given trade area, and how to analyze the environmental scan of the industry. Students will create their own marketing plans based on overall value related to usefulness, cost/benefit analysis and social value.</p>			
FRM	345	Food Supply Chain Management	3
<p>This course focuses on effective and efficient supply chain management to move food from the farmland to the consumers table. Basic concepts and practices within the food retail industry specific to material, information, technology and supplier relationships will be explored. Students will analyze revenue generating activities to achieve customer value leading to growth through collaborative partner relationships along the supply chain. Students will prepare a major project that examines product movement along the supply chain.</p>			
FRM	350	Leadership/Group Dynamics	3
<p>This course introduces leadership in dynamic, changing organizations where customers change, technologies shift, and work processes evolve. Students will examine how leaders develop themselves and others and create alignment as an organization changes to meet future needs. Students will also explore collaborative styles for effective group management and analyze group decision making techniques to gain consensus. Students will focus on analysis of case materials and the strategic practices of students; organizations within a retail environment.</p>			

FRM	351	Retail Food Operations Management	4
<p>This course will focus on effective retail operations within the supply chain covering areas such as competition, the consumer, trading areas, merchandising and marketing strategies, and retail branding. The student will analyze opportunities for retail management to drive sales, improve operational results and profitability as well as how to direct change in a consolidating and complex industry. The final project will incorporate the material from retail operations coursework and apply the material to relevant business strategies.</p>			
FRM	360	Applied Food Retail Finance	4
<p>This course will examine the framework and systems of current accounting and finance principles specific to the food retail industry including gross profit margins, demand, forecasting, pricing, cost analysis, sourcing and promotional activities. Students will apply these principles, along with ethical responsibility and critical thinking skills, to management practices of business decision making. In the final project the students will evaluate an ethical accounting case study and determine how the issues could have been averted in the analysis.</p>			
FRM	400	Category Management	4
<p>This course emphasizes the issues involved in developing and maintaining profitable category management. Areas of concentration include strategy, process, benchmarking, information technology, and building collaborative relationships in the supply chain. Students will apply techniques for managing categories as strategic units producing more profitable business results while focusing on delivering consumer value. The course will also examine new shopper merchandising strategies that are evolving in the retail environment. Students will select a retail banner and create a category management plan for the business as the final project.</p>			
FRM	410	Industry Project	3
<p>This course will be developed as an independent study with a retail mentor and academic advisor. The student will focus on specific industry issues that are timely and relevant to food retail management (Examples: Food Safety, the Eco-Green Environment, Marketing to the Hispanic Consumers, Strategies for Healthy Food Marketing, and New Retail Technologies). Students will research independently providing periodic updates throughout the first half of the program. This course will culminate with a final paper and presentation on a specific course date.</p>			
FRM	415	Category Management	3
<p>This course emphasizes the issues involved in developing and maintaining profitable category management. Areas of concentration include strategy, process, benchmarking, capabilities, information technology, and collaborative relationships with trading partner and suppliers. Students will apply techniques for managing categories as strategic units producing more profitable business results while focusing on delivering consumer value. The student will prepare papers and presentations on the coursework that demonstrate category management strategies.</p>			
FRM	420	Food Supply Chain Management	4
<p>This course focuses on effective and efficient supply chain management to move food from the farmland to the consumer's table. Basic concepts and practices within the food retail industry specific to material, information, technology, pricing and supplier relationships will be explored. Students will analyze revenue generating activities to achieve customer value leading to growth through collaborative partner relationships along the supply chain. In the final project, students will research, analyze and make recommendations to improve the supply chain in their organization.</p>			
FRM	425	Introduction to Food Retail Operations	3
<p>This course will focus on effective retail operations covering areas such as competition, the consumer, trading areas, merchandising and marketing strategies, and retail branding. The changing retail environment and the global impact of operations will also be covered. The student will demonstrate subject mastery through a retail operations analysis of an area relating to the coursework</p>			
FRM	430	Human Resource Strategy	3
<p>This course looks at human resource management and the skill set necessary for recruitment and retention across generations in a retail food environment. Students will apply communications styles and conflict resolution to meet the challenges of a diverse retail work place from an operating manager's perspective. Emphasis will be placed on the cultural, behavioral, and legal issues faced by companies as they attempt to compete in an expanding economy. The student will demonstrate content knowledge through papers and presentations on related topics as well application of the material to the food retail business through the final project.</p>			
FRM	435	Retail Food Operational Management	3
<p>This course will further explore the food retail operation and its position within the supply chain. The student will analyze opportunities for retail management to drive sales, improve operational results and profitability as well as how to direct change in a consolidating and complex industry. The final coursework project will incorporate the material from both retail operations coursework and apply material to relevant business strategies within the context of the course material</p>			
FRM	440	Retail Design and Visual Merchandising	3
<p>This course will explore design areas such as store layout, product assortment, purchasing, and front-end operations that enhance the customer experience. Readings and cases will incorporate an analysis of the emerging trends in store design to improve the consumer experience. Discussions will focus on the way in which business strategy is served by information technology to augment critical thinking skills. Final project outcome will demonstrate relevant business application within the context of course material.</p>			
FRM	441	Human Resource Strategy and Leadership	4
<p>This course looks at human resource management and the skill set necessary for recruiting, retaining, and optimizing human capital in a retail food environment. Students will apply communication styles and conflict resolution to meet the challenges of a diverse retail work place from an operating manager's perspective. Emphasis will be placed on the cultural, behavioral, and legal issues faced by companies as they attempt to compete in an expanding economy. This course introduces leadership in dynamic, changing organizations where customers change, technologies shift, and work processes evolve. In the final project students will complete a strategic human resource strategy plan for a selected firm.</p>			

FRM	445	Applied Food Retail Economics	3
This course will examine the framework and systems of current accounting and finance principles specific to the food retail industry including gross profit margins, demand, forecasting, pricing, cost analysis, sourcing and promotional activities. Students will apply these principles, along with ethical responsibility and critical thinking skills, to management practices of business decision making. Students will prepare a final project on a relevant business application that demonstrates the principles learned within the readings and cases from this course.			
FRM	450	Business Plan Project	3
The Business Planning course is a process in which students summarize, synthesize, and demonstrate knowledge, skills, and competencies as organizational managers and leaders. The students will draw on their FRMMM course work, career experiences, and critical thinking activities. This course is presented as an independent study where students create their own business plan for a particular area within FRMMM industry approved by their academic and industry advisor. Outcomes will demonstrate consumer insight, research skills, and experienced-based learning to complete a written plan and presentation.			
FRM	480	Business Planning Project	4
The Business planning course provides a foundation for students to summarize, synthesize, and demonstrate knowledge, skills, and competencies as organizational managers and leaders. The students will draw on their Food Industry Management coursework, career experiences, and critical thinking skills. This course is presented as an independent study where students create their own business planning project for a particular area within the food retail industry approved by their academic and/or industry advisor. Outcomes will demonstrate consumer insight, research skills, and experienced-based learning to complete a written plan and presentation delivered to the cohort on the final night of the program.			
GBS	270	Introduction to Public Policy	2
This course would focus on how public policy is determined and interpreted by our society, including how individuals or grassroots mobilization, public and private institutions, special interest groups and the media, shape or kill public policy or legislation and how this affects policy. The goal is to give students more than just an understanding of public policy making and issue advocacy. This course will provide students with practical techniques, skills and vehicles to understand how "agenda" can become "law".			
GBS	350	The Foundation for Entrepreneurial Success	3
This course helps entrepreneurs define and understand the basic concepts, theory of entrepreneurship, understand small business best practices, and practically apply them to their business enterprise.			
GBS	355	Feasibility Study and Analysis	3
This course helps the emerging entrepreneur to define and understand the basic concepts of market research and apply the concepts to their business; documenting industry, target markets, competitive analysis and trends and creating a customer profile.			
GE	101	Human Geography	2
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.			
GRK	101	Ancient Greek I	4
An introduction to classical Greek, presenting basic grammar through readings selected from ancient authors. The aim is to teach students to read Greek quickly and enjoyably in the context of ancient Greek culture.			
GRK	102	Ancient Greek II	4
A continuation of GRK 101, presenting basic grammar through readings selected from ancient authors. The aim is to teach students to read Greek quickly and enjoyably in the context of ancient Greek culture.			
GRK	211	Beginning Greek I	4
Students begin their study of the fundamentals of Greek grammar.			
GRK	212	Beginning Greek II	4
Students complete their study of the fundamentals of Greek grammar. (Prerequisite: GRK211)			
GRK	250	Intermediate Greek	2
By reviewing basic concepts, building mastery of vocabulary and forms, and focusing on syntactic structures, students begin to translate larger of blocks of text in Biblical Greek.			
GRK	312	Matthew	2
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.)			
GRK	314	Mark	2
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.)			

GRK	316	Luke	2
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
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
Through reading of major portions of the Greek texts of both letters, students build their skills in the translation of biblical Greek and analysis of syntactic relationships. Particular attention will be given to the syntax of subordinate clauses. (Pre requisite: completion of GRK 212 with a grade of C or above.)			
GRK	416	General Epistles	2
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.)			
HBR	311	Biblical Hebrew I	4
This course is a study of the biblical Hebrew language. Emphasis is on basic grammar and vocabulary. Students will be introduced to the strong verb and to noun paradigms.			
HBR	312	Biblical Hebrew II	4
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)			
HBR	411	Biblical Hebrew: Prose Readings	2
A review of basic biblical Hebrew grammar, introduction to Hebrew syntax, vocabulary review, and readings from the Old Testament prose texts. (Prerequisite: HBR312)			
HBR	413	Biblical Hebrew: Poetic Readings	2
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 poetic texts. (Prerequisite: HBR312)			
HCA	500	Public Policy and Aging	3
This course examines social policy in both the United States and Minnesota specifically, looking at the current major issues affecting older adults such as income security and health care financing. Programs mandated by the Older Americans Act are explored. The process of how a health care bill becomes law will be researched.			
HCA	510	Health and Physical Characteristics	3
This course examines the physical process of aging and the physiological changes that accompany the aging process, relating these to the social and economic factors that affect health status and independent living. Students will study the characteristics of age-related diseases such as Alzheimer's, Dementia, Incontinence, Heart Disease, Arthritis, Vision and Eye Diseases.			
HCA	515	Spirituality and Aging	3
This course explores and examines issues around spirituality and faith, to promote the lives, health, and spiritual well-being of older adults of all faiths and cultures. Faith is important to older adults; understanding the various practices of our diversified community is necessary to serve them and meet their needs. Inviting various clergy from our community would be an enhancement to this course.			
HCA	520	Diversity in Health Care	3
Students use literature, interviews and class discussion to explore the values, beliefs, customs and perceptions represented in various kinds of diversity affecting social and economic life. Students explore the obligations and implications of equal opportunity in organizations while they develop organizational strategies to benefit from diversity.			
HCA	525	Program Development and Service Delivery	3
Students will gain an understanding of the structural problems that underlie the challenges in using formal services. The course will cover a wide range of services that older people may need, both formal and informal services, service coordination and integration, and the role of both consumer directed and professional case management in negotiating service systems. Types of care facilities would also be discussed: memory care, assisted living, home care, and long-term care.			
HCA	530	Research Methods	3
Introduce students to qualitative research methods within the context of aging. Quantitative research will look at methodologies and technologies of social science research emphasizing the diversity in our aging population.			

HCA	535	Marketing to the Older Adult Population	3
This course examines marketing principles as applied to aging services organizations, and learning about the distinctive concepts and objectives for this demographic. Students will examine varied cultures and learn to apply marketing concepts based on their target audience and product.			
HCA	540	Professional Ethics, Fraud, Abuse, and Exploitation	3
Students will gain an understanding of the roots of ethical practice and consider moral behavior in light of a changing and diverse society and the complicated issues of modern science and technology. This course examines abuse and neglect in its various forms, the signs and symptoms, reporting requirements, and how those working with older adults, as mandated reporters, can work with Adult Protective Services and the other legal, medical, and community agencies that deal with this difficult and complex issue.			
HCA	545	Grant Writing and Fundraising	3
This course offers students an opportunity to develop skills in fundraising. It will include reviewing successful grants, researching grant opportunities, the grant writing process, assembling documentation, managing and evaluating a grant, and reporting procedures. Processes for both for-profit and nonprofit will be compared.			
HCA	555	Economic Issues in Aging Populations	3
This course will look at the economic issues surrounding aging population. Examining projections and trends, students will analyze the elements in our society that play important roles in providing people with income and health security, which are currently hot topics in both our Federal and State governments. Medicare and Medical Assistance, social security, private pensions, and long-term care insurance are examples of topics to study. The course looks at how public policy effects different populations such as minorities and women with discussion on how to revamp our system across the generations			
HCA	565	Master's Thesis	3
Thesis or Project related to their specific field of interest.			
HCM	540	Health Care Biomedical Ethics	4
Many hospitals have ethical boards to help with difficult decision making. This speaks to the increasing complexity of ethical issues which health care professionals face. This course will look at end-of-life issues, resource allocation issues, decision-making issues, access-to-care issues and other major ethical issues facing health care professionals. This course will explore briefly a Christian understanding of the grounds for ethical decision making.			
HCM	545	Quality Practices	4
In order to compete in this new economy, health care entities, particularly hospitals, need to employ quality practices. This course will examine current theory and practices for health care institutions: Six sigma, Lean and other processes and procedures. Students will understand how the quality system interweaves with customer service and happiness.			
HCM	550	Health Care Regulatory Environment	2
This course covers the governmental policies affecting health care entities: labor law, business law, liability law, and tax-related issues. Government regulation is a growing part of health care systems and these regulations need to be understood by practitioners. This course will give students the framework for understanding the changing laws and regulations which affect health care systems.			
HCM	555	Health Care Information Technology Issues	4
A call has come from the highest reaches of government for the computerization of all medical records. Information systems and the interlocking of these systems will be a major concern for health care providers in the years to come. Students will learn how to collect, massage, manipulate data in order to make it useful. There is plenty of useless data and information available; the real professional can mine that data and information into golden nuggets of knowledge.			
HCM	560	Health Care Strategic Leadership and Managerial Application Portfolio	4
The distribution system for health care is complex and changing rapidly. The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organizations direction in these turbulent waters of changing distribution systems. MAP is a process in which students summarize, synthesize, and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA course work, career experiences, and synthesizing activities to build a portfolio.			
HCR	220	Epidemiological Foundation	4
This course is designed to provide students with a historical background in epidemiological studies. The course is also designed to expose students to the principles and concepts necessary for understanding the basics of epidemiological investigations.			
HCR	250	Leadership Communication	4
This course emphasizes the communication processes of leadership with particular focus on assessing and researching leadership skills, strategic organizational planning, decision making, problem solving, mentoring employees, collaborative team management skills, cultivating a supportive work environment, change management, facilitation and meeting management skills, presentation skills and interviewing skills.			
HCR	300	Strategic Leadership of Resources, People and Teams	4
The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organization's direction in these turbulent waters of changing distribution systems. Students will look at the strategies of health care organizations in an increasingly global and competitive marketplace.			

HCR	325	Compliance and Regulatory Requirements	4
The focus of this course is to examine the role law plays in the everyday operation of our health care system from the management perspective. Key topics will include: The Affordable Care Act of 2010, Corporate Compliance and Integrity, Fraud and Abuse, health care laws, and health care regulatory agencies. Laws and bills related to health care in the State of Minnesota will be examined and followed.			
HCR	330	Communication Strategies for Conflict Management	4
This course provides an overview of the nature and functions of communication in human conflict. Professionals develop communication skills, such as listening and collaboration, which are necessary for managing conflict productively in interpersonal, organizational and intercultural contexts. Professionals will gain an understanding of patterns, research and processes associated with conflict management styles, and civility. This course will also address how language, perception, gender communication, and generational differences and context influence the conflict process.			
HCR	340	Health Care Information Systems	4
This course is designed to introduce students to health care information systems and help them understand why the interlocking of these systems provides numerous challenges and opportunities for health care providers in the years to come. Students will learn how to collect, massage, manipulate data in order to make it useful. There is plenty of useless data and information available; the real professional can mine that data and information into golden nuggets of knowledge.			
HCR	350	Health Care Diversity and Global Issues	4
Students use literature, interviews and class discussion to explore the values, beliefs, customs and perceptions represented in various kinds of diversity affecting social and economic life. Students explore the obligations and implications of equal opportunity in organizations while they develop organizational strategies to benefit from diversity in the United States and abroad.			
HCR	400	Health Care Finance	4
Explores the major concepts of finance within an organizational context, including basic accounting terms, budgeting, time value of money, types of health care payments and insurance systems, and global considerations, as students use standard financial tools to make business assessments and financial decisions important for managers in a health care organization.			
HCR	435	Ethics and Decision Making in Health Care Environments	4
This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical health care decisions will be evaluated. The roles and responsibilities of health care professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.			
HCR	440	Legal Environment for Health Care Managers	4
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.			
HDC	216	The American Drug Problem	3
Students will discuss challenges facing a society that continues to change in demographics, norms, and philosophies of dealing with drug abuse and drug offenders, which in turn dictate which resources and how many resources will be made available to deal with the nation's drug problem.			
HIS	111	Western Civilization to 1648	4
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.			
HIS	113	Western Civilization Since the Reformation	4
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. INT111 is not a prerequisite for this course.			
HIS	121	World History	4
A comparative introduction to the development of cultures in Europe, the Americas, Asia and Africa. Topics include the age of exploration from a global perspective; the rise of the West; religious, economic and political revolutions; imperialism; changes in the patterns of everyday life. No prerequisites.			
HIS	202	St. Paul Gangsters	2
Experience the fascinating history of St. Paul's infamous gangsters and underworld leaders who claim to have run the city during the 1920's and 1930's. Students will attend class and then see the sites where the gangsters "lived it up" and committed some of the most notorious crimes in the upper Midwest.			
HIS	209	History of the Family	4
This course looks at the family in a number of cultures at various periods in history. Child rearing, marriage, and kinship are explored. Particular attention is given to the historical influences that have affected the dynamics of the contemporary family.			

HIS	212	Introduction to History	4
Students familiarize themselves with methods of inquiry in history and compare these with the methodologies of other disciplines. The course asks participants to raise relevant questions about the data, sources, and conclusions of the material they examine and to conduct their own inquiry through the completion of a self-designed project.			
HIS	220	Leaders in American Society	4
In this course, students examine the leadership foundations of American society. After examining and discussing these foundations, students will move to non-Western ethical influences of our contemporary society. Students will study the lives of many diverse leaders. In examining the traditional with the contemporary, students will explore the complex ethical framework of our nation.			
HIS	221	World Culture: Greece and Rome	4
This course studies the cultural history of ancient Greece and Rome with a focus on the interaction of diverse cultural elements which shape the metropolitan and cosmopolitan world culture of which we are heirs.			
HIS	231	History of the United States to 1877	4
This survey course traces American history from colonial times through Reconstruction. The course emphasizes a broad range of topics including: colonial settlement patterns, the growth of slavery, the Revolution, the development of nationalism, the Age of Jackson, Westward expansion, sectionalism, and the Civil War and Reconstruction.			
HIS	233	History of the United States Since 1877	4
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 and 15th amendments. Students will also examine: America's various reform movements, World War I, the Roaring Twenties, the Depression and New Deal, World War II, the Cold War, Civil Rights, Vietnam, the 1960s counterculture, Watergate, the oil and Iran hostage crises, the Reagan revolution, the Gulf War, the Clinton years, the 2000 election and the 9/11 attacks.			
HIS	267	Introduction to Latin America	4
An introduction to modern Latin America, with emphasis on the post-colonial era. Beginning with a discussion of the colonial heritage, the course traces the development of Latin America, its struggle with political instability and economic dependence and the role of the United States in hemispheric development. Primary focus is on Argentina, Brazil, and Chile.			
HIS	281	European History 1789 Through 1914	4
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.			
HIS	283	European History Since 1914	4
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.			
HIS	285	European History Since 1789	4
This comprehensive survey focuses on events and forces that have shaped European history since the French Revolution. The course will examine industrialization, the revolutions of 1848, socialism, the unification of Germany, European imperialism, the devastating world wars of the 20th century, as well as the Russian Revolution, National Socialism and the Holocaust, the Cold War standoff, and the birth and expansion of the European Community.			
HIS	320	Minnesota History	2
This course will examine the social, cultural, economic, and political history of Minnesota from pre-European contact to the present. Special emphasis will be placed on American Indian and European-American conflict. This course will also focus on interrelationship between Minnesota's geophysical environment and socio-cultural development. Topics will include Native American life and culture, European settlement, the fur trade, immigration, economic and industrial development, political institutions, cultural legacy, ethnic heritage, and Minnesota's place in the global community.			
HIS	325	United States Business History	4
The course will primarily examine the role of business in the American economy from the colonial period to the present. The course will focus on the development of capitalism and the corporation, with an emphasis on the interaction between business firms and other institutions in American life—including labor unions and the government. Students will study business, labor, and other economic institutions starting in the 17th century and ending with the modern global corporation. Topics will include the fur trade, early American industrialization, railroads, the slave economy, the Gilded Age and Progressive Era, labor strife, and the modern corporation.			
HIS	330	America's Civil War: 1845-1877	4
This course will examine the Civil War era in the United States. The class will emphasize a number of topics including: North-South social and cultural differences, the short and long-term causes of the conflict, Southern secession, slavery and emancipation, Abraham Lincoln's leadership, battles and military strategies, soldier's lives, wartime diplomacy, politics, and economics during the war, the struggles of Reconstruction and the significance of the war in American history.			

HIS	332	The Cold War: A Global Perspective	4
This course examines the causes, actions, and results of a conflict between the world's superpowers that shaped the direction of global affairs for more than forty years. This course will allow the students to view the Cold War through the eyes of the United States, the Soviet Union, their allies, and many other countries that served as proxies during this period. Both the history and the international system will be emphasized.			
HIS	334	United States Foreign Policy	4
This course examines the goals and consequences of American foreign policy and diplomacy from the founding of the republic to the present day. Topics include commercial and territorial expansion, America's relationships with other states and nations, World Wars I and II, the Cold War, Vietnam, U.S. imperialism, and the current conflicts over terrorism and natural resources. The perspectives of other peoples and nations will be emphasized.			
HIS	339	Race and Ethnicity in American History	4
This course examines those who came or were brought to the United States through the slave trade, economic, social, and political dislocations in different parts of the world and more personal factors. Various modes of assimilation and diversity will be discussed, as will the stories of many of the different peoples who have served to create the citizenry of the United States.			
HIS	340	Slavery and Freedom in the Americas	4
This course explores the history and demise of chattel slavery in the Americas by using a global approach to examine developments and conditions of slavery and emancipation in Latin America, the Caribbean region, and the United States. By comparing slavery in the U.S. to other slave systems the class will explore whether the legacy of race relations in the Southern U.S. was exceptional or typical. Topics will include: the Atlantic slave trade, slave life and slave culture, the expansion of slavery in the southern United States, resistance to slavery and violent revolution in Haiti, the long demise of slavery in the Americas, and the efforts of freed people to give meaning to their "new birth of freedom."			
HIS	341	The Civil Rights Movement in the United States	4
This course will explore the major campaigns, personalities, organizations, and guiding themes of the Civil Rights Movement in the United States. This course will focus on the "long civil rights movement"; that portion of the struggle characterized by an organized mass movement(s) from World War II through the 1970s, highlighting the shift from protest to electoral politics. The class will place the civil rights movement within the context of American political, economic, and social institutions. It will also analyze the major historical, sociological, and political debates about the Civil Rights/Black Power movements and place those movements in the broader context of national and international developments.			
HIS	351	Themes in United States History	4
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 subject(s). (Pre-Req. waiver can be signed by professor.)			
HIS	367	Women's History	4
An analysis of the social, political, and economic role of women in America and around the world. This course will cover both the history of women as well as contemporary issues concerning gender and equality. Global issues and themes will be accentuated.			
HIS	372	The Second World War	4
The Second World War seen from economic, social, military and political points of view; other topics include the causes of the war and the various post-war problems. European or American perspective depending on the instructor. No prerequisites.			
HIS	390	Vietnam War	4
This course examines, from historical and political perspectives, the Vietnam War era. While an emphasis will be placed on America's role in the conflict; international geopolitical factors will also be investigated. Other topics might include the development of Vietnamese nationalism, the Cold War, French colonialism, Washington's initial commitment to Vietnam, the increase in American involvement from 1954-1965, the Gulf of Tonkin, the failure of military strategy, antiwar protests, the war's legacy, and the impact of the Vietnam War on current politics in Laos, Cambodia, and Thailand, and Southeast Asia. The plight and conditions of the Hmong people, both during and after the war, will be highlighted in this course.			
HIS	401	Research and Writing in History	2
This serves as the research and writing capstone course for History majors and minors. After reading other scholars' ideas and interpretations in various classes, students will now have the opportunity to research, analyze, and write their own original work of scholarship. Students will do original research projects using primary source materials (newspapers, oral history interviews, government documents, letters, diaries, etc.), rather than scholarly articles or books. Student can select their own topic, but must coordinate with an instructor. Assessment goals include sound research, adequate content and coverage of the subject, strong critical analysis of sources, and writing style.			
HIS	403	Introduction to Professional Studies	2
History, Political Science, and pre-law students will be introduced to and given opportunities to tour and work in a variety of professional settings: archives, museums, professional record-keeping centers, law offices, etc. Students may use this class to select, an internship site or think more broadly about vocational opportunities in the discipline.			
HIS	482	French Revolution and Napoleonic Era, 1789;1815	2
This seminar uses scholarly and primary source materials to provide an in-depth look at one of the most influential events of the modern era: the French Revolution. Topics include the origins of the revolution, the use of terror, mob violence, and the historiography of the revolution. Student participation is emphasized.			

HIS	487	Readings Seminar:Topics in History	2
Readings/Research Seminar in History covering various, selected topics. This course will emphasize the use of scholarly and primary source materials; historiography and interpretation, archival research, and student participation. Recent readings-seminar topics include: America in the 1960s; the French Revolution and Napoleon, Minnesota History, and the Russian Revolution.			
HIS	498	Internship	2
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.			
HMG	101	Introduction to Hmong Studies	2
Through a combination of lectures, reading and research, students will gain a better understanding of the Hmong community and the area of Hmong studies through the work of Hmong scholars and researchers from around the world.			
HMG	110	Introduction to Hmong History	4
This course will examine the rich history of the Hmong people in China, Laos, Thailand, Vietnam and America and the various roles that the Hmong have had on these nations. The class will also look at the various challenges and opportunities that the Hmong faced in these countries.			
HMG	201	Hmong Culture and Society	4
Through a combination of lectures and field work experiences, students will gain a better understand of the Hmong community here and throughout the world as they deal with changes relating to globalization and acculturation.			
HMG	202	Hmong Literature and Art	4
In this course, students will explore the various literatures (folk as well as modern) and art forms that have been in use by the Hmong for over 4,000 years. A combination of field experiences/observations, and readings as well class discussion will be used.			
HMG	254	People and Culture of Southeast Asia	4
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.			
HMG	255	People and Culture of China	4
China, known for its ancient culture, increasing modernization and breathtaking beauty, provides a rich setting for interdisciplinary learning. This course is designed to introduce students to the people and culture of China. Students will learn about the Chinese language, literature, history, religion, economics, politics, education, arts and other aspects of Chinese culture. Students will receive an orientation and become acquainted with the course objectives prior to the course. Classroom instruction and cultural appreciation will be integrated with a cultural tour of Beijing, Xi'an , and other major Chinese cities and sites. Visits to the great wall of china, the temple of heaven, the summer palace, Tiananmen Square, the forbidden city, and the Lama Temple. Excursions will be made to local markets, a Chinese cooking class, a river cruise, a site visit to a Chinese school, the Terracotta Warriors, and a Hmong village. Particular attention is given to the Hmong experience in two comparative contexts: China, and the United States.			
HMG	301	Hmong Cosmology and Belief	4
This class will explore all the aspects of Hmong beliefs and the different forms of religions that are practiced by the Hmong throughout the world. Students will learn from books/assigned readings, lectures, class interaction and field work/observation.			
HMG	327	Reading and Writing for HMong	2
Students enrolled in the class will gain general understanding of the origin of the Hmong language and also be able to read and write basic Hmong.			
HMG	328	Hmong Readings	2
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.			
HON	110	Perspectives, Approaches, and the Gospel	8
Using primary texts and artifacts set in their historical/cultural contexts students examine the ways in which peoples of the west, east, and south have apprehended their world, humanity, and God over time. Sciences, arts, and the religious texts of Christianity will serve to challenge students to develop a world view that integrates faith and learning.			
HON	120	Hearing Their Voices:Globalism, Justice and the Lives of the Marginalized	8
Students explore the needs of the world through the eyes of the poor and the marginalized. Students assess global conditions of population, health, economic development, ecology, and political expression in view of human responsibility for creation and the Biblical concern for the poor. Students analyze theoretical and practical approaches to addressing global inequities and needs.			

HON	210	Being Human and Christian in an Interconnected World	8
Students explore their values and beliefs in view of the needs of the less fortunate and the impact of human life on the planet. Particular attention is paid to the role of technology in contemporary life. Students explore Christian concepts of vocation and service.			
HON	220	Scholarship and Service for the Sake of Others	8
Students develop and practice models of learning and service on behalf of others and the world. Students integrate their chosen discipline and their Christianity in their Honors Projects.			
HON	410	Building for Eternity	2
During their senior year, honors students reconvene to explore again the integration of faith and learning for the sake of others and the world. Through a final project in their chosen discipline, students set a course for on-going learning and service in the context of the Christian gospel.			
HRG	500	Human Resources Leadership and Ethics	4
This course examines the full scope of human resources activities. It covers a broad list of key Human Resources competencies including strategic management, teaming, problem solving, conflict management, and creativity. This course will also focus on understanding the value and connection between morality, ethics, and values as they relate to the role of Human Resources leadership in our capital system.			
HRG	510	Strategic Human Resources and Measurement	4
This course examines the role of the Human Resources leader in the development of vision, mission, values, and coherent strategic plans. Students will diagnose their strategic abilities and develop a plan for increasing their personal and team strategic capabilities. Students also will explore the importance of developing a global talent management and metric driven mindset.			
HRG	520	Recruitment, Selection, and Retention	4
This course will explore the full spectrum of the talent acquisition process with a focus on making an effective business case for implementing talent acquisition strategies. The course also will cover testing methods, applicant assessment, and employment engagement methods and the laws and regulations impacting staffing in organizations.			
HRG	530	Compensation and Benefits	4
This course explores employee performance methods, pay and reward systems, employee benefits programs, and total compensation systems. The focal point of the course is on designing pay structures that support organization values and strategic objectives. Topics include the strategic role total compensation plays in organizations, the dynamics of alternative pay systems, sales compensation, executive compensation systems, and employee benefits.			
HRG	540	Organization Development for Human Resources Professionals	4
This course will help Human Resources leaders understand organization development from a leadership and HR perspective. Students will build their capacity to facilitate complex change initiatives using change theories, models, and concepts. Students will demonstrate an understanding of how a complex business environment is driving the need for continuous change.			
HRG	550	Human Resources Research Methods and Design	4
This course provides concentrated learning in action research methodology. The course provides an overview of quantitative and qualitative data collection methods, analysis, intervention selection, and evaluation. The philosophy, ethics, and politics of organizational research are introduced. Students will complete the first phase of their final capstone paper during this course.			
HRG	560	Finance for Human Resources Leaders	4
This course will focus on developing Human Resources business acumen as well as a quantitative mindset. Moreover, the practical aspects of strategic and operational roles of accounting and finance are explored. In addition, applications for forecasting, budgeting, financial performance, and fiscal and ethical responsibilities in a global context will be explored.			
HRG	570	Human Resources Legal Environment	4
This course covers legal employment issues that Human Resources leaders face in operating organizations in today's complex environment. Students will study the foundations of the United States legal system, the public and international environment, the private environment, and the regulatory environment as it relates to the role of Human Resources practitioner.			
HRG	580	Human Resources Action Research at Work	4
This course will offer students an opportunity to leverage their learning from the entire curriculum and demonstrate their competence in Human Resources problem-solving and leading change. Students will select a topic related to Human Resources leadership. Furthermore, they will use an action research framework and create a high impact deliverable for increasing organization effectiveness.			
HRG	590	Human Resources Legal Environment	3
This course covers legal employment issues that HR leaders face in operating organizations in today's complex environment. The ubiquitous nature of our legal environment necessitates that leaders are 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 as it relates to the role of HR practitioner.			

HRG	600	Strategic Human Resources Leadership	3
This course examines the role of the HR leader in the development of vision, mission, values, and coherent strategic plans. Students will be able to develop short and long-term HR goals that improve operational effectiveness and strategically position the overall organization for the future. Students will diagnose their strategic abilities and develop a plan for increasing personal and team strategic capabilities. The course examines the systemic interrelationships among the topics introduced in earlier program courses.			
HRG	610	Human Resources Action Research at Work	3
This course will offer students an opportunity to leverage their learning from the entire curriculum and demonstrate their competence in HR problem-solving and leading change. Students will select a topic related to HR leadership and will use an action research framework to create a high impact deliverable for increasing organization effectiveness. Students are expected to leverage their learning from the entire program when preparing their final project.			
HRM	200	Employment Law	2
Human Resources Management requires operations to be fully compliant with both state and federal statutes that govern all aspects of employment, beginning with recruitment and hiring through termination. This course is designed to provide the student with an overview of the legal framework impacting human resources practices, and an introduction to applying those principles to practical situations.			
HRM	201	Contemporary Issues in Human Resources Management	2
This course provides a foundation in management practices, general employment practices, staffing, human resource development, compensation and benefits, employee labor relations, health, safety, and security.			
HRM	213	Employee Recognition and Retention	2
The purpose of this course is to establish the value and basic principles of a well-run employee reward/recognition program within an organization. Tools and specific practices for building an effective program will be presented.			
HRM	300	Introduction to Recruiting and Selection	2
This course provides an introduction to the subject of recruitment and selection of employees. It will introduce students to assessing organization needs and identifying effective recruiting strategies, including advertising, locating candidate sources,			
HRM	306	Advanced Issues in Human Resources	2
The challenges many organizations face today are complex; new dimensions, such as an increasingly diverse workforce, make it more difficult to ensure HRD efforts will succeed. This course serves as a comprehensive introduction for managers, supervisors, and HR professionals who have had limited course work or experience with HRD.			
HRM	310	Managing in Organizations	4
Students will learn the underlying trends and topics of leadership and management. The class will explore the importance of effective management practice. Topics such as self-directed work teams, motivation, systems theory, quality, and leadership will be studied. Students will investigate their own strengths and areas of personal development in order to understand how best to develop their own leadership capabilities.			
HRM	311	Compensation Program Administration: Analysis and Management	2
HRM	312	Performance Management	2
Provides basic knowledge to design, implement, and maintain a successful performance management system.			
HRM	315	Personal Resources: Assessment and Application	3
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	Advanced Human Resource Management	4
The role of the human resource management function in organizations will be studied. The changing nature of work and demographic shifts will be of particular focus. Students will study all of the roles that the human resource professional plays.			
HRM	325	Survey and Research Methods	4
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
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
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
Every human resource professional needs to understand employment law. The historical roots of labor/management will be examined and the application of the law to the present day workplace including wrongful discharge, harassment, interviewing, selection, compensation, and benefits will be discussed and studied. Techniques such as negotiation and mediation will be practiced.			
HRM	352	Staffing the Organization	4
How do we find and keep good employees? Every organization in America is grappling with this issue. This course will focus on the many aspects of Talent Management. Students will study recruitment, forecasting, selection, orientation and retention.			
HRM	353	Compensation/Benefits Systems and Theories	4
How will employees be compensated for their efforts? Salary administration variable pay, performance management, position evaluation, HRIS, and reward systems, in terms of monetary and non-monetary pay, will be evaluated. Employee benefits will also be examined.			
HRM	355	Organizational Development and Training	3
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	360	Human Resources in Global Environment	2
This course addresses topics in human resource management from an international, cross-cultural perspective. The focus of this program is to fully explore human resource issues in a global context.			
HRM	375	Managing Organizational Change	2
To understand the complex nature of organizational change, every individual within an organization must understand and apply various change methodologies. This workshop provides an overview of several models of change and their applicability to generic organizations.			
HRM	380	PHR/SPHR Cert Prep Program	3
This course is for HR practitioners planning to take the Society of Human Resources Management (SHRM) certification examination for both the Professional in Human Resources (PHR) and Senior Professional in Human Resources (SPHR) designations. Concordia is working in coordination with Trusight, Inc to offer this learning opportunity.			
HRM	410	Organizational Development and Change	4
This course introduces students to concepts in organizational development. Students will study change theories and how to make organizations more effective while navigating change, how to perform and assess organizational needs, and how to look at various options in training and developing employees.			
HRM	420	Employee and Labor Relations	3
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
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	Business and Personal Ethics	4
This class will look at processes and strategies for dealing with ethical dilemmas and situations. Students will work on case studies and look at their own roots in developing their ethical positions. Students will wrap up this class with their own statement of ethical beliefs.			
HRM	440	Human Resource Plan	4
Students will have completed their human resource synthesis project they began months ago and will present it to their cohort.			
HRM	470	Strategic Human Resources	4
This course will examine Human Resources 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.			
HSM	310	Innovation: Trends in the Hospitality Industry	4
This course will view the future of the Hospitality Industry from a number of different prerogatives including the world economy, the age of terror, tourism trends, with respect to the cruise industry, airlines, restaurants, hotels, resorts and gaming industry. this course will encourage the student to explore and embellish the future of not only the Hospitality Industry, but the world economy and appreciate this quick-paced, ever changing stage where each day is an adventure.			
HSM	325	Business Ethics	4
This course is designed to investigate the broad spectrum of personal, business and society ethical issues that managers/leaders encounter. As corporate America struggles to find its social and ethical identity in a business environment that grows increasingly complex, managers are confronted with exceedingly difficult challenges. These challenges include balancing their economic, legal, ethical, and social responsibilities to the variety of stakeholder groups in which they interact. This course provides the structure for students to explore their personal ethics and develop the framework for addressing tough ethical decisions in business and in marketing. Students will apply ethical frameworks to business problems.			

HSM	340	Integrated Marketing Communications	4
<p>This course will focus on developing marketing strategy and executing diverse communication tactics that are critical for business success. The student develops specific targeted communications and campaigns to meet their strategic communication objectives and target markets while integrating elements to gain an appreciation for the promotion mix (personal selling, direct mail, advertising, public relations, electronic and personal selling, etc.) tactics. Students will create their own promotional plans as avenues for transmitting marketing messages effectively and present those to the cohort based on their overall value related to usefulness, cost/benefit analysis and social value.</p>			
HSM	345	Interactive and Mobile Marketing	4
<p>This course will explore the explosion of Internet marketing options to engage consumers. It is designed as an introduction to the rapidly evolving world of Interactive marketing focusing on the tools of Internet marketing. Students will explore integrating electronic methods into the marketing function. The course includes discussion of the importance of website return on investment and brand building, community development and digital marketing models. Social media strategy and mobile marketing are also built into the course. By analyzing a company's marketing situation the student will complete an Internet marketing plan that aligns to the business objectives.</p>			
HSM	400	Hospitality Human Resources: Managing Human Performance	4
<p>This course examines the management of the fundamental and most valuable asset in any organization – its human resources; and, it will also review the salient issues and key elements critical in building a strong and successful organization. It will review the application of human resource management practices as they apply to the Hospitality and Tourism Industry. This course will encourage students to realize the significance of human resource management (HRM) and its successful application and practice in the Hospitality and Tourism field.</p>			
HSM	410	Hospitality Law and Legal Issues	4
<p>The student will be introduced to hospitality law, utilizing proven tools and standard operating procedures for satisfying company objectives. This course is designed to give the student a working understanding of Federal and State laws pertaining to Hospitality Industry-related entities and business operations.</p>			
HSM	420	Applied Accounting and Finance	4
<p>In this course financial information is made easier to comprehend. It provides the foundation for basic principles and concepts that will make non-finance managers better equipped for service to the organization. Students will address financial assessment, budgeting and spending, global and ethical implications of financial decision-making, and financial prioritization for the present and the future. This course will provide the framework for the financials of market planning strategy including sales, new product development, return on investment, price and profit while offering the student an understanding of corporate reports and internal control</p>			
HSM	430	Marketing Innovation	4
<p>This course is the foundation of the marketing program. It reviews the concepts and application-oriented framework for marketing decision-making in a dynamic environment. Students explore current and emerging trends within a shifting marketplace and economic landscape. The five P's of marketing - place, price, product, promotion and people - are the center of this module. The course emphasizes environmental scanning, target customers and achieving organizational objectives through the intentional and skillful blending of marketing strategies. Students will create their own marketing plans within this module.</p>			
HSM	435	Hospitality Industry Leadership Strategies	4
<p>This course will explore leadership and management in the Hospitality Industry; utilizing proven tools and exercises for creating future leaders in the Hospitality Industry and emphasizing the important role that management skills play in organizations. Leadership, people management, interpersonal skills, and the attention to quality and critical factors ensure future success. Mastering these skills permits career growth as there is no substitute for ethical leadership and management grounded in sound principles and practices.</p>			
HSM	440	Hospitality Industry Bus Plan	4
<p>Students will create their own business plan for the Hospitality Industry-related organization of their choice. The goal of this course is to enable the student to become proficient in developing his or her own Hospitality Industry business plans.</p>			
HSV	420	Family Systems	4
<p>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.</p>			
HSV	490	Portfolio and Synthesis	2
<p>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.</p>			
INF	150	Spreadsheet Management	3
<p>Utilizing Microsoft Excel, students will be led through an exploration of a powerful spreadsheet program. After a review of the basic commands and functionality, students will be able to sort and format data, utilize functions, and create charts and graphs. Further studies will include management of large data sets, linking multiple workbooks, security issues, and using styles, tables, and formulas. Finally, advanced formulas, functions, search strategies, and data analysis tools will be covered including PivotTables and PivotCharts. Upon completion of the course, students will have sufficient preparation if they wish to take the Microsoft Excel Expert Exam for the Microsoft Office Specialist Certificate.</p>			

INF	210	Database Design	4
Utilize a database tool to create a prototype for output that meets real-life business outcomes. Learn the fundamentals of database design including the relational model, SQL, data warehousing, and web-based application design. Practice working individually and in teams to learn the normalization process, minimizing opportunities for redundant, inaccurate data. Other topics include design implications for speeding data access (e.g. de-normalization), creation of data-backup systems, and the emergence of unstructured data systems.			
INF	250	Google Android Mobile Application Development	3
Google Android Mobile Application Development provides students with an in depth look at the current state of mobile computing application development specifically using the Software Development Kits (SKDs), tools, widgets, and Integrated Drive Electronics (IDEs) specifically tailored for Android Development. Students will conduct a project management exercise to enhance customer and/or employee experience by planning, analyzing and gathering requirements before designing an interactive Android application.			
INF	470	Social Media Marketing	2
In this course, students will explore the latest tools and trends in social media applied to marketing, advertising, and communication. Using case studies from large corporations, small businesses, and non-profits, students will examine current examples and future opportunities of how marketing professionals use social networks, user-generated content, and blogs for shaping marketing activities.			
ITA	101	Introduction to Italian Language and Culture	
Learning the basics of Italian and the culture of Italy.			
ITA	488	Independent Study	4
ITM	305	Introduction to Computer-Based Information Systems	4
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).			
ITM	310	Contemporary Issues in Information Technology	3
An introduction is given to the latest developments in information technology and its social and organizational impact. Included in the study of social issues are the effects, threats, and challenges to privacy and property. Organizational issues include effective communication for virtual teams, effects of information systems on communication, and the consequences of employee behavior and quality of work life.			
ITM	312	Harnessing Personal Innovation	4
Utilize reflective tools and course feedback to examine individual strengths and opportunities for growth as a writer and communicator. Harness this self-awareness to develop a personalized strategic plan that clarifies each student's unique ability to collaborate on teams and innovate for the organization. Begin comparing the effectiveness and efficiency of various electronic and face to face communication strategies amidst a contemporary exploration of technology's global impact on business.			
ITM	315	Personal Resources: Assessment and Application	3
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	Business Management for Information Technology	4
Conduct an in-depth examination of the characteristics of a business and the circumstances that affect their success. Explore varying activities and styles of managers within organizations to develop an effective personal style for managing technology as a business-savvy professional. Study ways to enhance the effectiveness and efficiency of application development and operations management teams. Topics include managing change, compliance, finances, marketing, business intelligence, and frameworks for technology service delivery such as the Information Technology Infrastructure Library (ITIL) and the Control Objectives for Information and related Technology (COBIT).			
ITM	330	Systems Analysis and Design	4
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	Data Management	4
In this course you will learn to use business strategy to lay the foundation for managing data. You will learn the tools to model and create databases that minimize redundant, inaccurate data and provide faster access to strategic information. You will learn to identify the management and knowledge skills needed for enterprise data warehousing (a big reason for Wal-Mart's success!). At the end of this course, you will have expanded your toolset for improving organizational efficiency and for becoming a potential contributor to competitive advantage.			
ITM	340	Applied Research Project 1	2
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. In addition, students are introduced to advanced project management techniques used to manage highly innovative projects.			

ITM	341	Project Management and Innovation	4
Students explore the methods used in managing projects and processes. Emphasis is placed on scheduling, tracking, and planning techniques as it relates to working with current and new technologies that require a significant amount of innovation. Computer tools for assisting project management tasks are discussed.			
ITM	342	Project and Lifecycle Management	4
Channel effective project management skills to innovate and deliver on business strategy. Utilize a project management simulation to study planning, scheduling, and tracking techniques for effective project management. Apply learning to a draft of the following deliverables for the student's own Applied Research Project: 1) project scope/charter, 2) work breakdown structure, 3) cost-benefit analysis, 4) project schedule, 5) risk register, and 6) quality management plan. Identify the relationships between IT operations, project management and other value-chain functions that manage internal and external relationships among partners, vendors, and outsourcers. Explore the impact of operations management on a firm's competitiveness and management of IT resources.			
ITM	350	Managing People/Technology Environment	3
Students 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. 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	351	Bridging the Technology-Business Gap	4
Compare technical to non-technical staff in studying ways to build collaborative effectiveness for the business. Investigate sources of power from the local to global setting to better understand how power can be lost or gained within an organization. Empower each employee with defined outcomes and the right organizational fit. Utilize collaborative software tools to practice communicating virtually across diverse settings and maximize teamwork to deliver on business strategy.			
ITM	405	Operations Management in the New Economy	3
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, project management and other value-chain functions that manage internal and external relationships amongst partners, vendors and outsourcers. Students will examine the need for speed and being first-to-market to positively leverage the network effect of new technologies in order to gain competitive advantage with technology-enabled products and services.			
ITM	410	Business-Driven Information Systems and Security	4
Analyze how information systems are designed to interact with people and carry out business strategy. Analysis will include a study of enterprise-wide applications, coupled with a discussion of the infrastructure necessary to support these applications. Implications for security and privacy are key threads discussed throughout the module. Topics include business continuity and disaster recovery, virtualization, and the effects of compliance on infrastructure development (e.g. HIPPA, SOX, GLBA).			
ITM	420	Applied Systems Analysis and Design	4
Study all phases of the project lifecycle with an emphasis on creating a first draft for the Planning and Analysis phases of the student's Applied Research Project. Utilize contemporary case studies such as mobile applications development to compare software and infrastructure development methodologies such as the Systems Development Lifecycle and Agile Methods. Create a common understanding of project requirements by interviewing key stakeholders and diagramming to communicate process workflow. Apply learned skills to key decision-making tasks such as in-house development, outsourcing, software testing, business requirements gathering, and Cloud Computing.			
ITM	421	Business Strategy and Technology Innovation	4
Examine strategies that businesses use to be competitive in the marketplace. Determine how tactical strategies for technology support the business strategy. Practice working in teams to develop techniques for innovation management of technologies.			
ITM	425	Data Management for Intelligent Business	4
Use business strategy and data-based applications as a foundation for making intelligent business decisions. Utilize a database tool to create a prototype for output that meets real-life business outcomes. Practice working individually and in teams to learn the normalization process, minimizing the potential for losing customers through redundant, inaccurate data. Study the Structured Query Language (SQL), data warehouse team-building, de-normalization, and data-mining for faster access to operational and strategic information leading to a potential competitive advantage.			
ITM	430	Network Infrastructure and Security	3
In this course you will analyze network and security architecture for strategic value in a business context. You will create cost/benefit analyses to compare infrastructure options, analyze types of network attacks and design mitigation strategies, describe differing physical network media and topologies, examine privacy from an organizational and global perspective, and propose a network solution that helps to solve a day-to-day issue.			
ITM	435	Business Ethics for Information Technology	4
The conduct of technical and business professionals is considered from a moral and ethical perspective. Students develop their capability and depth as a reflective practitioner by using a rich framework for processing ethical decisions. A rare opportunity is provided to prepare a personal moral and ethical statement as a foundation for future decision-making.			

ITM	440	Applied Research Project	4
This seminar helps students complete a synthesis project integrating business and technology knowledge gained through the Innovation and Technology Management (ITM) program coursework. The 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 including cost-benefit, requirements gathering, options analysis, and measured success to address a business need.			
ITMC	380	ITIL® V3 Foundations	3
ITIL® (Information Technology Infrastructure Library) is the most widely accepted approach to IT Service Management in the world. ITIL® provides a cohesive framework drawn from the best practices of public and private sectors internationally. This course introduces students to the V3 service lifecycle phases and associated processes. The Foundations' certification exam is administered at the end of the course.			
JPN	101	Beginning Japanese	3
The course goal is to provide a basic foundation that will enable students to acquire and develop language skills in listening, speaking, reading, and writing in Japanese. Throughout the process of learning these skills, emphasis will be on the student's ability to perform in real-life situations through task-based practice. Additionally, students are required to engage in regular independent practice.			
KHS	100	Walking and Running Basics	1
This course develops the fundamental skills, strategies and experiences to enjoy the health benefits of walking and running.			
KHS	102	Team Sports Activities	1
This course develops the fundamental skills, strategies and experiences in team activities such as soccer, volleyball, and basketball.			
KHS	103	Strength and Conditioning Activities	1
This course develops the fundamental skills, strategies and experiences in fitness activities such as weight training and cardiovascular conditioning.			
KHS	107	Golf	1
This course develops the fundamental skills, strategies and experiences to enjoy the sport of golf.			
KHS	108	Racquetball	1
This course develops the fundamental skills, strategies and experiences to enjoy the sport of racquetball.			
KHS	109	Volleyball	1
This course develops the fundamental skills, strategies and experiences to enjoy the sport of volleyball.			
KHS	110	Health and Dynamic Human Movement	3
The aim of this course is to enhance and expand upon the personal and community benefits of a dynamic health and human movement lifestyle. Further, this course is designed to foster and promote healthy attitudes, behaviors, and skills, which develop informed healthful living and enlightened care for self. This course is designed to optimize informed healthful living, balanced service to God and humanity and enlightened care for self, such that Concordia University students are challenged to increase awareness, understanding, and informed critical appreciation for the six basic dimensions of health and wellness which are: Social, Mental, Emotional, Environmental, Spiritual, and Physical.			
KHS	111	Badminton	1
This course develops the fundamental skills, strategies and experiences to enjoy the sport of badminton. Basic skills include serve, forehand, backhand, smash and drop shot. Strategies will be explored in singles and doubles. Understanding the rules and scoring will add to the experience of the sport of badminton.			
KHS	114	Pilates	1
This course provides students with a basic understanding of the Pilates method, and how to properly perform a wide variety of introductory mat exercises. These exercises will focus on applying the fundamental skills of Pilates, including breathing technique, focus and body alignment. As students' progress through exercises they will gain awareness of the mind-body relationship, and the many benefits Pilates offers.			
KHS	125	Introduction to Kinesiology	1
This course provides an introduction to the sub-disciplines of the field of Kinesiology. At the conclusion of the course, students will have an understanding of the various sub-disciplines of Kinesiology and the current issues present in these sub-disciplines, and be aware of available employment and graduate school opportunities.			
KHS	200	Community Safety and First Aid/CPR	1
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)			
KHS	220	Epidemiological Foundations and Research	4
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)			

KHS	250	Technology, Media, Health and Your Environment	2
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)			
KHS	300	Applied Nutrition	4
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)			
KHS	305	Youth Sports	3
This course will cover the role of sports on the lives of young people in society. Students will be engaged in learning what was and what currently is youth sports today. Topics also covered include youth development, gender, class inequities, and inter-group relations.			
KHS	308	Women's Health:Today and Future	3
This course focuses on the diversity of women while reviewing dimensions of their general health. A history of women's health will be studied along with factors that have influenced the health care of women.			
KHS	310	Drug Education	2
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)			
KHS	311	Functional Anatomy	4
This course employs a regional approach to human anatomy and emphasizes the role of the musculoskeletal system in producing movement. Elements of the nervous, cardiovascular, and respiratory systems are also considered. Kinematic features of common athletic movements are explored.			
KHS	315	Media and Sport	3
This course will cover the most current trends and issues in the world of media as it affects sport. Students will explore and develop a critical knowledge and appreciation for the media as they relate issues to and of sport.			
KHS	316	Psychology of Sport Injury and Rehabilitation	4
Psychological factors related to sport injury and rehabilitation are examined. Special attention is given to the antecedents to injury, the stress-injury relationship, emotional responses to injury and rehabilitation, and the role psychological skills such as mental imagery, relaxation, goal setting, positive self-talk, and social support has on injury risk and recovery. Ethical issues for professionals and psychological considerations for malingering individuals are also examined.			
KHS	320	Human Life Experience	3
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)			
KHS	330	Elementary Methods Block I	4
This course is designed to give students the basic principles of effective instruction at the elementary school level. This course will address curriculum content, philosophy development, objective writing and annual/unit/daily lesson planning teaching skills, methods, class organization, progression of skills, and evaluation as it relates to creating an effective physical education program that promotes lifelong physical activity.			
KHS	335	Middle School/Secondary Methods Block II	4
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)			
KHS	375	Sociology of Sport and Exercise	4
This course is designed to provide the student with a working knowledge about a number of topics regarding the sociological aspects of sport and physical activity. This course engages the students on the impact of sport and exercise in our lives and to make them aware of the social processes which either influence the institution of sport or are influenced by the institution of sport. Concepts covered will include: sport and exercise within and among societies and nations, social organizations, economics, education, the family unit, governments, religions, social differentiation (e.g., status, ethnicity, gender, age, careers, ethical), and social problems (e.g., honesty and violence).			
KHS	390	Sport Management	3
Sport Management theories and practices will be examined using a multi-disciplinary approach. Topic areas to be examined include: organization and management, marketing and promotion, special event management, facility management and design, management forecasting, and career opportunities.			

KHS	391	Law and Sport	3
This course is an overview of legal aspects relevant to managers in the sport and recreation environment. Areas of study include tort law, contract law, constitutional law, legislation and administrative law related to the operation and administration of sport, recreation and athletic programs. Risk management strategies and sport management applications of legal issues are also addressed.			
KHS	392	Marketing and Fundraising in Sports	4
Sport marketing and fundraising presents an overview of the various techniques and strategies used in meeting the and needs of consumers in the sport industry as well as understanding how sport can be used to assist in the marketing of other companies and products. Areas to be addressed are the uniqueness of sport marketing, an overview of the segments of the sport industry, the importance of market research and segmentation in identifying the right sport consumer, the use of data-based marketing in researching the sport consumer the overview of the marketing mix as individual units and the relationship between those units, and the development and endorsement packages.			
KHS	393	Planning and Managing Sport Facilities	4
This course helps students understand how to plan, design, and maintain sport facilities. In addition, event management and programming will be examined within the context of stadium and arena management.			
KHS	394	Sports Business	4
This course will include a comprehensive analysis of issues related to sports business. Topics will include finance, accounting and budgeting as it relates to the world of sports business.			
KHS	400	Health Psychology	4
KHS400 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, KHS 115)			
KHS	401	Kinesiology Teaching/Research Assistant	4
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.			
KHS	410	Health Methods and Strategies	3
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, ED470)			
KHS	420	Program Administration	2
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, ED470)			
KHS	435	Sport Psychology	4
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)			
KHS	436	Motor Development, Control and Motor Learning	4
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)			
KHS	438	Philosophy of Values and Ethics	3
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			
KHS	439	Physical Dimensions of Aging	3
This course is designed to provide students interested in the gerontology population the knowledge base of physical aging. Physical aging is central to most daily activities and permeates through all aspects of life. Throughout this class, students will study the biomechanical, physiological, and motor effects associated with aging. Students will understand that when society encourages older individuals to stop being active, professions should be encouraging activity, while understanding their physical abilities.			

KHS	445	Ethics and Decision Making in Health Care Environments	4
This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical health care decisions will be evaluated. The roles and responsibilities of health care professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.			
KHS	470	Health Education for Teachers	2
This course investigates personal and community health issues facing society and especially children. The National Health Education Standards and the Centers for Disease Control and Prevention (CDC) Priority Health Risk Behaviors are addressed. (Prerequisite: Admission to Teacher Education Program)			
KHS	472	Athletic Training, Injury Prevention, and Safety	4
The practical study of procedures for the care and prevention of injuries sustained during physical activity, including First Aid and Safety principles as dictated by the American Heart Association and the American Red Cross. Designed as a course for students pursuing careers in athletic training, teaching, coaching, physical therapy, or other related fields. Instruction will include lectures, informational presentations, and hands on experience.			
KHS	473	Biomechanics	4
This course examines the physics of human movement. Content areas include the structural mechanics of bone construction, muscle contraction, ligament, and tendon plasticity and elasticity. Sport implement mechanics and the mechanics of environmental conditions (e.g. friction, air, and water resistance) are also explored. Sport performance issues will also be analyzed for mechanical efficiency.			
KHS	474	Exercise Physiology	4
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)			
KHS	475	Applied Exercise Prescription	4
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 Kinesiology and KHS 474 Exercise Physiology)			
KHS	479	Coaching Pedagogy	2
This course offers some realistic guidelines and principles that should enable the coach to conduct his/her coaching program successfully. Course content explains the principles of coaching through discussion of the techniques that encompass the philosophical, psychological, and moral issues involved in the administration of athletic programs. (Prerequisite: KHS110)			
KHS	481	Adaptives	2
Students study disorders, which limit student participation in physical education and the adapted development approach to a physical education program. Students will describe past and present legislation that has influenced programs for those with special needs, compare and contrast the major theories and models about movement activities, describe the abilities and limitations of the various degrees of visual, hearing impairment, learning disabled, emotional/behavioral disturbances, mentally disabled, speech and language impairments, awkwardness, brain injured and cerebral palsy, epilepsy and convulsive disorders, muscular dystrophy and other muscular disorders, orthopedic impairments, arthritis, heart disease, and asthma and other respiratory conditions. Students will also analyze the latest research in adaptive methodology and specific conditions, which require adaptive assistance in the physical education setting. (Prerequisite: KHS473)			
KHS	482	Advanced Athletic Training	4
This course is geared for the athletic training student pursuing NATA certification or students further interest in knowledge of injury prevention and management. Advanced knowledge and techniques of athletic assessment, treatment/rehabilitation, administration of an athletic training programs and sports medicine experience outside of the classroom will be stressed. (Prerequisite: KHS472)			
KHS	490	Senior Professional Seminar	1
This capstone course prepares students to chart different paths following graduation with a degree in Kinesiology or physical education: (a) entering the work force in the field of Kinesiology at a bachelor's degree level, (b) enter the work force in the field of teacher education at a bachelor's degree level, or (c) enter a graduate school. In this course student will develop a resume, request letters of recommendation, complete a professional portfolio, and identify job-searching strategies. (Prerequisite: senior status)			
KHS	498	Internship	1
This internship places students directly in a setting where students learn to apply entry-level competencies. The student and advisor collaborate with the on-site supervisor in selecting an appropriate internship site that meets the need of the student, the needs of the internship site and the program needs. (Prerequisites: senior status and advisor approval)			
KHS	499	Kinesiology Internship	1

KHS	500	Foundations of Sports Management	3
Today the need for sport management professionals is increasing in areas of business, marketing, sales and managing. This course will examine the expanding field of Sport Management. Areas of emphasize include; exploring job specific skills pertaining to sport marketing and sales, facility management, event planning, sport agents and recruiting services, intercollegiate athletics, professional sport, public relations.			
KHS	505	Organizational Leadership and Development	3
This course is a scholarly consideration of the concepts, principles and analytical tools for effective administration in sport management. Students will examine how leaders develop themselves and others in a dynamic, changing environment. The course will also examine the topics of communication and conflict management as they relate to successful organizational outcomes			
KHS	510	Human Resource Management	3
Discusses critical aspects of human resource management as it relates to sport organizations. An overview is given of major functions and concepts regarding the management and administration of human resources in the organization including: recruitment, development, motivation, compensation, benefits administration, employee relations, and human resource information systems			
KHS	515	Management and Leadership	3
Different theories of leadership and management styles are introduced and what their impact is on organizational structure, productivity, and decision making. Students will examine their individual management and leadership styles as they relate to sport management administration. This course will analyze how leadership is not only different from management but also more effective in today's workplace.			
KHS	520	Managerial Finance	3
The practical aspects of the strategic and operational roles of accounting and finance are explored, including applications of strategic planning, budgeting, financial performance, and fiscal and ethical responsibility in a sport management setting.			
KHS	525	Managing and Planning Sport Facilities	3
This course takes a multi-disciplinary approach to the theories and practices of facility design, construction, and operations. The course will examine a wide variety of both indoor and outdoor sports facilities including stadiums, gymnasiums, golf courses, fitness centers, and athletic fields. Students will also examine event management and programming within the context of stadium and arena management.			
KHS	530	Research Design Methods	3
This course examines the various research methodologies used in organizational settings. It provides an overview of quantitative and qualitative research methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of management research are introduced.			
KHS	535	Sports Marketing	3
This course will examine the application of marketing principles in the sport industry. Elements of corporate partnerships related to sport marketing will also be explored along with business strategies of sponsorships, branding, promotions, and event marketing.			
KHS	540	Legal Aspects of Sports	3
Legal Aspects of Sports is an overview of legal aspects that will be relevant to sport managers in areas of recreation, athletics, facilities, and business. The course will examine risk management strategies along with law related to operation and administration of sport-related programs. Students will explore case studies relating to the legal aspects of sports.			
KHS	545	Ethics and Policy in Sport Management	3
This course explores the topics of ethics and policy for administrators in a sport management setting. Students will critically analyze ethical concepts which influence the development of sport policies. The course will further examine the relevance of ethical considerations in policy development and compliance. Students will use contemporary case studies to examine ethical dilemmas relating to policy enforcement.			
KHS	560	Internship I	3
Students will complete an internship or a capstone project to complete the requirements for the Master of Arts in Sport Management program. KHS560 and KHS561 will complete the requirements for the internship.			
KHS	561	Internship II	3
Students will complete an internship or a capstone project to complete the requirements for the Master of Arts in Sport Management program. KHS560 and KHS561 will complete the requirements for the internship.			
KHS	565	Capstone I	3
Students will complete an internship or a capstone project to complete the requirements for the Master of Arts in Sport Management program. KHS565 and KHS566 will complete the requirements for the capstone project.			
KHS	566	Capstone II	3
Students will complete an internship or a capstone project to complete the requirements for the master of Arts in Sport Management program. KHS565 and KHS566 will complete the requirements for the capstone project.			
KHS	700	Cross Country-Intercollegiate Men	1

KHS	705	Cross Country-Intercollegiate Women	1
KHS	710	Football-Intercollegiate	1
KHS	715	Volleyball-Intercollegiate	1
KHS	720	Basketball-Intercollegiate Men	1
KHS	725	Basketball-Intercollegiate Women	1
KHS	730	Baseball-Intercollegiate	1
KHS	735	Softball-Intercollegiate	1
KHS	740	Indoor Track and Field-Intercollegiate Men	1
KHS	745	Indoor Track and Field-Intercollegiate Women	1
KHS	750	Outdoor Track and Field-Intercollegiate Men	1
KHS	755	Outdoor Track and Field-Intercollegiate Women	1
KHS	760	Cheerleading	1
KHS	765	Dance Line	1
KHS	775	Soccer-Intercollegiate Women	1
KHS	780	Golf-Intercollegiate Women	1
KHS	785	Golf-Intercollegiate Men	1
KHS	790	Spirit Squad	1
LAW	401	Legal Environment of Business	2
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)			
LAW	411	Federal Income Tax	4
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)			
LDR	205	Motivational Management	3
Students will use personalized PIAV (Personal Interests, Attitudes, and Motivators) reports to learn "why" we make the decisions we make, why conflicts happen, and perhaps most importantly come to realize why diverse people view the world so differently. The overall focus is on understanding which attitudes drive your life, actions, and decisions. Students will also examine how rewards and recognition can be most effectively used when an individual's motivators are taken into account. It's recommended, but not required, for students to take Behavioral Profiles in Leadership first.			
LDR	210	Behavior Profiles in Leadership	3
This class discusses the language of personal style - how people do what they do. The DISC report "a personality profile" is the core piece of this class as participants learn more about their own behaviors and then the how to adapt to others piece. Students will be introduced to the different styles of communication and be able to apply the concepts to their individual situations.			
LDR	220	Leadership Process	3
Leadership is often incorrectly interpreted as a position within an organization. This course provides a tremendous source of theoretical concepts and examples to improve leadership behaviors.			
LDR	230	Synergistic Leadership	2
Leadership begins with understanding the behavior and motivations of others. To do so, one must go beyond the surface advice of popular business books and review the psychology of individual behavior. This course, examines the writings of Abraham Maslow and the way in which successful leaders have utilized his concepts to create a workplace where the individual and the organization can strive for their best performance.			

LDR	240	Building Emotional Intelligence	2
<p>Why are those with the highest IQs not necessarily the most successful in their personal and business lives? The latest research into factors that distinguish successful individuals tends to show that “EQ” or Emotional Intelligence is the more significant factor. This applies both to personal success and to bottom-line company performance of companies whose leaders have high “EQ.” This is something we recognize intuitively—the people we like to work with are those who both understand and effectively manage their emotions and are able to discern the emotions of others in order to develop the most rewarding relationships.</p>			
LDR	250	Leadership for Child Care Professionals	4
<p>Concepts that are presented in this course will provide the leader with tools to develop best leadership practices that support an effective and motivated staff.</p>			
LDR	260	Introduction to Personal Coaching	3
<p>This course explores personal life coaching while discussing the distinctions between coaching, mentoring, and counseling. An introduction to coaching concepts and skills is discussed while exploring the many coaching “niches.” Students apply coaching concepts to personal and organizational situations.</p>			
LDR	270	High Performance Coaching	2
<p>As a manager, your most important job is to develop the people under you. You must help them develop skills, build emotional intelligence, overcome personal blocks, and navigate organizational landmines. You are the coach that can ensure their success. In this workshop, participants learn effective tools for coaching, techniques on how to give effective feedback, and how to avoid pitfalls in coaching.</p>			
LDR	280	The Servant Leader as a Leadership Style	2
<p>This class discusses the leadership styles formulated by Robert Greenleaf, called Servant Leadership. It discusses an organizational overview of the servant leadership as applied to organizations and the basic values and attributes of servant leadership.</p>			
LDR	307	Leadership Ethics	3
<p>Is it possible to lead without ethics? Is there a lesson to be learned from the Enrons and World Coms we have heard so much about? This course focuses on leadership ethics – what, how, and why. Learn about and test your own ethical values – apply your ethics to current cases from the business world. Learn the impact of ethical leaderships on others, and the cost of unethical leadership. Learn to let your ethics be your rudder in life.</p>			
LDR	312	Topics in Leadership	3
<p>To achieve a true understanding of leadership, it is necessary to look back at how the various theories of leadership and management have developed, changed, and coincided with the needs of the workplace at the time they were popular. This course explores the development of leadership theory as a means of understanding the current concepts. Application of various theories are also examined.</p>			
LDR	313	Supervisory Leadership Tools	3
<p>Every leader can benefit from improved supervisory skills. This course focuses on some of the basic skills necessary to be an effective manager or supervisory. Effective communication will be applied to the topics of facilitating teams, delegation, and how to coach employees at different performance levels. Students will apply these concepts to personal and organizational situations.</p>			
LIT	250	Readings in Contemporary Fiction	1
<p>Students will discuss the themes, style, character, symbolism and images in contemporary novels.</p>			
LIT	255	Flash Fiction: Reading, Writing and Publishing Sudden Fiction	2
<p>Flash Fiction has many names: Sudden Fiction, Flash Fiction, The Short-Short, The Prose Poem and Micro Fiction. While there is no agreed upon definition of what constitutes a work of Flash Fiction, everyone agrees that it's short. Sometimes they are as long as 1000 words, and sometimes they are much smaller. Ernest Hemmingway wrote one that was only 6 words long (For sale: Baby shoes, never worn). In this course, we will read, write and learn how to publish Flash Fiction.</p>			
LIT	256	Comedy Writing	2
<p>Comedy Writing is difficult. Many think that funny people can automatically write funny. This is not true. Just like every other artistic medium, comedy writing is a craft. Students will learn how to apply this craft to various mediums.</p>			
LIT	257	Reading and Writing the Narrative Poem	2
<p>The narrative poem is the oldest form of poetry. This, though, doesn't mean it's stuffy. Contemporary narrative poetry is hip and edgy. This course will examine contemporary narrative poetry. Students will also learn how to write the narrative poem.</p>			
LIT	300	Understanding Plagiarism	2
<p>This class will help you to avoid plagiarism in an academic context, while also discussing grey areas of plagiarism, including sampling in hip hop and avant garde writing and standards in different academic and professional fields. You will have fun writing and plagiarizing while also learning what is expected from your instructors and developing your own personal philosophy about when and whether plagiarism is acceptable.</p>			
LSC	107	History of Photography	1

LSC	111	Basics of Golf I	1
This course is a one-day, hands-on workshop that will introduce beginning golfers to the rules and etiquette of golf. Participants will receive instruction in the fundamentals of chipping and putting—key elements to successful golf. Time will also be set aside for instruction in other golf fundamentals. Students will need to provide their own golf equipment. Instruction will be at a local golf facility.			
LSC	112	Basics of Golf II	1
This course provides a one-day, hands-on workshop of continued instruction to help students perfect basic skills and better their golf game. Students will need to provide their own golf equipment. Instruction will be at a local golf facility.			
LSC	116	Women's Awareness Life Skills and Self-Defense Education	2
This is an entry level course that is appropriate for any woman that wishes to learn how to be aware and understand how to better protect herself in everyday life. The course goal is to prepare women to avoid/deal with a wide range of attacks that could happen to anyone. Concepts learned will include: awareness education, mindset development, and techniques for physical defense.			
LSC	117	Nutrition and Wellness: The Impact of Everyday Foods and Vitamins on our Health	2
Learn natural ways to help cope with stressors. What foods and nutritional will help calm the brain and increase memory retention. We will discuss the typical 'American Diet', expose hidden dangers and provide healthier alternatives.			
LSC	118	Nutritional Wellness: How to Manage Stress and Maintain Health	2
Learn natural ways to help cope with stressors. What foods and nutritional will help calm the brain and increase memory retention. We will discuss the typical 'American Diet', expose hidden dangers and provide healthier alternatives.			
LSC	127	The Hiring Process	2
This course will focus on identifying the key elements/attributes that employers are seeking during their interview process. During this highly interactive program, you will have the opportunity to learn how to better prepare yourself for interviews; how to distinguish yourself from the competition; what to include in your resume; and how to most effectively follow-up after the interview. Emphasis will be placed on defining your "ideal" job criteria, researching potential companies that meet these criteria.			
LSC	130	Historic Architecture of St. Paul	2
LSC	131	Introduction to Ceramics	2
Students will be introduced to basic hand building techniques in forming clay objects. As well, students will learn to Design a tile, hand-carve a plaster tile press-mold, and produce multiple tiles from their mold. Students will be introduced to basic underglazing and glazing and will produce finished ceramic work, including tiles. 12 hours (minimum) will be required outside of class to complete assigned projects. Weekday afternoon/evening clay studio access for required individual projects. \$20 studio fee (includes firings, materials). All tools/equipment supplied by Concordia Ceramics.			
LSC	141	History of Rock and Roll: Inception to 1970	2
This course takes up the history of Rock from the beginning and will examine its history from its clear pre-origins in the 19th Century, through the first great maturation of Rock music around 1970; the era in which this music transformed from an artifact of youth culture into an art form, and beyond.			
LSC	142	History of Rock and Roll: 1970 to Present	2
This course takes up the history of Rock toward the end of what most historians consider its Golden Age. From the emergence of ¿progressive¿ Rock in the early `70s, we will trace the course of Rock and related styles to the present day, considering ¿arena¿ Rock, punk, new wave, heavy metal, rap, grunge, and a range of ¿alternative¿ styles.			
LSC	146	Creative Leadership: A Look at Leadership in Comic Books	2
The course is intended to show the relationship between effective leadership qualities and comparing it to characteristics of leaders in comic books. Part of being an effective leader is how to be creative. The course focuses on how to see peoples' skill			
LSC	147	Fundamentals of Public Relations	2
Public relations is an effective marketing tactic for any organization. In this course you will learn the basics about public relations and how to design a public relations program. Content in this course includes identifying audiences, creating key messages, developing a media contact list, writing press releases, using wire services and more.			
LSC	148	Business Etiquette	2
Business etiquette can play a large role in career success. This course will cover basics of networking and etiquette that will help you feel more comfortable in social and work situations. Content in this course includes networking guidelines, written communications, oral communications, manners, meals and more. This class also includes a luncheon event on campus where you can practice your new-found skills.			
LSC	158	Politics and Social Justice: The Role of Documentaries in Awareness and Change	2
Documentary films are powerful social tools which often reflect both the current state of affairs in a country as well as struggles for change in the future. In this course, we will look at the history of documentary and how this medium addresses various social justice issues, both from the past as well as the present, and how documentaries capture political tides of resistance and change.			

LSC	159	The Inner Review	2
In this reflective course students will evaluate their strengths as a learner; define priorities and goals when choosing a career; and gain a greater understanding of memory.			
LSC	203	Constructing Life Experience Essays	3
This course teaches students how to construct Life Experience Essays, essays that demonstrate significant real-life learning at a college-equivalent level and may earn college course credit. This course emphasizes understanding and use of the Kolb Model of Experiential Learning. Students will complete guided practice activities utilizing each of the four stages of the Kolb Model. Students will also learn how to identify significant learning experiences, categorize their life experience within general college course areas, and evaluate their learning for credit. Upon successful completion of this course, students will possess the necessary skills to write and submit Life Experience Essays for credit evaluation. This course teaches a model and a process with significant practice and feedback. This is not a writing course, so it is expected that students will have college-level writing skills and a basic understanding of APA formatting and citation. This course prepares students to write and submit Life Experience Essays, but submitting actual Life Experience Essays for additional credit is NOT part of this course..			
LSC	241	Families in Film	2
This course will explore concepts of family and family dynamics in film. By using examples from modern day cinema, family issues including chemical dependency, grief and loss, end of life issues, multicultural families, and blended families will be examined in depth. Learning will be based on family theoretical frameworks including family systems theory, family development theory, feminist theory and social constructionism with a focus on multicultural families. Concepts such as boundaries, rules, triangulation, communication styles, conflict, family secrets, and gender roles will be addressed. The myths and realities of family, as portrayed on the silver screen, will be explored through example and discussion. In addition, the notion of film as a reflection of society will be discussed in terms of the social construction of family and the role of the media in this construction. As a final project, students will have the opportunity to do their own analysis of family dynamics in a film of their choice.			
LSC	265	Innovation: A Methodical Review	2
Futurism is the methodical study of the future. The participants of this course examine differing views of the future, both optimistic and pessimistic, and learn how to systematically study the trends and patterns leading to the future.			
LSC	267	Peer Group Facilitation Training	2
In this course students learn the skills, techniques, and attitudes that will enable them to facilitate, and/or support information groups, teams, or work groups. Students also learn effective techniques for delivering information, facilitating problem solving, and decision-making.			
LSC	268	Exploring World/Global Studies	2
This course on global study provides participants the opportunity to explore different countries while experiencing various aspects of the culture, history, architecture, literature and the traditions of the regions visited. Travelers will prepare with a course of study in history, and events and literature prior to departing, in addition to on-going instruction during the tour. Additional assignments will be completed after returning from the trip.			
LSC	271	Women's Symposium	1
LSC	274	Effective Strategies for Communication Success	2
Professionals bringing the most success to their function and to their organization will possess a broad and rich skill set. Nothing is more important to organizations than having professionals who understand how to handle relationship needs. Students will gain insight on how to manage relationships through effective communication tactics. Identify your preferred thinking style and discover effective strategies that enhance relationships, communication effectiveness and team collaboration. This highly interactive course utilizes a powerful tool and theory for diagnosing, planning, and enhancing communication with people in the workplace. Explore effective communication strategies that help strengthen relationships across teams and departments.			
LSC	277	Reflection and Synthesis	2
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)			
LTN	111	Beginning Latin I	4
Students begin their study of Latin vocabulary, grammar and syntax in order to read and comprehend Latin prose and poetry with appropriate assistance.			
LTN	112	Beginning Latin II	4
MAN	101	Introduction to Business	2
This is a survey course intended to give students an overview of accounting, economics, finance, management and marketing.			
MAN	120	Basics of Business	2
This course is for anyone planning to major or minor in one of the business areas and for students who plan to start their own business. Students learn to develop a business plan in a dynamic business environment. Fundamental course concepts include the basics of economics, management, entrepreneurship, marketing, finance, and communications.			

MAN	201	Business Analytics	2
In this course students will learn to use various tools to analyze data and make predictions. These tools include probability analysis, hypothesis testing, regression analysis, linear programming and tools for financial analysis.			
MAN	301	Organizational Behavior	4
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.			
MAN	302	Operations and Quality Management	2
This course will discuss the theoretical and practical foundations for operations management. The course will focus on the production process (including service), quality, and supply chain management. The production process includes the management of equipment and machinery, facilities, materials management, inventory control, scheduling, and lean operations. Quality includes quality control and quality management including six sigma. Supply chain management includes purchasing, vendor relations, and logistics. The concepts of project management are also reviewed. (Pre-requisites: ECO 201)			
MAN	310	Managing Teams, Communication, and Projects	4
This cross functional course covers forms of business communication including business letters, reports, proposals, resumes and the employment process. Emphasis is on business writing and speaking that is strong, clear, concise and grammatically correct. Project management techniques that will enhance success in leading and completing projects are also covered. Topics include creating a project charter and plan, working as a project team, executing the project and closing out the project. Students will apply project management knowledge, tools and techniques to an actual class project.			
MAN	350	Managing in a Global Economy	4
This cross functional course will build on management principles and apply them to global opportunities using market measurement, competitive analysis, managing distribution, product positioning, ethics and decision-making, forecasting, budgeting, performance evaluation and maintaining control.			
MAN	401	Business Strategy and Ethics	4
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)			
MAN	410	Managing Talent, Change and Negotiations	4
The role of the human resource management function in organizations will be studied in this cross functional course. The changing nature of work and demographic shifts will be of particular emphasis. The course also will focus on increasing the understanding of the negotiating process and on increasing the skill level for negotiating by focusing on preparation, interest identification, strategies and tactics, listening skills, collaborative negotiations, competitive negotiations, and options outside of negotiation. Emphasis will be given to win/win collaborative negotiations and preserving relationships using principled dispute resolution strategies.			
MAN	435	Applied Ethics	4
Students examine the issues of accountability in government and business regarding human rights and ethics through readings, classroom discussion and debates. Exploring both ethical theory and personal values, students develop a system for making ethical decisions on their personal, public and work lives.			
MAN	450	Managing Finances and Business Strategy	4
This is the capstone course for the major. Students will apply business analytical tools in finance and accounting to real world business scenarios. Students will use popular business software, such as QuickBooks, to gain experience in implementing and managing small business finances. Through case studies and other techniques students will learn how to integrate their knowledge of business disciplines in developing business strategy which will include principles of stewardship and sustainability issues.			
MAN	460	Managing Teams, Communication, and Projects	4
This course focuses on team building and team leadership utilizing communication, conflict management, and decision making skills. Project management techniques that will enhance success in leading and completing projects are also covered. Students will apply project management knowledge, tools and techniques to an actual team project. Topics include creating a project charter and plan, working as a project team, executing the project and closing out the project. The course is for seniors only.			
MAN	488	Independent Study	1
MAR	301	Principles of Marketing	4
This course provides an introduction to the study of marketing in business and other organizations. Topics that will be addressed in this course include the marketing environment, marketing ethics, information gathering, product development, pricing strategies, distribution strategies, the promotional mix, decision making, nonprofit marketing, social marketing and international marketing. (Prerequisite: junior standing)			
MAR	311	E-Marketing and Entrepreneurship	4
This course will explore small business management and entrepreneurship.			

MAR	312	Consumer Behavior	4
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)			
MAR	313	Advertising and Promotions	4
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)			
MAR	413	Marketing Research	4
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, MAT102)			
MAR	414	Marketing Strategy	4
This is the senior marketing capstone course. In the class we will discuss how marketing strategy, tactics, theory and practice are integrated. Students will learn to apply strategic thinking through case analysis and through class facilitation and frequent participation.			
MAR	470	Social Media Marketing	2
In this course, students will explore the latest tools and trends in social media applied to marketing, advertising, and communication. Using case studies from large corporations, small businesses, and non-profits, students will examine current examples and future opportunities of how marketing professionals use social networks, user-generated content, and blogs for shaping marketing activities.			
MAR	471	Global Marketing	2
This course examines the complexities of international marketing. The scope and nature of international and global marketing operations are introduced. The influence of culture on global marketing is explored. The traditional elements of marketing, including price, product, promotion, distribution, and service are examined in the context of international markets. Students are asked to analyze what it takes to introduce a product into a foreign market.			
MAR	488	Marketing Independent Study	1
MAR	498	Marketing Internship	
MAT	095	Mathematics Workshop	3
The goal of this course is to strengthen basic math skills in preparation for future math courses. The course begins by reviewing operations with whole numbers, fractions, and signed numbers. The course builds to simplifying algebraic expressions and solving and graphing linear equations.			
MAT	100	Intermediate Algebra	3
This course is not a general education course and should only be taken by students planning to take a course with MAT100 listed as a prerequisite. Topics include systems of linear equations, polynomial, factoring, quadratic equations, functions, inverses, exponentials and logarithms. (Prerequisite: A minimum grade of C- in MAT095 or level 2 placement on the Math Placement Exam)			
MAT	101	Contemporary Mathematics	3
This course was designed to give the liberal arts student an experience in contemporary mathematics with emphasis on its connection to society. The concepts include financial mathematics, statistics, apportionment, voting, graphs and networks. (Prerequisite: Minimum grade of C- in MAT095 or level 2 placement on the Math Placement Exam)			
MAT	110	Introduction to Probability and Statistics	3
This course will explore fundamental topics from probability and descriptive and inferential statistics and apply these to a range of areas of study including business, social science, and biology. Topics include probability and counting rules, probability distributions, hypothesis testing, correlation, regression, chi-square, and analysis-of-variance. (Prerequisite: Minimum grade of C- in MAT100 or level 3 placement on the Math Placement Exam.)			
MAT	111	Principles Contemporary Math	3
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 shapes and symmetries.			
MAT	125	Precalculus	4
This course emphasizes functions and their applications. It starts with investigating graphs and solutions of the algebraic functions including polynomial, rational, and root functions. The course continues by exploring transcendental functions including exponential, logarithmic, and trigonometric functions. The course concludes with a study of conic sections. The course is a good preparation for Calculus and for those students who will encounter functions in their course of study. (Prerequisite: Minimum grade of C- in MAT100 or level 3 placement on the Math Placement Exam)			

MAT	135	Calculus I	4
This course explores the concepts of limit and continuity, investigates techniques of differentiation and its applications, introduces integration, and provides the framework for the Fundamental Theorem. (Prerequisite: Minimum grade of C- in MAT125 or level 4 placement on the Math Placement Exam.)			
MAT	145	Calculus II	5
This course is a continuation of MAT135. Topics covered include techniques of integration, an introduction to differential equations, sequences and series and applications of these concepts. Other topics include parametric equations, polar equations, and conic sections. Students will be introduced to a computer algebra system. (Prerequisite: Minimum grade of C- in MAT135 or equivalent)			
MAT	150	Practical Application of Mathematics	3
Practical applications are the focus in this "real life" math class. Examples of topics covered include calculating retirement income, budgeting, determining interest on loans, the real cost of consumer debt, and everyday use of statistics.			
MAT	200	Foundations of Elementary Mathematics	3
This course gives students the mathematical foundation necessary to teach K-6 mathematics and to prepare for the Minnesota Teaching Licensure Basic Skills Exam. Topics include basic algebra, set theory, probability, statistics, geometry, and problem-solving techniques. (Prerequisite: Minimum grade of C- in MAT100 or level 3 placement on the Math Placement Exam.)			
MAT	220	Discrete Mathematics	3
This course serves as an introduction to formal proofs and is prerequisite for several upper level math courses. Additional topics covered include logic, set theory, function and relations. (Prerequisite: C- or better in MAT135 or consent of instructor)			
MAT	255	Calculus III	4
This course is a continuation of MAT145. Topics covered include analytic geometry in three-dimensional space, vector calculus, partial differentiation, multiple integration, the Fundamental Theorems, and related applications. (Prerequisite: Minimum grade of C- in MAT145)			
MAT	305	Foundations of Geometry	3
This course provides a systematic survey of Euclidean, hyperbolic, transformation, and fractal geometries. Through the use of technology, the students are better enabled to construct, analyze, and prove conjectures. (Prerequisite: Minimum grade of C- in MAT135)			
MAT	330	Probability and Statistics	
This course is a Calculus-based look at Probability and Statistics. Assuming students have been exposed to the basics through an introductory course, this course will build upon that experience. Topics include an in depth investigations of probability, discrete and continuous random variables, parameter estimation, hypothesis testing, inference using the normal and binomial distributions, goodness of fit, regression and correlation, and ANOVA. The course will include a statistical software component. (Prerequisites: A grade of C- or higher in MAT145 and MAT110)			
MAT	375	Differential Equations and Linear Algebra	4
This course is an overview of the concepts of differential equations and linear algebra necessary to solve applied problems. Topics include: Differential equations: separable, first-order linear, higher-order linear, linear systems with constant coefficients. Linear algebra: basis, dimension, matrices, eigenvalues/eigenvectors, and vector spaces. (Prerequisite: Minimum of C- in MAT145)			
MAT	450	Abstract Algebra	4
This course is a rigorous introduction to abstract algebra. Topics include mappings, groups, equivalence relations, isomorphisms, rings, and fields. (Prerequisite: Minimum grade of C- in MAT220)			
MAT	460	Foundations of Analysis	4
This course is a formal treatment of functions of a real variable. It covers the topology of the real line, sequences and series, and classic results in continuity, differentiation, and integration. (Prerequisite: MAT145 and MAT220)			
MAT	478		
Students in this seminar will explore a variety of exciting mathematics problems. The course will be offered every spring but the topic will vary depending on the interests of the faculty member and the students. Students will sharpen their mathematical abilities by exploring an assortment of problem-solving strategies and clearly presenting generalized solutions. The opened-ended course number allows for more than one such experience. (Prerequisite: Minimum grade of C- in MAT220 or consent of instructor)			
MAT	488	Independent Study in Mathematics	
There are a plethora of topics in mathematics an advanced student could explore such as Difference Equations, Combinatorics, Graph Theory, Chaos Theory, Optimization, Operations Research, or Cryptography to name a few. The opened ended course number allows for more than one such experience. The student will work with a faculty mentor to choose an appropriate course, number of credits, and assessment scheme.			
MAT	498	Mathematics Internship	1 - 16
An exemplary real-world experience which allows for a deeper understanding of the mathematics used in a student's field of interest.			

MBA	500	Organizational Leadership and Development	3
This course introduces leadership in dynamic, changing organizations where customers change, technologies shift, and work processes evolve. In this course students will examine how leaders develop themselves and others and create alignment as an organization changes to meet the needs of the future			
MBA	505	Global Economics	3
The course will apply economic theory to develop a framework to analyze and predict trade, exchange rate, environmental, health, labor and other policies. Strategies will encompass the interaction of American and global economic institutions and policy making entities such as the United States Trade Representative, Congress, Federal Reserve, WTO, and the European Union.			
MBA	510	Managerial Research Methods and Design	3
This course examines the various research methodologies used in organizational settings. It provides an overview of quantitative and qualitative methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of management research are introduced. Students will critique published research, write a literature review, and design research studies.			
MBA	515	Applied Business Ethics	3
This course will review and analyze popular models of ethical decision making. Readings, case studies, and special presenters will provide opportunities to investigate current ethical issues facing leaders and managers in business and organizational settings as well as critically apply various ethical theories and decision-making frameworks. Literature relative to Christian vocation, applied ethics, and value-centered leadership will be explored. Student papers and presentations will demonstrate the integration of a personal and vocational ethic.			
MBA	520	Integrated Marketing Communication	3
This course will develop marketing strategy and executing diverse communication tactics critical to all enterprises. Consistency in both processes and messages is important. Students will analyze business scenarios and determine strategic objectives, target markets and messages, as well as demonstrate to use and how to apply multiple marketing tactics.			
MBA	525	Strategic Human Resource Management	3
This course looks at human resources management from an operating manager's perspective and focuses on the key role strategic human resource management plays in the development and execution of organizational strategy. Emphasis will be placed on the cultural, behavioral, and the legal issues faced by companies as they attempt to compete in an increasingly expanding global economy. Students will work collaboratively to analyze and compare the complexities and challenges of doing business abroad as well as in the United States and discuss approaches, plans, and programs to address those issues strategically.			
MBA	530	Managerial Finance and Accounting	3
This course will examine the framework and systems of current accounting and finance principles including preparation of financial statements, accounting cycles and balance sheet classifications. Students will apply these principles along with ethical responsibility and critical thinking skills to management practices of business decision making and strategic planning.			
MBA	535	Legal Environment for Managers	3
This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems and emphasizes developing the legal astuteness to craft solutions that attain core organizational objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions			
MBA	540	Health Care Bioethics	3
Many hospitals have ethical boards to help with difficult decision making. This speaks to the increasing complexity of ethical issues which health care professionals face. This course will look at end-of-life issues, resource allocation issues, decision-making issues, access-to-care issues and other major ethical issues facing health care professionals. This course will explore briefly a Christian understanding of the grounds for ethical decision making.			
MBA	545	Quality Practices	3
In order to compete in this new economy, health care entities, particularly hospitals, need to employ quality practices. This course will examine current theory and practices for health care institutions: Six sigma, Lean and other processes and procedures. Students will understand how the quality system interweaves with customer service and happiness.			
MBA	555	Health Care Informatics	3
A call has come from the highest reaches of government for the computerization of all medical records. Information systems and the interlocking of these systems will be a major concern for health care providers in the years to come. Students will learn how to collect, massage, manipulate data in order to make it useful. There is plenty of useless data and information available; the real professional can mine that data and information into golden nuggets of knowledge.			
MBA	560	Health Care Strategic Leadership	3
The distribution system for health care is complex and changing rapidly. The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organizations direction in these turbulent waters of changing distribution systems. MAP is a process in which students summarize, synthesize, and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA course work, career experiences, and synthesizing activities to build a portfolio.			

MBA	605	Operations and Technology Management	3
This course will examine value-chain functions such as product-process design, quality management, supply chain management and workforce management in order to understand the resource-based view of strategic advantage for the organization. Students will examine strategic management of operations utilizing to support the value-chain functions of operations management.			
MBA	610	Tools for Managerial Decision Analysis	3
This course will focus on how managers think clearly and make effective decisions. Students will examine and apply several models of decision-making. Innovative, critical, emotional and futuristic thinking will be explored. The students will develop their own tools to become effective decision-makers.			
MBA	615	Topics in Organizational Management	2
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.			
MBA	616	MBA International Topics in Organizational Management	2
This course will provide an overview of contemporary topics related to organization effectiveness as viewed from an international perspective. Students taking this course will participate in one of the international trips for graduate students sponsored by the College of Business and Organizational Leadership and led by one of the faculty. Based on information gathered from international corporate visits, students will be required to synthesize observation, theory, and research as they investigate a variety of organizational topics: talent management, organization learning, and strategy formation and implementation in an international business setting. Students will gain perspectives in identifying and investigating various aspects contributing to global competitive advantage.			
MBA	620	Strategic Leadership	3
This course introduces students to the principal practices and the theorists of contemporary strategic thinking. Students will understand how leaders have strategically created and affected organizational outcomes. After examining the elements of a strategic planning process, students apply those principles and focus on strategic analysis of their industry and the strategic practices of the organizations in that industry.			
MBA	630	Topics in Global Management	3
This course focuses on the opportunities and threats of the complex environment of international business, with an emphasis on the unique problems involved in managing international operations. Main topics include the relevance of the foreign economic, political, legal, and cultural environment, international market analysis, international human resource management, and import/export transactions.			
MBA	700	Strategic Leadership and Managerial Application Portfolio	4
This course introduces students to the principal practices and theorists of contemporary strategic thinking. Students will focus on strategic analysis of their industry and the strategic practices of the organizations in that industry. The MAP is a process in which students summarize, synthesize and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA coursework, career experiences and synthesizing activities to build a portfolio.			
MBA	705	Managerial Application Portfolio	1
The MAP is a process in which students summarize, synthesize and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA course work, career experiences and synthesizing activities to build a customized professional portfolio.			
MIS	301	Technology and Project Management	4
This course will focus on two major themes: managing technology in a business environment and tools, concepts and techniques in project management.			
MIS	401	Computer Systems for Management	4
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.			
MKC	200	Marketing Business to Business	2
This course will analyze how to market and sell products or services to organizations in a "business to business" (B2B) marketplace. Discussion will consist of various marketing and sales approaches to achieving sales to businesses, and an in-depth interpretation of the value based proposition. This course will also give you an opportunity to analyze "if" a product/service should be launch, produced, or developed, for a specific marketplace, or if the idea/product/service should be abandoned.			
MKC	310	Innovative Marketing	3
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.			
MKC	330	Marketing Research	3
This course gives students the tools for researching the consumer using qualitative and quantitative methods. Students will have the opportunity to create a marketing research plan for a product.			

MKC	340	Promotional Strategy	3
Promotions consist of advertising, sales promotion, sales, public relations, and direct marketing. These avenues for transmitting one's message effectively will be examined for usefulness, cost/benefit analysis, and social value. Students will have the opportunity to create their own promotional plans.			
MKC	350	Relationship Marketing	3
An understanding of consumer behavioral patterns is central to the discipline of marketing. In this course, we look at individuals and organizations as consumers.			
MKC	360	Electronic Marketing	3
Amazon.com? Anything.com? Electronic commerce has become a common part of society, and virtually anything can be bought or sold on the internet. This course examines how to strategically market items electronically.			
MKC	370	Global Marketing	3
In the global economy, employees compete with other employees all over the world. Because of this expanded economy it is necessary to understand other parts of the world and how business is implemented. Students create marketing plans to market products to other countries.			
MKC	380	Marketing Strategy	3
This capstone course relates concepts learned in previous marketing certificate courses in an effort to synthesize the information and create a strategic marketing plan.			
MKM	310	Innovation	3
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	311	Innovation and Complex Systems	4
This course introduces innovation as an essential for the new rule of business. Students will learn the framework and techniques to systematize innovation allowing them to take advantage of emerging opportunities. They will use the knowledge to understand how innovation affects the way we deploy resources to fulfill customer desires, viewing themselves as agents of innovation within organizations. Within this course of study the student will also examine the underlying dynamics, culture and change within an organizational context.			
MKM	315	Personal Resources: Assessment and Application	3
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
Organizations are unique in and of themselves. Students will examine underlying dynamics, culture, and change within an organizational context.			
MKM	321	Marketing Innovation	4
This course is the foundation of the marketing program. It reviews the concepts and application-oriented framework for marketing decision-making in a dynamic environment. Students explore current and emerging trends within a shifting marketplace and economic landscape. The five P's of marketing - place, price, product, promotion and people - are the center of this module. The course emphasizes environmental scanning, target customers and achieving organizational objectives through the intentional and skillful blending of marketing strategies. Students will create their own marketing plans within this module.			
MKM	325	Business Ethics	3
Students explore their personal ethics and develop frameworks for addressing tough ethical decisions in business and in marketing.			
MKM	330	Integrated Marketing Communications	4
This course will focus on developing marketing strategy and executing diverse communication tactics that are critical for business success. The student develops specific targeted communications and campaigns to meet their strategic communication objectives and target markets while integrating elements to gain an appreciation for the promotion mix (personal selling, direct mail, advertising, public relations, electronic and personal selling, etc.) tactics. Students will create their own promotional plans as avenues for transmitting marketing messages effectively and present those to the cohort based on their overall value related to usefulness, cost/benefit analysis and social value.			
MKM	331	Relationship Marketing	3
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	335	Marketing Research	3
This course gives students the tools for researching consumers and markets. Students learn to develop surveys, observation, experiments, and other tools for learning about customer characteristics and requirements. They learn about analytical techniques, data sources, research planning and costs. It requires an understanding of the components of the marketing research process, how to utilize it effectively to obtain relevant information, and how to integrate such information into the marketing decision-making process. Students will complete a marketing research plan for their final assignment.			

MKM	340	Industry Analysis	2
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	341	Applied Accounting and Finance	3
In this course, financial information is made easier to comprehend. Financial reporting, contribution margins and project financing will be presented.			
MKM	342	Marketing Research	4
This course gives students the tools for researching consumers and markets. Students learn to develop surveys, observation, experiments, and other tools for learning about customer characteristics and requirements. They learn about analytical techniques, data sources, research planning and costs. It requires an understanding of the components of the marketing research process, how to utilize it effectively to obtain relevant information, and how to integrate such information into the marketing decision-making process. As part of this course students will fully investigate the dynamics of an industry of their choice. Students will analyze the structure, competition, success/failure factors, distribution systems and other industry factors. This analysis will be used in their final business plan			
MKM	345	Promotional Strategy	3
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
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	350	Interactive and Mobile Marketing	4
This course will explore the explosion of Internet marketing options to engage consumers. It is designed as an introduction to the rapidly evolving world of Interactive marketing focusing on the tools of Internet marketing. Students will explore integrating electronic methods into the marketing function. The course includes discussion of the importance of website return on investment and brand building, community development and digital marketing models. Social media strategy and mobile marketing are also built into the course. By analyzing a company's marketing situation the student will complete an Internet marketing plan that aligns to the business objectives.			
MKM	360	International Marketing	4
Today the economy is global and it is necessary to understand other world stakeholders and how business is ethically implemented worldwide. This course focuses on contemporary issues marketing across national borders, marketing within foreign countries and collaborating within global markets. Areas of focus include identifying marketing-based international business opportunities within the context of cultural, social, economic and governmental factors that may influence buyer behavior and ultimately determine market strategy. Students will create international marketing plans to market products to other countries.			
MKM	401	Understanding and Developing a Strategic Approach to Social Media	4
This course will teach the fundamentals of using social media and explore how it is changing business communications through integration into marketing, PR, customer service and sales functions. Students will explore the process of developing a social media marketing and communications strategy for a business or organization and creating a strategic plan to chart a course for implementing that strategy. The strategic process will be supported by research and measurement projects using social search tools, in addition to assessing client goals, expectations and resources. Students will receive an introduction to the most widely used social tools in preparation of their research. As part of this course, students will choose a client to work with developing a real world social strategy throughout the series of three courses (Strategy, Implementation and Measurement).			
MKM	402	Implementing Social Media Plans and Processes	4
This course will explore the process of implementing a social media marketing and communications strategy utilizing a range of social media applications and platforms (including mobile). This process will include developing engagement approaches and creating content and social objects to populate channels for that engagement. Students will learn the fundamentals of building and optimizing a powerful presence in the most widely used social channels (Twitter, Facebook, LinkedIn, blogs, etc.) gaining real-world experience in this process by working with a client of their choice (this must also be the same client they developed a social media strategy in the prior course).			
MKM	403	Monitoring and Measuring Social Media Communications	4
This course will explore the process of managing and measuring a social media strategy using a range of (paid and free) social search and measurement tools. This process will include learning more about the role of a Community Manager and understanding the practical applications of launching a social media initiative and integrating social media into an existing company infrastructure. Students will learn the fundamentals of social media monitoring and strategies for online reputation management and will be exposed to a range of social media case studies. They will also have an opportunity to present their own measurements when they report on the successes and struggles working with the client they selected for SMC 401 and 402 courses.			
MKM	410	Industry Analysis	2
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	411	Applied Business Ethics	4
This course is designed to investigate the broad spectrum of personal, business and society ethical issues that managers/leaders encounter. As corporate America struggles to find its social and ethical identity in a business environment that grows increasingly complex, managers are confronted with exceedingly difficult challenges. These challenges include balancing their economic, legal, ethical, and social responsibilities to the variety of stakeholder groups in which they interact. This course provides the structure for students to explore their personal ethics and develop the framework for addressing tough ethical decisions in business and in marketing. Students will apply ethical frameworks to business problems.			
MKM	425	Global Marketing	3
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
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	431	Applied Accounting and Finance	4
In this course financial information is made easier to comprehend. It provides the foundation for basic principles and concepts that will make non-finance managers better equipped for service to the organization. Students will address financial assessment, budgeting and spending, global and ethical implications of financial decision-making, and financial prioritization for the present and the future. This course will provide the framework for the financials of market planning strategy including sales, new product development, return on investment, price and profit while offering the student an understanding of corporate reports and internal control.			
MKM	435	Marketing Strategy	3
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
Students will create their own business plan for a product of their choice. The goal of this course is to enable the student to become proficient in developing his or her own business plans.			
MKM	441	Marketing Strategy	4
This course combines the overall coursework students have learned throughout their program of study. Students analyze graduate-level case studies for developing and implementing strategies that are distinctive and sustainable. The students will explore market entry and strategy alternatives as well as the integration of marketing strategy within operations, finance, supply chain and corporate culture within a global economy. Collaboration and group work is essential as students determine markets to compete based on their organization's ability to create a competitive value proposition for the consumer.			
MKM	480	Business Plan	4
This course spans the Marketing Management and Innovation program at Concordia University. It is presented as an independent study where students create their own business plan for a selected company, product, entity, or department approved by their faculty advisor. The goal of this course is to enable the student to become proficient in developing his or her own business plans.			
MKM	498	Internship	1
The Marketing Internship provides the opportunity to gain knowledge through the experiential activities of organizational life. Joint cooperation with business, government, and non-profit institutions in structuring and monitoring work experience aimed at supplementing the marketing learning process. Opportunities are developed in consultation with the faculty advisor and department chair and require approval of both.			
MLM	500	Leadership, Management, Influence and Change	4
This course provides an overview of leadership, management, influence, social power dynamics, and change theories and practices, emphasizing application to the challenges and opportunities facing for-profit corporations, nonprofits, and government agencies. Introduces the philosophies and methodological approaches underlying the Master of Arts in Leadership and Management as well as the writing and online research skills students will use in this program.			
MLM	505	Leading Through Innovation	3
Theory, research and practice of innovation, with an emphasis on increasing student understanding of how effective innovation efforts can be used to help organizations better respond to today's increasingly complex business and/or nonprofit environments. Students will increase their capacity to research, design, facilitate and lead innovation initiatives in a wide variety of settings.			
MLM	510	Applied Moral and Ethical Leadership	4
This course connects morality, ethics, and values with leadership and influence. Students explore and respond to challenging organizational dilemmas while balancing personal integrity and organization goals from the perspective of Christianity and vocational ethics, incorporating these elements into the personal and professional decision-making process.			

MLM	515	Talent Management	3
This course will look at the importance of taking a leadership role in managing a continuous flow of talent throughout the organization. Students will learn how leaders can positively influence team member effectiveness and obtain applicable concepts and tools for acquiring, developing and (re)allocating talent. Students will explore the importance of developing a talent management mindset and will also be introduced to training and development methods. Finally, they will leverage their experience and practical research as they develop skills in how to build innovative, disciplined and well-led organizations.			
MLM	520	Strategic Organizational Research	4
This course provides students with the ability to gather, analyze, and synthesize complex credible information about a topic of interest using quantitative and qualitative action research methodologies. Students choose a topic that relates to leadership, management, and/or social power dynamics and properly leverage their influence as they complete an action research project using a strategy to improve an organizational situation. While the emphasis of this course is on applied methods of research, an overview of the theory and some of the political and ethical implications of research will also be covered.			
MLM	525	Financial Management for Leaders	4
This course explores the practical aspects of the strategic and operational roles of financial management, accounting, analysis, and an introduction to finance-based decision-making related to working capital and long-term financing and investment. Students will learn the impact of a leader and/or manager's influence on budgeting, financial performance, and fiscal and ethical responsibility.			
MLM	530	Leadership, Innovation and Quality	3
This course explores how quality programs, tools and concepts can strengthen leadership and, where necessary, help to research, design and implement innovative changes. Students will study theories and practices related to quality management and improvement in corporate, nonprofit and government settings. This course will also examine the leadership and change implications of several recent innovations in this area, such as Reengineering, Six Sigma, Lean Manufacturing, and process Improvement.			
MLM	532	Project and Quality Management	4
This course covers the practical aspects of completing tasks while working with, leading, and influencing teams in a project environment for high quality results. Students will learn how to effectively manage projects using software tools that focus on the various related leadership issues, such as monitoring needs compared with current action, team dynamics, planning, execution, problem-solving, closure, and assessment. Discussion may include appropriate quality measures including Reengineering, Six Sigma, Lean Manufacturing, Office Kaizen, and Process Improvement.			
MLM	535	Current Leadership Topics	3
MLM535 - Current Leadership Topics. This course provides the opportunity for an in-depth, research-based exploration of one or more leadership, management, innovation and/or change topics. Students will work individually and/or in teams to use a modified "Deep Dive" method on a topic of their choice in order to research and then present a deep understanding of their topic (this may include but will not be limited to a description of the topic, its short-, medium- and longer-term implications and challenges and opportunities.			
MLM	540	Project Management and Leadership	3
This course will cover the practical aspects of working with teams in a project environment. Students will learn how to effectively do project management, with a focus on the various related leadership issues, such as researching what needs to be done and then comparing this to what is being done, team dynamics, planning, execution, problem-solving and closure. This course will look at the relationships needed to provide effective project leadership and management in the implementation of new strategies and innovations.			
MLM	542	Strategic Leadership and Process Implementation	4
This course examines the leader and manager's role in influencing the development and implementation of vision, mission, values, and coherent strategic plans. Students will use classical and creative strategies to develop short- and long-term goals that improve operational effectiveness and strategically position an organization for the future. Students will also diagnose their own strategic capabilities and develop a plan for increasing their strengths in this area. Emphasis will be placed on ways to manage the implementation phase through best-practice processes.			
MLM	545	Legal Issues for Today's Leaders	4
This course explores how the legal environment can influence a leader's decisions, guiding their actions and helping them avoid legal pitfalls in today's complex organizations. This understanding will help leaders identify greater opportunities to influence change and innovation. Students will also learn to understand and influence the spirit behind various policies, regulations, laws and guidelines that take leadership beyond simple compliance with governmental regulations.			
MLM	550	Strategic Leadership	3
This course examines the role of the leader in the development of vision, mission, values and coherent strategic plans. Students will be able to research and then develop short- and long-term goals that improve operational effectiveness and strategically position an organization for the future. Students will also diagnose their own strategic abilities and develop a plan for increasing their strengths in this area			
MLM	552	Organizational Culture Management	4
This course explores how leaders manage the soft, relationship skills of organizational life to leverage their experience and practical research as they successfully influence innovative, disciplined, and well-led organizations. Topics explore strategies to a) assess an organization's culture and climate; b) develop a continuous flow talent management mindset incorporating Training and Development methods throughout the organization; c) motivate and positively influence team member effectiveness and obtain applicable concepts and tools for acquiring, developing, improving, influencing, and (re)allocating talent; d) explore the concepts and theories related to change management and improvement; and e) develop skills to influence, plan, and implement changes for improving organizational life in both corporate and nonprofit settings.			

MLM	555	Leadership and Management Research, Synthesis and Reflection	4
This course offers students the opportunity to leverage their learning from the entire program. They will reflect their learning related to leadership, management, and social influence on topics relevant to their professional organizational setting. Students will also complete significant final steps in their research and present a formal report on their action research project.			
MLM	589	Contextual Global Experience	4
This international travel experience includes preparatory readings, comparative analysis, and reflection on a distinct leadership, management, or social influence topic that bridges learning to application in the organizational setting. (May be substituted for MLM 542.)			
MLM	599	Independent Study	4
MMC	201	Principles of Customer Service	2
Customer service is neither luck nor accident. Creating excellence in customer service is methodical and organized. In this course students learn how to craft customer service strategies that create loyal customers. Students examine customer service audits, moments of truth, gap analysis, and service recovery agents.			
MMC	205	Strategies for Professional Advancement	2
MMC	210	Strategies for Job Search Success	2
When jobs are few and competition is fierce, you have to truly shine - in person and on paper - to get an employer's attention. Learn how to shine by mastering fundamental principles of a successful job hunt: creating a solid resume; writing compelling cover letters and other correspondence; interviewing effectively, developing an effective job search plan focusing on your goals and more!			
MMC	218	Career and Life Planning	2
Not sure what you "want to be when you grow up" or what to do with your new degree? Take a look at who you are to move forward on your career path. This class covers self-assessment such as core values, strengths, dreams, purpose statements, and much more.			
MMC	219	Informational Interviewing	1
An informational interview is an informal conversation with someone working in an area of interest to you who will give you information and advice. It is an effective research tool in addition to other methods of researching an occupation. Come learn how to effectively use this strategy in your job search plan.			
MUS	101	Basic Musicianship	2
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.)			
MUS	111	Class Piano I	2
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.)			
MUS	112	Class Piano II	2
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.)			
MUS	115	Beginning Guitar I	1
This course is designed for those with no knowledge of the instrument. Areas covered include tuning the guitar, strumming techniques, chords-two keys, and transposing. Open to all students. (Offered every fall and spring. No prerequisite. Players with previous guitar experience may be exempt by examination and move on to private guitar if desired or needed for program. Studio course.)			
MUS	116	Beginning Guitar II	1
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.)			
MUS	120	Listening to Life: Western Classical Music	2
Using music primarily from the classical Western tradition, this course teaches music listening skills, relates music to history and culture, and reveals music as a conveyer of human emotions, thoughts, and ideals. The course also touches briefly on ethnic folk music, global art music, and popular music (American jazz, musical theatre, and pop music.) (This course earns 2 credits towards the 4 credit Fine Arts component of the general education curriculum. Offered every fall and spring, summers to be announced. No prerequisite. Can serve as a prerequisite to Music History.)			

MUS	121	Listening to Life: Global and Popular Music	2
Using global folk and art music and contemporary popular idiom music, this course teaches music listening skills, relates music to history and culture, and reveals music as a conveyer of human emotions, thoughts, and ideals. This course contributes to the Fine Arts/Aesthetic component of the General Education curriculum. MUS121 is required for Music Education students.			
MUS	161	Class Voice	1
Students will examine and personally develop the foundations of a healthy, efficient technique of singing. Activities to achieve this goal include vocal exercises practiced in and out of the classroom, solo singing for one's classmates, lectures and demonstrations by the instructor on vocal technique and the vocal mechanism, and related reading assignments. (Offered every semester. No prerequisite. Studio course.)			
MUS	201	Musicianship I	4
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.)			
MUS	202	Musicianship II	4
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.)			
MUS	261	Beginning Conducting	2
The goal of this introductory course is to begin to develop a clear and expressive conducting technique. Students will conduct in class frequently, videotaping their work and receiving immediate feedback and suggestions for improvement. Students will learn to conduct regular beat patterns, preparatory gestures, cues, cutoffs, deadbeats, fermatas, asymmetrical patterns, and subdivided gestures. Students will learn to make thoughtful decisions in varying their conducting pattern to show changes in dynamics, tempo, and articulation. Activities to strengthen the inner ear while conducting will also be included. Requirement: for Church Music and Music Education majors. (Offered every odd fall. Prerequisites: music reading ability, MUS201 and/or consent of instructor. Studio course.)			
MUS	267	Diction for Singers	1
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.)			
MUS	301	Musicianship III	4
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.)			
MUS	302	Musicianship IV	4
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.)			
MUS	321	Music History I	3
This course explores the Ancient, medieval, Renaissance and early Baroque periods of Western music. (Offered every third semester in sequence with the other two Music History Courses). Prerequisites: MUS120 or MUS121, MUS201.)			
MUS	322	Music History II	3
This course explores the 18th and 19th centuries of Western music. (Offered every third semester in sequence with the other two Music History Courses). Prerequisites: MUS120 or MUS121, MUS201. MUS321 is preferred, but not required.)			
MUS	323	Music History III	3
This course explores Western Music from the late 19th century to the present. (Offered every third semester in sequence with the other two Music History Courses). Prerequisites MUS 120 or 121 and 201. MUS 321 and 322 preferred but not required.			
MUS	356	K-6 General Music Teaching Methods	2
This course will deal with the planning and implementation of instruction in the non-performance-based music class from kindergarten to the senior high at the elementary school levels. Students will examine curriculum, textbooks and teaching materials available for these classes. The National Standards for Arts Education receive special attention in relation to planning a spiral curriculum. A strong emphasis is placed on unit and lesson planning. The course is required for all Music Teaching Majors. Offered every even fall. Prerequisite: MUS 202.			
MUS	357	7-12 General Music Teaching Methods	2
This course will deal with the planning and implementation of instruction in the non-performance-based music class from kindergarten to the senior high at the secondary school levels. Students will examine curriculum, textbooks and teaching materials available for these classes. The National Standards for Arts Education receive special attention in relation to planning a spiral curriculum. A strong emphasis is placed on unit and lesson planning. The course is required for all Music Teaching Majors. Offered every even fall. Prerequisite: MUS 202.			

MUS	360	String Techniques and Pedagogy	1
This course acquaints students with the techniques and challenges of playing and teaching stringed instruments. (Offered even falls. Prerequisite: music reading ability. Studio course.)			
MUS	361	Woodwind Techniques and Pedagogy	1
This course acquaints students with the techniques and challenges of playing and teaching woodwind instruments. (Offered odd springs. Prerequisite: music reading ability. Studio course.)			
MUS	362	Brass Techniques and Pedagogy	1
This course acquaints students with the techniques and challenges of playing and teaching brass instruments. (Offered odd falls. Prerequisite: music reading ability. Studio course.)			
MUS	363	Piano Pedagogy	1
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.)			
MUS	364	Handbell Techniques and Pedagogy	1
Through lecture and hands-on ringing, students are given practical study of handbell techniques, score preparation, and pedagogy. (Offered odd falls. Prerequisite: music reading ability. Studio course.)			
MUS	365	Electronic Instruments Techniques and Pedagogy	2
This course introduces students to a range of computer-based music technologies. Extensive work is done with the music notation/MIDI program, Finale. Students will also explore using pre-set patches, sequencing, and creating new synthesized sounds. CD ROM programs for music history, music education, music theory, and ear-training will also be explored. Students will be expected to log lab hours in the music technology studio. This course is an elective in all music majors, minors, and emphases. (Offered every spring. Prerequisites: music reading ability, computer literacy. Studio course.)			
MUS	366	Vocal Techniques and Pedagogy	1
This course is designed for advanced singers who wish to gain techniques and practice in teaching vocal technique, both in working with individual voice lessons and with choral groups. This course is required for the vocal tracks of the director of parish music (DPM) program and the music teaching major. Activities include leading warm-ups and teaching peer voice lessons. (Offered even falls. Prerequisites: private voice study and consent of instructor. Studio course.)			
MUS	367	Percussion Techniques and Pedagogy	1
This course acquaints students with the techniques and challenges of teaching and playing percussion instruments. (Offered even springs. Prerequisite: music reading ability. Studio course.)			
MUS	368	Jazz Improvisation	1
Students will explore concepts used in jazz improvisation. (Offered odd springs. Prerequisites: A workable knowledge of scales, chords, chord progressions, sight-reading, and a familiarity with the musical vocabulary. Studio course.)			
MUS	369	Art of Accompanying	1
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.)			
MUS	424	Keyboard Literature	2
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.)			
MUS	425	Choral Literature	2
A study of the choral literature from the Renaissance through the present (including global choral music) forms the material for this course. Choral composers and representative compositions from each era are studied. The historical perspective on choral music is discussed and a filing card reference library developed. (Offered odd falls. Prerequisites: MUS120, MUS202 or consent of instructor.)			
MUS	426	Instrumental Literature	2
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.)			
MUS	427	Organ Literature	2
This course surveys organ literature of various historical, national, and stylistic types. Historical organ design, performance practice and aesthetics are emphasized. (Offered even falls.)			

MUS	430	History of Sacred Music	4
An examination of the practice and theology involved in the music of the church enables students to evaluate music in relationship to worship. (Offered on demand. Prerequisite: MUS321 or MUS322.)			
MUS	439	Parish Music Field Experience	2
This course offers experiences in parish music under the supervision of a cooperating parish musician. Activities include directing choirs, leading and accompanying congregational singing, performing attendant music, working with instrumentalists and cantors, planning worship, and composing practical service music. (Offered on demand. Prerequisite: approval of Music Department.)			
MUS	440	Church Organist	2
This course examines the role of the organist in Lutheran worship and seeks to prepare organists to provide effective leadership of hymns and liturgy. (Offered on demand). Prerequisite: 4 semesters of MUS850 - Private Organ Study or consent of instructor. Studio course.)			
MUS	441	Organ Improvisation	2
In this course, students are challenged to introduce a greater degree of creativity into their service playing, to develop keyboard skills necessary for improvisation and to practice basic procedures for improvising chorale preludes and intonations. (Offered on demand). Prerequisites: 2 semesters of MUS850 - Private Organ Study, MUS202. Studio course.)			
MUS	444	Instrumental Arranging	1
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.)			
MUS	445	Choral Arranging	1
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.)			
MUS	456	Choral Conducting and Methods	2
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 even springs. Prerequisite: MUS261. Studio course.)			
MUS	457	Instrumental Conducting and Methods	2
Rehearsal techniques, transcriptions, performance practices and score study of standard concert band and jazz ensemble repertoire will be presented. The organization and management of an instrumental program will be covered. A major component of the course will be the preparation and conducting of a public instrumental ensemble performance. Requirement for Instrumental Music Education majors. (Offered odd springs. Prerequisite: MUS261. Studio course.)			
MUS	488	Independent Study in Music	
Topic and course of study determined in consultation with instructor. (Offered on demand. Prerequisite: consent of instructor.)			
MUS	492	Senior Project: Composition Recital	2
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.			
MUS	493	Senior Project: Thesis	2
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.			
MUS	494	Senior Project: Conducting Recital	2
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.			

MUS	495	Senior Project: Solo Recital	2
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.			
MUS	545	Graduate Choral Arranging	1
This course is designed for the musician wishing to create effective arrangements for choral groups. It culminates in a major project. Offered in spring semester of odd-numbered years in conjunction with MUS 445 undergraduate course.			
MUS	560	Private Voice Lessons	1
A course of private lessons, practice, and performance designed to develop technique and musicianship in voice. (Prerequisite: prior vocal study at the undergraduate level and/or consent of the instructor.)			
MUS	566	Graduate Vocal Tech and Pedagogy	1
This course is designed for 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. At the graduate level, Supplementary assignments are designed comprising additional hours of directed assignments to fulfill graduate level study and to focus course material toward work with juvenile and young adult voices. (Offered on demand. Prerequisites: private voice study and consent of instructor. Studio course.)			
MUS	580	Graduate Conducting Lessons	1
These private lessons explore the following topics, depending on the individual student's needs and interests: clarity of conducting gesture, expressivity in the gesture, score study, rehearsal preparation, and teaching performance techniques and musicianship in rehearsal. 7 total contact hours, scheduled by student and instructor. Offered on demand).			
MUS	660	Graduate Honors Voice Lesson	2
This is a private, on hour weekly lesson that is for advanced voice students at the graduate level. Honors lesson fee applies.			
MUS	680	Graduate Honors Conducting Lessons	2
These private lessons explore the following topics, depending on the individual student's needs and interests: clarity of conducting gesture, expressivity in the gesture, score study, rehearsal preparation, and teaching performance techniques and musicianship in rehearsal. 14 total contact hours, scheduled by student and instructor.			
MUS	712	Shades of Harmony Multicultural Gospel Choir	1
The multicultural choir consists of students and staff from varying races, cultures and backgrounds who are interested in learning about, experiencing and singing African-American gospel music and spirituals. Gospel music has an improvisational dimension to it and the choir typically learns new music by rote, although music may be provided for choir members. In addition to the choral rehearsals, there will be periodic discussions of the historical aspects of the music, and the social atmosphere that brought the songs to life. The choir will occasionally sing for chapel, but will also perform at local area churches, and is expected to expand its performance territory. Any student, staff or faculty member can register for the choir. (No auditions are required.)			
MUS	713	Jubilate	1
This choir regularly provides music for chapel worship. Special projects include the Fine Arts Christmas Concert and choral worship services throughout the year. While full-year membership is desired, students may audition to enter the choir at semester breaks. Jubilate is an excellent ensemble for students who wish to sing but are involved in other touring ensembles or will be off-campus part of the year as student teachers or interns. (Offered every fall and spring. Prerequisite: choral audition for placement by instructor.)			
MUS	714	Christus Chorus	1
This group presents major choral works in a series of concerts, including the Fine Arts Christmas and Concert. Weekend tours/retreats and an extended annual spring tour are part of the schedule. Trips abroad are planned occasionally. Auditions are held at the beginning and end of each academic year. Full-year membership is required. (Offered every fall and spring. Prerequisite: choral audition for placement by instructor.)			
MUS	715	Chamber Choir	1
MUS	716	Opera Workshop	2
Exploration of operatic singing, character development, and basic stage movement through workshop activities, class play, and assigned operatic scenes. Open to sophomores, juniors, and seniors. Must also be enrolled in MUS 860 or MUS 960. First time enrollment must be for 2 credits.			
MUS	717	Vox 9	1
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.			
MUS	720	Concert Band	1
Concert Band performs works drawn from worldwide genres. Performances include chapel services, fall and spring concerts, and Commencement. Occasional off-campus performances are also scheduled. (Offered every fall and spring. Prerequisite: prior instrumental experience and seat audition placement.)			

MUS	730	Chamber Ensemble	1
Chamber Ensemble performs works drawn from worldwide genres. Performances include chapel services, fall and spring concerts, and Commencement. Occasional off-campus performances are also scheduled. (Offered every fall and spring. Prerequisite: prior instrumental experience and seat audition placement.)			
MUS	739	CSP Ringers	1
This course is open to any student with limited or no handbell experience. It teaches basic handbell techniques. Members of this class will perform 1-2 times/semester in chapel.			
MUS	740	Handbell Ensemble	2
This ensemble is open to any student with handbell experience or sufficient music reading ability. It will perform both on campus for chapel services and the Fine Arts Christmas Concert as well as for area congregations. Members of this ensemble may also belong to other music organizations on campus. (Offered every fall and spring. Prerequisites: music reading ability, audition for placement by instructor.)			
MUS	750	Jazz Band Ensemble	2
Jazz Ensemble and Jazz combos from the group perform works from various jazz styles. Performances include fall and spring concerts, chapel service playing, and occasional off campus performances. (Offered every fall and spring.) Prerequisite: previous instrumental experience.			
MUS	760	Percussion Ensemble	1
The Percussion Ensemble is open to all students and is designed to develop mastery of various percussion instruments. Students will develop and refine percussion techniques through the rehearsal and performance of standard percussion ensemble repertoire.			
MUS	770	Woodwind Ensemble	1
Ensembles are open to all levels of woodwind students. Woodwind ensemble is designed to develop each individuals small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts.			
MUS	772	Flute Ensemble	1
Ensembles are open to all levels of flute students. Flute ensemble is designed to develop each individuals small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts.			
MUS	774	Clarinet Ensemble	1
Ensembles are open to all levels of clarinet students. Clarinet ensemble is designed to develop each individuals small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts			
MUS	776	Saxophone Ensemble	1
Ensembles are open to all levels of saxophone students. Saxophone ensemble is designed to develop each individuals small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts			
MUS	778	Brass Ensemble	1
Ensembles are open to all levels of brass students. Brass ensemble is designed to develop each individuals small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts			
MUS	780	Guitar Ensemble	1
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.)			
MUS	782	Chapel Band	1
Open to singers and instrumentalists by audition. The ensemble performs a variety of praise, prayer and ethnic worship music for chapel in contemporary music idioms. Planning and leading a full chapel service is a feature of the group's activities. (Prerequisite: audition by instructor.)			
MUS	786	Jazz Combo	1
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)			
MUS	800	Violin	1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)			
MUS	801	Viola	1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)			



MUS	823	Tuba	1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)			
MUS	824	Euphonium	1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)			
MUS	829	Private Jazz Lesson	1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)			
MUS	830	Percussion	1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)			
MUS	831	Handbell Lesson	1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)			
MUS	840	Piano	1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)			
MUS	841	Harpsichord	1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)			
MUS	850	Organ	1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)			
MUS	860	Voice	1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)			
MUS	861	Private Vocal Jazz Lesson	1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: 4 semesters of MUS860; approval and placement by instructor. Private lesson fee.)			
MUS	870	Guitar	1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)			

MUS	872	Private Electronic Music Lessons	1
Private weekly 1/2 hour lesson in using electronic music technology.			
MUS	880	Conducting Lessons	1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)			
MUS	890	Composition	1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. This course is open to students who have had MUS201. (Offered every semester. Prerequisites: MUS201; approval and placement by instructor. Private lesson fee.)			
MUS	900	Violin	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	901	Viola	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	902	Cello	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	903	String Bass	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	910	Flute	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	911	Oboe/English Horn	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	912	Clarinet	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	913	Saxophone	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			

MUS	914	Bassoon	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	915	Recorder	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	920	Trumpet	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	921	Trombone	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	922	French Horn	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	923	Tuba	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	924	Euphonium	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	930	Percussion	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	931	Honors Handbell Lesson	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. Private lessons are also available for composition. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	940	Piano	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	941	Harpsichord	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			

MUS	950	Organ	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	960	Voice	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	961	Honors Vocal Jazz Lesson	2
This is a private, one hour weekly lesson for advanced students in singing in jazz, pop, and musical theatre styles. Honors lesson fee applies.			
MUS	970	Guitar	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	980	Honors Conducting Lesson	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. Private lessons are also available for composition. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
MUS	990	Honors Composition Lessons	2
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. Private lessons are also available for composition. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)			
OCE	399	Off Campus Enrollment	1
OLC	605	Operations and Technology Management	2
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
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
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
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.			
OMC	100	Managerial Decision-Making	2
This class helps participants become better decision-makers by thinking better and more coherently. Topics covered include: assessing your thinking skills, challenging strongly held assumptions, discerning how perceptions color thinking processes, developing group thinking skills, building reflective thinking into the workday, and discriminating between data, information, knowledge, and wisdom.			
OMC	106	Value Base Goal Setting	2
In this course students will learn about values-based goal-setting, designed to help you define and achieve your goals and dreams. Breakthrough to the "core" of what you really want to do. Use this personal "laboratory" to dig deeper, discover your passion and develop an action plan for success.			
OMC	115	Effective Thinking	2
Is your thinking fine tuned? Is it balanced? Flawed? Full of biases? Swayed by emotions inappropriately? The quality of a person's thinking is directly correlated to the quality of their life. This workshop is a fast-paced thinking workout where students examine the gaps in their own thinking processes and become better decision-makers as a result.			

OMC	200	Negotiations	2
The course will focus on increasing the understanding of the negotiating process and on increasing the skill level for negotiating by focusing on preparation, interest identification, strategies and tactics, listening skills, collaborative negotiations, competitive negotiations and options outside of negotiation. Emphasis will be given to win/win collaborative negotiations as well as how to deal with competitive negotiations.			
OMC	203	Introduction to Six Sigma	2
With Six Sigma training, we learn to use tools that enable us to solve fundamental problems in complex processes and to make better decisions. This class introduces the student to the five phases of the Six Sigma performance improvement disciplines, and, it explains the basic approach to data-driven decision making. Attendees will become familiar with the Six Sigma terminology, and, they will gain an entry-level familiarity with the basic tools that will be used in their future Six Sigma process improvement projects.			
OMC	205	Management Skill Building	2
Learn principles and techniques for conflict resolution, goal setting, stress and time management and active listening skills. This course consists of mini-lectures, discussion, class activities and evaluating actual situations.			
OMC	206	Intellectual Property Law for Business	2
Students will learn the top level concepts of patent, copyright, trademark, trade secret, and related law. Students will be expected to identify legal issues arising from patent, copyright, trademark, and trade secret law in typical business situations. Students will understand the basics of contract formation. Course material will be placed in the context of the American legal system through a brief introduction to the American common law system.			
OMC	220	Behavioral Style Concepts	2
An in-depth study of the concepts of behavioral styles and how they can be applied in the work environment to improve relationships. This course goes beyond the typical approach of recognizing ones own style and delves into recognizing styles in others and using behavioral versatility as a communication tool. Participants will leave with effective tools that they can begin applying immediately.			
OMC	227	Trust: A Leadership Competency	2
The course will cover the personal competencies as outlined in Stephen M. R. Covey's 2006 book <i>The Speed of Trust: The One thing that changes everything</i> . Class participants will review the competencies of; self-trust, relationship trust, stakeholder trust and inspiring trust.			
OMC	230	Team Building in Workplace	2
This one-day course centers on the ingredients to making successful organizations work. Team-work will be put into a historic context, as well as applied to real-life business issues. We will discuss the importance of the teams within an organization, how they work together, synthesize their individual skills into meeting business goals, and use a creative approach to problems as they arise. The central theme will be a "big-picture" view of the importance of people working as teams to build a strategy to ensure their organizations' business success.			
OMC	250	Career Management	2
This seminar will develop the necessary skills and attitudes to achieve career and life satisfaction. Participants will discuss the following questions and work toward their resolution: How does my personality fit with my current position? How can I find a better fit? How do I diversify (balance) my work life, home life, personal life, and spiritual life? What is my mission and purpose in this world?			
OMC	251	Contin Personal Growth and Improv	2
Continuous personal growth and improvement: if this is not a goal of yours, then you are less likely to succeed in today's workplace. Much of one's productivity is determined by one's inner states rather than the availability, the technologies, and work processes. Learn how to harness one's inner states and develop them to become a more effective person and worker. Find out what is holding you back on the road to inner improvement.			
OMC	252	Creative Problem Solving	2
In this course, we will examine various forms of creative problem solving. We will look at a variety of techniques that a group can use to solve problems effectively. We will also examine how to improve individual creativity and enhance environments for creative thinking.			
OMC	253	Cross Generational Management	2
This course is designed to give managers the necessary knowledge and important skills to successfully build a productive team that spans generational boundaries. Students discuss methods of assessing the generational friendliness of organizations and creating a welcoming place for veterans, boomers, Xers, and nexters.			
OMC	255	Building Emotional Intelligence	2
This class focuses on emotional intelligence and the need for individuals to recognize and manage their own emotions before focusing on leading others. The core of quality leadership starts with an individual and their actions. There is mounting evidence that how people feel about themselves and their work, as well as how open they are to engaging in dialogue, valuing others, to sharing ideas, and to making the most of informal and creative collaboration affects how effectively they manage change.			
OMC	312	Organizational Theory and Behavior	2
The emphasis of this course is to understand organizational behavioral theories and models, with a focus on the individual, the group, and the organization as a whole. Topics will include understanding and improving behavior, human elements, motivation, social dynamics, and the impact of culture.			

OMC	312	Organizational Theory and Behavior	3
The emphasis of this course is to understand organizational behavioral theories and models, with a focus on the individual, the group, and the organization as a whole. Topics will include understanding and improving behavior, human elements, motivation, social dynamics, and the impact of culture.			
OMC	340	Applied Synthesis Project I	3
Students learn professional presentation skills and then combine research and theory to develop individualized synthesis projects which examine research problems and answer a particular research question that has specific application in their occupation or avocation. This project is completed more independently than the other courses, synthesizing information from the rest of the program. Students learn significant skills in research and writing, project management, written and oral presentations, and demonstrate skills in applying theoretical constructs to concrete applications. This mid-program course expects that chapters 1-3 of the written project will be turned in for a grade and an oral presentation will provide the instructor and other classmates with a summary and overview of the project and the work completed up to that time.			
OMC	435	Values and Ethics	3
Students examine issues of accountability in government and business regarding human rights and ethics through readings, classroom discussion, and debates. Students develop a system for making ethical decisions in their personal lives as well as in public and employment situations. Both ethical theory and personal values are explored.			
OMC	699	Intrinsic Coach Development	3
This course contains the foundational philosophy, attitudes and skills of Intrinsic Coaching. It addresses 1-1 coaching, group and team coaching, and an Intrinsic Coaching approach to any organizational activity including employee development, education, training, and impacting workplace culture and employee health and productivity.			
OMG	506	Human Resource Organizational Theory and Behavior	4
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
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	515	Management and Leadership	4
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	516	Staffing Models and Retention	4
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	525	Productivity and Quality	3
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	535	Managing in an Information Age	3
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
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	550	Strategic Thinking	4
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	551	Strategic Human Resource Management	4
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.			

OMG	555	Capstone Seminar	1
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.			
OMG	610	Capstone Completion: MAOM	1
This course is designed to help MAOM students complete their capstone project. The class will cover various options for completing the capstone. Specifically, students will receive help in formulating a Capstone problem or question; writing a literature review; deciding upon a practical outcome; understanding different research methodologies; choosing appropriate methodologies; and creating a timeline for completion.			
OML	300	Group Dynamics and Organizational Culture	4
In this course, students study group behavior and development, especially focusing on relationships of groups within organizations. Students examine organizational complexity, learn to analyze group and individual decision making techniques, determine various roles within organizational groups, and identify decision making skills and effective collaborative styles for efficient group management within the complexities of varying organizational cultures.			
OML	310	Systems Theory and Organizational Behavior	4
This course trains leaders to observe and manage patterns and relationships within the organizational system as a whole, especially the impact of individuals, groups, structure, and environment on motivation and decision making. Organizational Systems concepts are used to analyze organizational behavior, facilitate and manage change, and find creative ways for leaders to address unique organizational behavior issues in positive ways.			
OML	311	Group Dynamics	3
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
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	320	Organizational Research and Decision Making	4
This course explores basic research methodologies in the context of organizational management. Professional research articles are evaluated and analyzed with an emphasis on reading and understanding research. Basic statistical terms and concepts are taught and analyzed. Students also focus on the writing tasks of the research process. Many assignments dovetail with the synthesis project which is developed throughout the OML program, ending with OML 450.			
OML	321	Systems Management	3
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	322	Systems Management	4
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
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	Strategic Planning and Project Management	4
This course addresses the practical aspects of working with teams in a project environment. Students will learn the basics of strategic planning theories, effective project management, and applications that contribute toward organizational success, along with a functional application of project management software that helps manage the research project and other organizational challenges			
OML	340	Interpersonal and Intercultural Communications	4
This course explores interpersonal and organizational communication strategies and interpersonal relationship skills essential for creating a productive work environment in the diverse intercultural and global setting of the United States. Students explore language, non-verbal communication, context, constructive dialog, and global and multi-cultural implications of effective communication on an organizational setting as they explore the values, beliefs, customs and perceptions represented in various kinds of multi-cultural themes and create effective communication models.			

OML	360	Financial Decision Making	3
Students explore major concepts 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	Financial and Strategic Leadership	4
This course explores major concepts of corporate finance within an organizational context, including basic accounting terms, budgeting, the time-value of money, and global considerations. Students learn to use standard financial tools that allow accurate business assessments leading to effective financial decisions important for leaders and managers in any organization. Financial analysis and strategic planning integrate in a culminating case study.			
OML	420	Personal and Organizational Management and Leadership	4
Students examine key elements of management and leadership theory, including planning, organizing, motivation, feedback, and accountability. Students will analyze management and supervision styles and techniques to develop creative solutions to personal and organizational issues.			
OML	425	Management and Organizational Leadership	3
Students examine management and leadership theories and their application to individual and group functioning in work/home situations. The key elements of Management explored are: Planning, Organizing, Leadership, and Controlling (Accountability). Management and supervision styles and techniques are analyzed to understand the potential solutions to current organizational problems.			
OML	430	Innovative Marketing	4
Students use market research skills and the Five P's of Marketing (place, price, product, promotion and people) as the context for understanding and researching customer needs and wants, advertising, branding, and market niches, all leading up to the development of a Marketing Plan.			
OML	435	Philosophy of Values and Ethics	3
Students examine issues of accountability in government and business regarding human rights and ethics through readings, classroom discussions, and debates. Students develop a system for making ethical decisions in their personal lives as well as in public and employment situations. Both ethical theory and personal values are explored.			
OML	440	Applied Synthesis Project	3
This course is the culmination of the synthesis project that has been developed throughout the program. Students submit their complete written synthesis project and give a formal presentation of the project's content to the instructor and the cohort.			
OML	440	Applied Synthesis Project	4
This course is the culmination of the synthesis project that has been developed throughout the program. Students submit their complete written synthesis project and give a formal presentation of the project's content to the instructor and the cohort.			
OML	450	Personal and Organizational Values and Ethical Leadership	4
In this final capstone course, students explore and assess their personal value systems, organizational mission and values, and diverse global characteristics, and explore their moral and ethical base to develop strategies for leading and managing from that ethical foundation in a Christian and secular context.			
OML	488	IS:	
PHI	341	Major Systems of Philosophy	4
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.			
PHI	342	Athens and Jerusalem: Philosophy and Christianity	4
A selective historical survey of the principal areas of inquiry, key figures, major issues, and central themes commonly addressed by western philosophy and Christian theology during the ancient, medieval, modern and contemporary periods. Among the topics that may be considered are the relationship of faith and reason; truth; nature and grace; the classical arguments for the existence of God; evil; the philosophical and theological virtues; and religious language. The course is based on extensive readings from primary sources and is supplemented by lectures and discussions. (Pre-requisite THL 100 or THL 206).			
PHS	111	Principles of Physics	
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.			

PHS	111	Principles of Physics	3
<p>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.</p>			
PHS	112	General Physics I (Trig Based)	4
<p>This algebraic-based course deals with the areas of mechanics and mechanical waves. Physics concepts related to mechanics and mechanical waves are developed mathematically, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics concepts and model practical situations. The course meets for two lecture periods each week and for 2 - 2 period lab sessions each week.</p>			
PHS	113	General Physics II (Trig Based)	4
<p>This algebra/trigonometry-based course deals with the areas of electricity, magnetism, light, optics, and modern physics. Physics' concepts related to these topics are presented, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics' concepts and model practical situations. The Internet and literature are used to obtain current information. The course meets for 2 periods each week and for 2 - 2 period lab sessions each week.</p>			
PHS	221	General Physics I (Calc Based)	4
<p>This calculus-based course deals with the areas of mechanics, thermodynamics, and wave motion. Physics' concepts related to these topics are presented, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics' concepts and model practical situations. The Internet and literature are used to obtain current information. The course is applicable to students majoring in pre-medicine, pre-engineering, biology, chemistry, mathematics, and science education. (Prerequisites: One year of high school physics and Calculus I)</p>			
PHS	222	General Physics II (Calc Based)	4
<p>This calculus-based course deals with the areas of electricity and magnetism, light and optics and modern physics. Physics' concepts related to these topics are presented, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics' concepts and model practical situations. The Internet and literature are used to obtain current information. The course is applicable to students majoring in pre-medicine, pre-engineering, biology, chemistry, mathematics, and science education. (Prerequisite: PHS221)</p>			
PHS	488	Physics Independent Study	1
PMP	110	Agile Fundamentals	2
<p>This three day comprehensive course builds your knowledge and skills in the agile approach to defining, estimating, and prioritizing requirements. Using Scrum as a reference, you will learn how to build a Product Backlog, estimate sprints, write user stories, use burndown charts, and complete reviews and retrospectives. You will learn techniques for building and managing a Product Backlog of user stories, and techniques for prioritizing requirements for releases and iterations. The techniques described use Scrum as a reference, and apply equally well to other agile methods.</p>			
PMP	400	Project Management Intensive	3
<p>It begins with 2 days of practical application of the methods and techniques that project managers use to effectively initiate, plan, execute, control and close projects. The next 3 days include intense preparation for the PMP® examination. Students learn test-taking tips and strategies and get hands-on experience with the tools and techniques they need to understand for the test. Discussion of the extensive materials covering all of the concepts and best practices in project management get reinforced through individual work, group exercises, and practice tests.</p>			
POL	131	American Government	4
<p>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.</p>			
POL	241	Contemporary World Problems: An Introduction to Global Politics	4
<p>Survey and examination of the current issues and problems around the world. Course will also discuss themes and approaches in the study of global politics. Students will specifically examine how the current global system is constructed and how nations interact. Topics include contemporary issues like globalization, trade, immigration, war and peace, arms control, terrorism, climate change, and global poverty.</p>			
POL	242	State and Local Government	4
<p>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.</p>			

POL	325	U. S. Business History	4
The course will primarily examine the role of business in the American economy from the colonial period to the present. The course will focus on the development of capitalism and the corporation, with an emphasis on the interaction between business firms and other institutions in American life—including labor unions and the government. Students will study business, labor, and other economic institutions starting in the 17th century and ending with the modern global corporation. Topics will include the fur trade, early American industrialization, railroads, the slave economy, the Gilded Age and Progressive Era, labor strife, and the modern corporation.			
POL	334	U.S. Foreign Policy	4
This course examines the goals and consequences of American foreign policy from the founding of the republic to the present day. Topics include commercial and territorial expansion, America's relationships with other states and nations, World Wars I and II, the Cold War, Vietnam, U.S. Imperialism, and the current conflicts over terrorism and natural resources. Special emphasis will be placed on how foreign policies are formulated. The perspectives of other peoples and nations will also be emphasized.			
POL	337	Parties, Campaigns, and Elections	4
Analysis of party organizations, campaigns, and presidential and congressional elections in the United States. Attention will be given to state and local party structures and activities, third-party movements, and historical patterns of voting behavior.			
POL	340	Slavery and Freedom in the Americas	4
This course explores the history and demise of chattel slavery in the Americas by using a global approach to examine developments and conditions of slavery and emancipation in Latin America, the Caribbean region, and the United States. By comparing slavery in the U.S. to other slave systems the class will explore whether the legacy of race relations in the Southern U.S. was exceptional or typical. Topics will include: the Atlantic slave trade, slave life and slave culture, the expansion of slavery in the southern United States, resistance to slavery and violent revolution in Haiti, the long demise of slavery in the Americas, and the efforts of freed people to give meaning to their "new birth of freedom."			
POL	341	The Civil Rights Movement in the U.S.	4
This course will explore the major campaigns, personalities, organizations, and guiding themes of the Civil Rights Movement in the United States. This course will focus on the "long civil rights movement"; that portion of the struggle characterized by an organized mass movement(s) from World War II through the 1970s, highlighting the shift from protest to electoral politics. The class will place the civil rights movement within the context of American political, economic, and social institutions. It will also analyze the major historical, sociological, and political debates about the Civil Rights/Black Power movements and place those movements in the broader context of national and international developments.			
POL	345	Urban Studies	4
This course will examine a variety of contemporary urban/city issues, problems, and potential solutions. Social, cultural, economic, historical, and political topics will all be covered. The course will be an integral part of the Public Policy program. Specific topics will be listed in the class schedule.			
POL	353	Themes in Global Politics	4
This class will explore a specific topic or theme selected by the instructor. The course will expand students' understanding and appreciation of Political Science, relevant global political issues, and the International political system.			
POL	401	Research and Writing in Political Science	2
This serves as research and writing capstone course for all students in the Political Science program. After reading other scholars' ideas and interpretations in various classes, students will now have the opportunity to research, analyze, and write their own original work of scholarship. Students will do original research projects using primary source materials (government documents, policy reports, newspapers, election data, personal correspondence, etc.), rather than scholarly articles or books. Student can select their own topic, but must work with an instructor. Assessment goals include sound research, adequate content and coverage of the subject, strong critical analysis of sources, and writing style.			
POL	487	Readings Seminar: Topics in Political Science	2
Readings/Research Seminar in Political Science covering selected topics. This course will emphasize the use of scholarly and primary source materials, individual research, and student participation.			
POL	488	Political Science Ind. Study	1
Independent Study provides a more flexible educational experience for the student as well as college credit for work done outside the classroom. These courses are designed and supervised by a faculty member.			
POL	498	Internship or Service Learning	1
Students participate in an internship or perform a Service Learning project. These sites might include: legislature, government agencies, or other related fields of interest.			
PSY	101	Introduction to Psychology	4
This course introduces the scientific study of behavior and mental processes. Psychological, behavioral, cognitive, humanistic, psychodynamic and social-cultural perspectives are explored. Topics such as scientific method, statistical reasoning, neuroscience, learning, cognitive processes, development, psychological adjustment, therapy, social psychology, diversity and community are studied.			
PSY	190	Psychology and Human Services	1

PSY	210	Child Psychology and Development	4
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)			
PSY	215	Child and Adolescent Developmental Psychology for K-12 Educators	4
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)			
PSY	220	Adolescent Psychology	4
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)			
PSY	230	Lifespan Developmental Psychology	4
This course is a scientific study of development from prenatal life through late adulthood, with emphasis on the interplay of psychological processes, heredity and environment. This chronological review addresses physical, cognitive, social and emotional changes across the lifespan. Students observe children in the campus Early Childhood Center or in a similar setting off campus. Prerequisites: PSY 101.			
PSY	240	Psychology and Family on Video	3
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)			
PSY	300	Cognition, Learning and Memory	4
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)			
PSY	303	Topics in Human Development	4
This course looks at the cognitive, social, and emotional changes that occur over a human lifespan. Developmental characteristics of infancy, childhood, adolescents, and adulthood are examined. The influences of heredity and environment at each stage are considered.			
PSY	310	Physiological Psychology	4
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)			
PSY	320	Sensation and Perception	4
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)			
PSY	330	Introduction to Counseling	4
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)			
PSY	331	Group Counseling and Therapy	4
This course is designed to provide students preparing to enter a helping profession with an understanding of group theory, and understanding of the types of groups used in group counseling or group therapy, and the experience of being a member and co-leader in a counseling group. Emphasis is placed on methods, problems, and leadership skills in working with a group. In addition to group processes this course also focuses on professional and ethical responsibilities, assessment, treatment planning, crisis intervention, and referral.			
PSY	332	Introduction to Alcohol and Drug Studies	3
This course is an overview of the transdisciplinary foundations of alcohol and drug counseling, including theories of chemical dependency, the continuum of care, and the process of change. Topics that will be covered include: the pharmacology of substance abuse disorders and the dynamics of addiction, medication-assisted therapy, screening, intake, orientation, case management, client education reports and record keeping, and consultation with other professionals regarding client treatment and services. Outside of class hours students will be expected to observe group intervention.			

PSY	333	Cultural Competency in Chemical Dependency	4
This course offers in-depth analysis of cultural issues within the field of chemical dependency. It will explore themes of specific subgroups which Minnesota guidelines have identified as critical for chemical dependency treatment professionals: Native American Issues, Asian American Issues, Deaf and Hard-of-Hearing Issues, Chicano/Latino Issues, Disability Issues, African-American Issues. There will be an overview of alcohol and drug counseling focusing on the transdisciplinary foundations of alcohol and drug counseling and providing an understanding of theories of chemical dependency, the continuum of care, and the process of change. The course will address the pharmacology of substance abuse disorders and the dynamics of addiction. This will include issues among the subgroups as it relates to chemical dependency, including attitudes toward medication, response to medication, and other themes.			
PSY	340	Introduction to Industrial/Organizational Psychology	4
Applications of psychology to business and industry: employee selection, performance appraisal, training, leadership, motivation, work environment, job design, safety, and work stress. (Prerequisite: PSY101)			
PSY	360	Abnormal Psychology	4
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)			
PSY	361	Introduction to Addictions	2
This course is designed to facilitate awareness of addictions including alcohol and drug abuse. Various types of addictions will be explored. Students will be introduced to treatment and prevention approaches appropriate to each addiction. An emphasis will be placed on understanding addictions in a sociocultural context. Case studies, class lectures, and on-line follow-up will assist students understanding rehabilitation approaches to addiction.			
PSY	370	Introduction to Personality Theories	4
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)			
PSY	380	Research Methods with Statistical Applications	4
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)			
PSY	381	Psychology Research Seminar	1
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)			
PSY	488	Independent Study	
With the help of an instructor, students design their own learning activities, which may include readings, independent research, projects, and papers. (Prerequisite: PSY101)			
PSY	490	Seminar on Psychological Topics	3
This course offers in-depth analysis of a selected topic in psychology such as intelligence, creativity, brain chemistry, cross-cultural psychology, group counseling and processes, advanced counseling, history and systems of psychology, psychology of religion, psychology of gender, forensic psychology, psychological testing, behavior modification, cognitive psychology and biofeedback in a seminar setting. Content determined by the needs of students and interest of psychology faculty. (Prerequisite: 25 credits of psychology or consent of instructor)			
PSY	491	Preparing for Graduate School	1
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.			
PSY	498	Psychology Internship	1
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.			
PUB	435	Philosophy of Values and Ethics	3
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	440	Writing for the Public Safety and Security Professional	3
This course teaches students to identify issues; know and access databases; discern what is legitimate information; manage the data, and present information in an articulate, professional manner in APA style.			

PUB	470	Public Safety and Security Wellness	4
<p>The nature of public safety and 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.</p>			
PUB	490	Portfolio and Synthesis	2
<p>This final course is designed to help learners reflect on all they have done during this degree program. Students will synthesize all they have learned. Preparation of a professional and educational portfolio or e-folio will cap the learning experience</p>			
PUL	220	Epidemiological Foundations	4
<p>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.</p>			
PUL	301	Principles of Health care Systems	4
<p>The objective of this course is to provide the students with a basic understanding of the health care system. As the participants progress through the course they will build their health care vocabulary, strengthen their understanding of health care concepts and have the opportunity to experience health care decision making through the evaluation of case scenarios.</p>			
PUL	322	Compliance and Regulatory Requirements	4
<p>The focus of this course is to examine the role law plays in the everyday operation of our health care system from the management perspective. Key topics will include: The Affordable Care Act of 2010, Corporate Compliance and Integrity, Fraud and Abuse, health care laws, and health care regulatory agencies. Laws and bills related to health care in the State of Minnesota will be examined and followed.</p>			
PUL	329	Advances in Pharmacology in Critical Care Medicine	4
<p>This course is designed to help broaden the health care professional's knowledge of pharmacology. Topics include types and effects of drugs, including diagnostic imaging contrast media. Pharmacology, pharmacokinetics, and pharmacodynamics of drugs commonly used in ancillary health care are presented. Students taking this course will also study the most recent FDA approved medications and understand the current state of respiratory care practice in today's health care environment.</p>			
PUL	330	Multi-Specialties in Respiratory Therapy	4
<p>This course outlines the diverse disciplines in the Respiratory Therapy profession ranging from acute care to chronic management. It gives Respiratory Therapists the opportunity to develop more understanding of professional diversification of other specialties in their field, including Sleep Medicine, neo-Peds, Specialization, Flight Medicine, Home Care, and others. This seven week extensive course will identify the needs, demand and unique requirements for each specific specialization. Respiratory Studies will be implemented based on current guidelines, practices and procedures of accredited professional standards in Respiratory Care.</p>			
PUL	331	Advancement in Critical Care Monitoring	4
<p>This course focuses on the advanced medical and respiratory care needed for the critically ill adult patients. Among the topics covered are cardiopulmonary assessment of trauma, postsurgical, cardiac and renal patients. The course will also provide instruction in advanced cardiac life-support.</p>			
PUL	332	Advanced Cardiopulmonary Sciences	4
<p>This course provides students with techniques and methods used to analyze and evaluate the health status of critically ill patients. This course has an emphasis on the respiratory, cardiovascular and renal systems and is beneficial for students who work within a critical care facility.</p>			
PUL	342	Health Care Information Systems	4
<p>This course examines the intricate interlocking health care technology systems from patient self-service to data entry by the practitioner. Additionally, students will explore security, legal and ethical implications associated with electronic health care systems. Finally, students will learn about enterprise health care information and management systems that contribute to ensuring quality patient care.</p>			
PUL	400	Health Psychology	4
<p>This class is designed to help students learn those skills necessary in forging a bridge between the client-learner's thoughts, feelings and actions by integrating thought and behavior into one synergistic approach to the delivery of health education that can accommodate the whole person. Cognitive techniques, such as lecture discussion, readings, presentations, collection of data and specific planning combined with the behavioral components of emotion and action will help in bringing about this synergistic process.</p>			
PUL	435	Ethics and Decision Making in Health Care Environments	4
<p>This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical health care decisions will be evaluated. The roles and responsibilities of health care professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.</p>			

PUL	490	Senior Research Capstone	4
This course provides the foundation for the research project. The students will engage in a literature survey of research in the instructor's area of expertise and develop a research proposal consisting of a research hypothesis, a rationale for the work and experimental design.			
RAD	222	Pathological Foundations	4
This course is designed to provide students with a historical background in pathological studies. The course is also designed to expose students to the principles and concepts necessary for understanding the basics of pathological investigations. By applying knowledge from a range of disciplines, pathologists are able to more adequately study disease, wellness, and other health-related events in populations. The ultimate goal of this course is to stimulate a desire for further education in pathological course work. Also includes the study of cell response to radiation and chemotherapy.			
RAD	250	Leadership Communication	4
This course emphasizes the communication processes of leadership with particular focus on assessing and researching leadership skills, strategic organizational planning, decision making, problem solving, mentoring employees, collaborative team management skills, cultivating a supportive work environment, change management, facilitation and meeting management skills, presentation skills and interviewing skills.			
RAD	300	Strategic Leadership of Resources, People, and Teams	4
The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organization's direction in these turbulent waters of changing distribution systems. Students will look at the strategies of health care organizations in an increasingly global and competitive marketplace.			
RAD	310	Writing for Health care Professionals	4
Health care professionals at all levels must demonstrate professionalism as strong communicators not only verbally, but as writers as well. This course will lay the ground work of writing expectations in the program and serve to remediate as needed.			
RAD	322	Compliance and Regulatory Requirements	4
The focus of this course is to examine the role law plays in the everyday operation of our health care system from the management perspective. Key topics will include: The Affordable Care Act of 2010, Corporate Compliance and Integrity, Fraud and Abuse, health care laws, and health care regulatory agencies. Laws and bills related to health care in the State of Minnesota will be examined and followed.			
RAD	330	Communication Strategies for Conflict Management	4
This course provides an overview of the nature and functions of communication in human conflict. Professionals develop communication skills, such as listening and collaboration, which are necessary for managing conflict productively in interpersonal, organizational and intercultural contexts. Professionals will gain an understanding of patterns, research and processes associated with conflict management styles, and civility. This course will also address how language, perception, gender communication, and generational differences and context influence the conflict process.			
RAD	350	Health care Diversity and Global Issues	4
Students use literature, interviews and class discussion to explore the values, beliefs, customs and perceptions represented in various kinds of diversity affecting social and economic life. Students explore the obligations and implications of equal opportunity in organizations while they develop organizational strategies to benefit from diversity in the United States and abroad.			
RAD	400	Organization Development for Human Resources Professionals	4
This course will help HR leaders understand organization development from a leadership and HR perspective. Students will build their capacity to facilitate complex change initiatives using change theories, models, and concepts. Students will demonstrate an understanding of how a complex organizational environment is driving the need for continuous change. Moreover, students will develop skills in planning for change, communicating change, and holding individuals accountable for results. Students will also demonstrate an understanding of how change impacts individual performance.			
RAD	435	Ethics and Decision Making in Health Care Environments	4
This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical health care decisions will be evaluated. The roles and responsibilities of health care professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.			
RAD	440	Legal Environment for Health Care Managers	4
This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems and emphasizes developing the legal astuteness to craft solutions that attain core organizational objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions.			
RAD	490	Senior Seminar	4
The students will engage in a literature survey of research in the instructor's area of expertise and develop a research proposal consisting of a research hypothesis, a rationale for the work and experimental design. Students learn professional presentation skills and combine research and theory to develop individualized synthesis projects which examine research problems and answer a particular research question that has specific application in their occupation.			

RLG	415	Biblical Christianity for Thoughtful People	4
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.			
SAC	300	Role of School Age Provider	4
This course discusses the role of adults in school-age care and the effect they have on children. Societal change and the needs of today's families and children will be explored. We will also investigate how to evaluate a quality school-age care site and identify areas for future improvement. This course is geared towards those working in the field of school-age care and is not open to students in Concordia University's School-Age Care BA program.			
SAC	320	Discipline and Self-Discipline	4
Theories will be covered to help identify at risk behaviors, support effective parenting practices, and link discipline concepts to school age care. The focus is how to lead children towards healthy self-discipline and self-management.			
SAC	330	Conflict Resolution	4
This course offers an introduction to the idea of community building through the teaching of friendship and non-violent conflict resolution skills. It will explore the role of perception and self-perception as it relates to a child's behavior in a group, prioritize social skills.			
SAC	444	Communicating for Advocacy	4
This course will focus on effective communication skills. Students will become acquainted with communication theories. Attention is given to the tools, skills, and techniques needed for building effective partnerships.			
SAC	445	Management and Administration	4
This course explores the issues of leadership and administration for school-age programs. Issues of day-to-day mechanics, staff motivation, and personal leadership readiness are topics in this course.			
SAC	455	Special Needs in School-Age Programs	4
This course explores the issues involved in the guidance and nurturing of children who have medical, social, or emotional needs. Attention is paid to advocacy and etiology. Students will gain understanding in effective inclusion practices that support the growth and development of all children and youth.			
SCI	105	Principles of Physical and Life Science	2
Set up a variety of inquiry investigations using everyday household items. You will be engaged in a variety of hands-on activities throughout this course. Both physical and life science areas will be covered.			
SCI	110	Basic Physics	2
The course introduces physics in a non-threatening manner. Explore the physics of rollercoasters, parachutes, air pressure and much more.			
SCI	205	Topics in Conservation	2
Students explore current issues in environmental science examine in-depth, such as water quality, oil drilling, or wildlife management. This class addresses how those issues are seen from different political, economic, and conservationist views.			
SCI	209	Introduction to Environmental Science	4
Used to identify key issues and relationships in environmental issues like economics and ethics in environmental use and planning, and issues relative to pollution, natural resource use and conservation, biodiversity, and global climate change. No "technical" science knowledge is needed.			
SCI	250	Basic Science Principles	2
You may think you know nothing about science, but this fun interactive class will make science accessible to you. Chemical reactions, polymers, physics, and natural sciences will be presented in an interesting and entertaining way.			
SCI	251	Age Appropriate Science Curriculum	1
As most adults working with young children are aware that they are natural scientist. Build on this natural tendency by offering age-appropriate science experiences in your early childhood or school-age classroom curriculum. This hands-on class will provide a wealth of science experiences for children of all ages. Graduate credit requires extra assignments.			
SCI	556	Research as Pedagogy	2
This graduate-level course is designed to provide intense research experiences for 9-12 Life Science educators to enhance use of life science research techniques and the use of research as pedagogy in the classroom.			
SLS	300	Introduction to Professional Selling	4
This course will introduce students to the skills, concepts, tools and techniques in professional selling: business to business, business to employee and personal selling.			
SLS	350	Advanced Professional Selling	4
The course will focus on advanced professional selling concepts, tools and techniques focusing on key account selling and relationship management.			

SLS	400	Sales Management and Business Development	4
This course will study how to develop and manage an effective sales organization focusing on business to business sales. Students will study in-depth competitive analysis, develop sales proposals, negotiate contracts, understand buyer needs, consultative selling, and develop strategies for gaining new business. These same concepts will be applied to creating positive social impact related to public policy in areas including the environment, health policy, business regulation, and education.			
SLS	460	Sales for Social Impact	4
This course will explore strategies for both sale of products that have a social impact (such as green products) as well as strategies to integrate sales within an environmental or social context (percent of sales going to reduce the company's carbon footprint).			
SLS	498	Sales Internship	
SOC	136	Latino Families in a Euro-American Culture	2
SOC	137	Immigrant Families in Minnesota	2
SOC	152	Introduction to Sociology	4
This course provides an introduction to the systematic study of society and social behavior. Investigation will focus on the values and norms shared by society's members, the groups and institutions that compose social structure, and the forces that are transforming social reality.			
SOC	208	Sociology and Psychology of Leadership	2
This course examines the role of society in organizational leadership. This interactive course is designed to help understand the impact of social-cultural perspectives on professional decision-making. Overview of topics: social conformity, conflict resolution, and cognitive distortions.			
SOC	252	Social Problems	4
Students identify and analyze social problems that are social-structure in origin and discuss potential responses. Using the concept of sociological imagination, the problems of individual members of society are seen within the broader context of society as a whole. Specific social problems studied include drug abuse, poverty, crime, and aging.			
SOC	253	Marriage and Family	4
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: SOC152)			
SOC	256	Introduction to Criminal Justice	4
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)			
SOC	258	Careers in Criminal Justice and Private Security	2
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.			
SOC	322	Technology and Society	4
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			
SOC	325	Minnesota Criminal Codes and Statutes	2
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.)			
SOC	351	Juvenile Justice	4
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)			
SOC	352	Police and Community	4
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)			

SOC	353	Themes in Adult Development and Aging with a Lifespan Perspective	4
This course explores a variety of themes in development throughout the lifespan beginning with youth and ending in the last stages of adulthood including aging, death and dying. Lifespan, sociological, psychological, and family science perspectives will be used to examine a variety of themes.			
SOC	354	Sociology of Law	4
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)			
SOC	357	Class and Community	4
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)			
SOC	358	Minority Groups	4
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)			
SOC	359	Social Welfare as an Institution	4
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)			
SOC	451	Social Psychology	4
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)			
SOC	453	Social Theory	4
This class provides an overview of classic and contemporary theory including a discussion of the works of Karl Marx, Max Webber, Georg Simmel, Emile Durkheim, George Herbert Mead, Talcott Parsons, Ralf Dahrendorf, Anthony Giddens, and others. Social theory is examined as a continually evolving process that both inspires and enlightens sociological research. **This course serves as the capstone experience for the sociology major. (Prerequisite: SOC152)			
SOC	488	Independent Study	
With the help of an instructor, students design their own learning activities, which may include readings, independent research, projects, and papers. (Prerequisite: SOC152)			
SOC	498	Internship	1
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)			
SPA	101	Beginning College Spanish I: First Semester	4
This course introduces basic vocabulary along with present and past tense verbs. Cultural notes and short readings are included along with the basic grammar. Immediate use of the language is encouraged.			
SPA	102	Beginning College Spanish II	4
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)			
SPA	201	Intermediate College Spanish I	4
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)			
SPA	202	Intermediate College Spanish II: Second Semester	4
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)			
SPA	301	Advanced Spanish I	4
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)			

SPA	302	Advanced College Spanish II	4
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)			
SPA	401	Advanced Spanish IV: Topics in Spanish Linguistics, Writing or Culture	4
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.			
SPA	402	Advanced Spanish IV: Readings in Contemporary Spanish Literature	4
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)			
SPA	403	Advanced Spanish IV: Voices of Latinos in the United States	4
A course designed to examine the stories of Latinos in the U.S. as told by them. Authors read are of Puerto Rican, Cuban, Dominican, and Mexican American origin. Special emphasis is placed on practices and values held both here and in the cultures of origin. Such subjects as family, social and economic struggles, individual aspirations, and spiritual needs are covered. Language issues are highlighted and film is used to complement the readings.			
SPA	488	Spanish Independent Study	1
SPA	498	Spanish Internship	1
SPED	572	Special Education: General Education Practicum	2
This course give the graduate special education teacher candidate an opportunity to observe in a regular education classroom, teach their created lessons to both general education and special education students in an inclusive environment, to reflect on those lessons, and modify their future lessons dependent upon the formative assessment of the students' work.			
SPED	573	Fundamentals: Autism Spectrum Disorder	3
An introduction to the dynamics of autism spectrum disorders, their effect on students' education, legal responsibilities of schools, and collaboration among schools and other agencies who serve these youth.			
SPED	574	Communication and Social Skills Training	3
A study of strategies and interventions for promoting the development of communication skills and social skills.			
SPED	575	Intervention: Autism Spectrum Disorder	3
Development of functional skills instruction including applied behavior analysis, sensory integration, and functional and ecological assessment procedures for the instruction of learners with autism spectrum disorder.			
SPED	580	Education of Exceptional Learners	3
A study of historical and contemporary issues in education of learners with differentiated needs.			
SPED	581	Instructional Strategies: Mid/Moderate Disabilities	3
An examination of the knowledge and skills needed to learn about and apply instructional strategies in preK-12 classroom settings.			
SPED	582	Teaching Students with Linguistic Differences or Difficulties	3
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	3
A Study and applied practice in collaboration teaching between general educators and special educators and paraprofessionals in both settings.			
SPED	584	Interventions for Students with Emotional and Behavioral Disorders	3
Application of evidenced-based interventions focused on behavioral, psycho-educational, medical and ecological theories for working with youth with EBD in educational settings.			
SPED	586	Learners and Disabilities: Educational Assessment	3
Development of competencies in the use and interpretation of instruments to measure educational achievement, learning discrepancies, and inferential thinking and conceptual development.			
SPED	589	Collaborative Consultation in Special Education	3
An examination of techniques with relation to collaborating with parents, caregivers, community services, and other support services to enhance the learning of the learner with special needs.			

SPED	590	Teaching Students with Math or Language Difficulties	3
An examination of the mathematical and writing needs of learners in contemporary classrooms and research-based practices for meeting those needs.			
SPED	591	Applied Experience in Learning Disabilities	3
Students complete supervised practice in teaching learners with special needs. Specialized methods and on going diagnosis are used within a clinical setting. (Prerequisites: All course work within specified licensure program.)			
SPED	592	Teaching Students with Mental Health Needs	3
An examination of the social/emotional needs of learners in contemporary classrooms and research based practices for meetings those needs.			
SPED	593	Applied Experience in Autism Spectrum Disorders	3
Supervised practice in teaching learners with special needs. Specialized methods and ongoing diagnosis are used within a clinical setting.			
SPED	595	Applied Experience in Emotional and Behavioral Disorders	3
Students complete supervised practice in teaching learners with special needs. Specialized methods and on going diagnosis are used within a clinical setting. Prerequisites: All course work within specified licensure program.			
SPED	596	Behavior Management	3
An examination of positive behavior teaching and support for promoting acceptable behavior in school and grounded in research based interventions.			
SPED	598	Fundamentals: Emotional and Behavioral Disorders	3
An introduction to the dynamics of emotional and behavioral disorders, their effects on students' education, legal responsibilities of schools, and collaboration among schools and other agencies who serve these youth.			
SPED	599	Adolescents Experience with Emotional and Behavioral Disorders	3
An examination of the unique strengths and needs of adolescents with emotional and behavioral disorders.			
SSS	101	College Transitions	2
The College Transitions course guides and supports students making the transition from high school to university study. It helps students develop the necessary skills, habits, strategies, and values that will empower them to deal effectively with college life. Students with fewer than 20 transfer credits and former PSEO students who earned college credits in a high-school-setting-only are required to take this course their first semester on campus.			
SSS	102	Foundations for International Students	3
A Seminar to offer skill development, especially in writing and speaking, and to learn more about living and studying in the United States. By the end of the course, students will be better prepared to be successful in their education endeavors.			
SSS	110	College Reading	2
This course prepares students for the complexity and intensity of college-level reading demands. The course focuses on the types of textual material students will encounter in various academic disciplines, e.g., history, psychology, science, literature, and so on. Emphasis is placed on developing the critical thinking required by college professors when they ask students to read a text in their discipline. Students with ACT scores of less than 20 in Reading are required to take this course their first semester.			
SSS	120	College Turning Points	2
This course is designed to teach students on academic probation successful strategies, learning techniques, practical knowledge, and life management skills to stay on course in their college journey. Students use journals and class discussion to reflect on personal mindsets and decision-making.			
SSS	150	Career Exploration and Assessment	1
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.			
SSS	200	Leadership Development	2
Learn about your own leadership potential and build skills in conflict management, boundary-setting, team-building, group facilitation, stress management, and morale boosting. Apply concepts in ethics, servant leadership, emotional intelligence, and leadership styles to your own life and roles today while developing strengths for your future. (This class includes a service-learning component.)			
SSS	201	Transfer Transitions	1
The Transfer Transitions course guides and supports transfer students entering the Concordia University community by familiarizing them with campus resources, campus culture, and opportunities for success. The course fosters a smooth, effective, and efficient college to college transition. Designed for transfer students who have completed 20 - 90 college-level credits.			

SSS	230	Service-Learning Costa Rica	3
This intensive month-long course is offered for CSP students participating in the Concordia University System study abroad consortium in Costa Rica. Students will have the opportunity to contribute to community development initiatives and discover their gifts through a service-learning placement in the community. Students will be placed in a community organization for 12-15 hours/week and participate in weekly reflection classes. The course offers direct interaction with locals and enhances students' Spanish skills. Service-learning adds a unique dimension to the study abroad experience, resulting in a greater understanding of the language, culture, and community of the host country.			
SSS	498	College Transitions Intern	1
This internship experience allows students to build leadership skills, mentor first-year students, and foster a relationship with a College Transitions instructor. The College Transitions Intern will model positive student behavior, plan and implement Welcome Week or other activities, attend every College Transitions class period, work with the assigned College Transitions section as a group, meet each student from their section individually, attend monthly Peer Advisor in-service sessions, maintain and turn in weekly journal entries, and develop a good working relationship with the College Transitions instructor			
THL	100	The Biblical Heritage of Christianity	4
An investigation of the sacred literature and basic theological expressions of the Christian tradition. The course emphasizes the covenant dealings of God with His people and the completion of the old covenant in God's new covenant in Jesus Christ. Students will read selected portions from each major division of the Old and New Testaments and will explore themes taken up by the ecumenical creeds. This course fulfills the introductory general education requirement for Theology and counts toward the minor in Religion.(THL100 is not open to students enrolled in or having taken THL203, THL206 or THL303)			
THL	101	Themes in Christian Thought	4
Students are introduced to the life of Christ and the impact of His life on the Early Church through the reading of Luke/Acts and Romans. Students examine major themes of Christianity, and how these themes play out in culture, artwork, books, movies, and Christian service addressing human need.			
THL	203	Old Testament Narrative	3
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. This course is required for the minor in Confessional Lutheranism. It is not a general education course.			
THL	205	History and Literature of the Old Testament	4
An introduction to the historical context and literature of the Old Testament. Special attention is paid to the concepts of promise, law, covenant, grace, and the presence of God in the narratives of the Pentateuch and the Former Prophets. The course also examines the nature of prophecy and the psalm and wisdom resources in the Prophets and Writings. Students begin to use the tools of Biblical interpretation and practice reading texts in their historical and literary contexts.			
THL	206	New Testament	3
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. This course fulfills the introductory general education requirement for Theology, counts toward the minor in Religion, and is required for the minor in Confessional Lutheranism.			
THL	215	History and Literature of the New Testament	4
An introduction to the historical context and literature of the New Testament. Students master the stories and teachings of early Christianity, practice the use of the tools of biblical interpretation, and grow in their ability to read texts of the Bible in their historical and literary contexts.			
THL	241	Church History	3
A panoramic survey of Christian history and thought from the apostolic age to the present. As such, the course traces the church's institutional history, its theology, its worship life, and the history of its missionary expansion against the larger political, intellectual, and socio-cultural backdrop. This course is required for the minor in Confessional Lutheranism. It is not a general education course.			
THL	250	Religions of the World	4
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. This course fulfills the general education Global Studies requirement. It does not fulfill the general education requirement for Theology. It is required for the minor in Religion.			
THL	270	Our Living Faith	4
A study of the content and effective application of the Christian understanding of creation, redemption, and sanctification; with an exploration of the biblical basis, the conceptual framework and the contemporary significance of the historic doctrines of the church. This course is required for the minor in Confessional Lutheranism. (Prerequisite THL205, THL215)			
THL	303	Old Testament II	2
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. This course is required for the minor in Confessional Lutheranism. It is not a general education course.			

THL	320	Global Christianity	4
The question "What is Christianity?" will be explored from a global perspective. After surveying the state of Christianity, its teachings, and practices, students will wrestle with basic questions of life and Christian vocation in the third millennium. A major component of the course will be study of worship practices of areas churches representing diverse cultural and immigrant groups. This course fulfills the intermediate general education requirement for Theology and counts toward the minor in Religion. (Prerequisite THL100 Biblical Heritage of Christianity or THL206 New Testament)			
THL	325	Christian Ethics for Profession	4
This course uncovers a foundation for the discussion of ethics and vocation in the chief elements of Christian doctrine and in the writings of major Lutheran theologians. Both ethical theory and personal values are explored. Students examine issues of accountability in business, sport, and politics through classroom discussions, and debates. In conversation with Christian themes, students develop a system for making ethical decisions in their personal lives as well as in public and employment situations. This course fulfills the intermediate general education requirement for Theology and counts toward the minor in Religion.(Prerequisite THL100 Biblical Heritage of Christianity or THL206 New Testament)			
THL	331	Seminar in Theology	4
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. This course is required for the major in theology. It is not a general education course. (Prerequisites: THL203, Old Testament Narrative; THL206, New Testament; THL241, Church History; THL330, Our Living Faith)			
THL	334	Love and Hate	4
These two words bring forth a wide variety of actions, emotions, mind-sets, and frameworks for life. Students will spend a significant amount of time examining texts that speak of love and hate in the Bible. But the course will range widely to evaluate concepts of love and hate during various eras, in such diverse areas such as psychology, philosophy, history, literature, politics, and as conveyed in various media. The goal will be to understand various ways of addressing the subject of love and hate in secular and theological settings. This course fulfills the intermediate general education requirement for Theology and counts toward the minor in Religion. (Prerequisite THL100 Biblical Heritage of Christianity or THL206 New Testament)			
THL	336	Evil Meets Good	4
From earliest days of human history, people have struggled with the significance of evil and wickedness, especially in a world created by a God who is all and only good. Events such as the 9/11 attacks on the World Trade Center and the Pentagon have deepened the questions, especially for Americans. This course will probe this conversation through interaction with some of the classic expressions of humanity's understanding of good and evil, in the process considering texts from both Christian and non-Christian viewpoints. It will encourage students to wrestle with some of the key biblical texts that deal with this question, spending significant time in particular with the book of Job. Students will endeavor to provide their own thoughtful and informed understanding of this classic struggle to understand why evil exists in this world - and how we are to live with that reality. This course fulfills the intermediate general education requirement for Theology and counts toward the minor in Religion. (Prerequisite: THL100, The Biblical Heritage of Christianity; THL206, New Testament)			
THL	342	Athens and Jerusalem: Philosophy and Christianity	4
A selective historical survey of the principal areas of inquiry, key figures, major issues, and central themes commonly addressed by western philosophy and Christian theology during the ancient, medieval, modern and contemporary periods. Among the topics that may be considered are the relationship of faith and reason; truth; nature and grace; the classical arguments for the existence of God; evil; the philosophical and theological virtues; and religious language. The course is based on extensive readings from primary sources and is supplemented by lectures and discussions. (Prerequisites THL 100 or THL 206).			
THL	344	Martin Luther: Saint and Sinner	4
This course examines the life and theology of the Martin Luther, instigator of the Protestant Reformation in the 16th century. A prolific writer and bold thinker, Luther appears today on many top ten lists of most influential people in the last millennium. By studying Luther in his medieval context and by reviewing the influence of his thought since the 16th century, the course will explore the relevance of his theology for the 21st century. (Pre-req. THL 100 or THL 206).			
THL	350	Religions of the World	4
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. This course fulfills the general education Global Studies requirement. It does not fulfill the general education requirement for Theology. It is required for the minor in Religion.			
THL	351	Jesus and Muhammad	4
This course explores the lives, contributions, teachings, and significant of Jesus and Muhammad through selected reading of the Christian Scriptures, pagan and Jewish sources, the Qur'an, Ibn Hishan, Al-Waqidi, and some later writers. Students will gain skill and confidence in reading ancient texts and understanding the historical, social, and religious trends that shaped the ancient world. (Pre-req. THL100 or THL206).			
THL	352	Is God Green?	4
Drawing on the resources of Christianity and other religions, this course examines issues of ecology, sustainability and human health (broadly conceived). Students will explore the significance of Biblical themes of creation and new creation as they consider 21st century ethical choices for the care of the cosmos and the human community. This course fulfills the intermediate general education requirement for Theology.(Prerequisite THL100 Biblical Heritage of Christianity or THL206 New Testament)			

THL	356	One Nation under God? Christianity and Politics in America	4
The claim that the United States is a Christian nation will be examined from the Puritan settlers through the rise of the religious right in the late twentieth century, with particular emphasis on the notion of covenant and the influence of Christian leaders in various reform movements (abolitionist, temperance, women's suffrage, civil rights). The question of "one nation under God" will be tested against the Lutheran doctrine of the two kingdoms. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL100 Biblical Heritage of Christianity or THL206 New Testament)			
THL	357	Christianity and the Media in Contemporary Culture	4
Christianity has an unmistakable interplay with various forms of the media. This course explores subtle and overt Christian themes in movies, music, magazines/newspapers, theater, the World Wide Web, and television. Students locate, watch, and critically analyze numerous media resources and discuss them in correlation to Christian themes in the Bible. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL100 Biblical Heritage of Christianity or THL206 New Testament)			
THL	371	Mission of God	4
This course traces the mission of God through the Old and New Testaments. It explores God's intent for his mission people in the past, present and future and discloses that intent in biblical narratives and texts and in Lutheran theology and Lutheran confessions.			
THL	403	Old Testament II	2
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. (Pre-req. THL 203, THL 206).			
THL	409	Studies in Biblical Theology	2
An exploration of sections, books, or major topics of the Old and New Testaments, as determined by the instructor and announced by the division. This course is recommended for the major in theology. It does not fulfill the general education requirement for Theology. (Prerequisite: THL203, Old Testament Narrative; THL206, New Testament)			
THL	441	Lutheran Confessional Writings	3
A survey and analysis of the gospel-centered doctrinal content of the Book of Concord in its 16th century historical and theological context. The eleven confessional documents are studied and interpreted as the church's normative exposition of Holy Scripture, to which exposition the evangelical Lutheran church is committed in terms of both theological method and doctrinal substance.			
THL	460	Worship for Lutherans	2
A study of the interaction between the essential tenets of Lutheran Christianity and the structures of democratic society. Among the topics considered are Christian vocation, the nature of culture and the ways Christianity has historically related to culture (with a special emphasis on the interplay of religion, church and race in North American cultural experience), the functions of Law and Gospel, the Lutheran understanding of the "two governments," and the role of Christians in society at large. This course is an elective for the major in theology. It does not fulfill the general education requirement for Theology.			
THL	482	Christian Ministry and Practice	3
The concepts of call, vocation, ministry and team ministry are studied in relation to the worship, witness, teaching, service and fellowship of the church. Students will develop an awareness of the oneness of the church as the body of Christ gathered around Word and Sacrament. The nature of the ministry as servant hood is explored in the context of the life of local churches. Students spend time off campus in local congregations observing and participating in the life of the church.			
THL	488	Independent Study	2
Independent study offers students an opportunity to do research and complete a major project in an area of religion of their own choosing. This course is an elective for the major in theology. It does not fulfill the general education requirement for Theology.			
THL	496	Senior Thesis	2
The Senior Thesis is the culminating work of a student majoring in Theology. The purpose of the thesis is to utilize the perspective, understanding, research skills, and writing abilities students have developed in their studies to investigate a substantial topic. The goal is for students to produce a paper of high quality and distinction. The work is normally done in one semester in the senior year under the guidance of a faculty mentor. The paper will be read by a second faculty member and proposed to the annual undergraduate Research Symposium. This course is required for the major in theology. It does not fulfill the general education requirement for Theology.			
THL	498	Internship	1
THR	101	Introduction to Theatre	2
This course introduces the student to basic history, theory, production and performance elements of theatre arts. Students learn about theatre from many perspectives. In addition to studying primary and secondary materials, taking quizzes and/or tests, students participate in end of term individual or group projects. Attendance at area theatre productions required.			

THR	111	Theatre in Practice I	1
Concordia's theatre department, in service to campus and community, offers opportunities for involvement in major theatre productions, workshop dramas, and various experimental undertakings during the school year. Auditions for all productions are open to all Concordia students. This course can include work on theatrical productions as actors and/or crews.			
THR	112	Theatre in Practice II	2
Credit is given for major involvement in theatre productions, workshops, and other approved situations. Major involvement is defined as activities such as stage managing, assistant directing, designing, and directing projects. (Prerequisite: consent of instructor)			
THR	131	Improvisation	2
This course will provide basic instruction in performance improvisational techniques for the theatre.			
THR	160	Introduction to Dance	2
This course will examine the fundamental principles, practices, and vocabulary of the basic movement skills of dance, introducing it as both an art form and exercise activity. The basics of modern, ballet, and jazz dance movement will be incorporated to provide a wide overview of dance history and practical technique through readings and studio movement participation. Students will be introduced to each dance style with a focus on body awareness and alignment. Warm ups and across the floor movement are incorporated to develop strength, flexibility, musicality, and coordination.			
THR	201	Dance for Musical Theatre	2
Through the study and practice of the various styles of dance used on the musical theatre stage, such as ballet, modern, jazz, and tap, this course will focus on dance technique, character development through movement, and performance skills. Execution and exploration of choreographed pieces from musical theatre repertoire will be taught and performed in a final Student Showcase. Students will be introduced to a wide dance vocabulary as well as to the major contributors/choreographers of Musical Theatre. Prerequisite: May be repeated once as an elective which may count as a general elective or be credited to a theatre major.			
THR	203	Creative Dramatics	2
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.			
THR	221	Acting I	4
Through improvisation, monologue, and scene work, students learn and develop the basic techniques for approaching the acting process. These include relaxation, imagination, spontaneity, concentration, character analysis, and using the voice, face, and body to assist in creating a complete and complex character.			
THR	241	Script Analysis	4
Students will analyze a variety of performance texts from differing perspectives. A traditional approach incorporating literary analysis to understand the internal workings of the text on paper, will be combined with an examination of the text as it may be translated into performance, from the perspectives of the designer, director and actor.			
THR	251	Stagecraft	4
The course provides an introduction to the scope, tools, materials and practices of stagecraft and technical management in the theatre today. The course utilizes formal lectures, group discussion, outside projects, attendance at outside theatre productions and practical lab sessions to cover the material presented.			
THR	253	Makeup for the Stage	2
Fundamentals of two and three-dimensional stage make-up through character analysis, design and application. Extensive practical experience through laboratory and possible crew work on departmental productions. Each student will be required to purchase his or her own makeup materials.			
THR	262	Modern Dance Technique I	2
Students will be introduced to the basic movements, concepts, and technique of modern dance with a focus on breath, strength, alignment, and flexibility. Students will learn about the pioneers of modern dance (Loie Fuller, Isadora Duncan, Ruth St. Denis, Doris Humphrey, Martha Graham) as well as the current contributors to the dance form, regarding their stylistic contributions and differences. Reading assignments and quizzes will be given in addition to the technique class. Students will learn and perform a modern dance piece during the semester and perform in a final student showcase.			
THR	291	Topics in Theatre	4
This course offers in-depth analysis of a selected topic in theatre such as film, children's theatre, drama in worship, stage management, or theatre management in a seminar setting. The needs of students and interest of theatre faculty determine content.			
THR	321	Acting II	4
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)			

THR	326	Voice, Diction and Dialects	2
Students learn production and placement of sound through various exercises, leading to character development. Students also are introduced to techniques for learning a foreign dialect.			
THR	355	Scenic Design	4
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)			
THR	356	Costume Design	4
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)			
THR	357	Lighting and Sound	4
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)			
THR	364	Tap Dance Technique I	2
This course is an introduction to the fundamental vocabulary and technique of tap dance, its history as an art form, and its major contributors to the style. Students learn a basic technical foundation, with an emphasis on the building block steps (spank, shuffle, flap, cramp roll, Shim Sham, Maxie Ford) while also concentrating on proper articulation and execution of movement. Students work on a choreographed routine and perform in a final student showcase.			
THR	365	Dance History I	2
A survey of dance history from origins in ancient civilizations up to the twentieth century, this course will examine the function of dance in a social, political, religious, and cultural context. Through text reading, research projects, and viewing, students will analyze the development of dance, its significance and role in history.			
THR	366	Choreography/Composition I	2
This course will explore the process of dance making, by studying the principles of composition and the thematic development and organization of movement material. Students will work on and study basic choreographic elements and principles (rhythm, space, time, dynamics) using movement exploration, improvisation, and other creative skills to develop compositions, with a concentration on solo or small group dances, which will be performed in a final student showcase.			
THR	367	Ballet Technique I	2
This course will introduce the basics of classical ballet. Students will learn the basic positions of the feet and arms, fundamental ballet steps, and French terminology, through barre exercises, center floor work, and across the floor patterns. This class will also emphasize ballet vocabulary and style, proper body alignment, strength, flexibility, and musicality. Students will learn a choreographed ballet piece and perform in the final Student Showcase.			
THR	445	Theatre History, Theory, and Literature I	4
A survey course covering the history, theory and literature of theatre from the beginnings of performance up to the early Renaissance in the west. Readings of primary sources are combined with secondary sources such as criticism, videos, and attendance at live theatre events to form a theoretical and historical context for specific periods of development and specific dramatic works.			
THR	446	Theatre History, Theory, and Literature II	4
A survey course covering the history, theory and literature of theatre starting from the Renaissance in the west up to modern theatre of performance in the variety of contexts we may study today. Readings of primary sources is combined with secondary sources such as criticism, video, and attendance at live theatre events to form a theoretical and historical context for specific periods of development and specific dramatic works.			
THR	462	Modern Dance Technique II	2
This course is a continuation of the study of movement skills taught in THR 262, with an emphasis on further developing strength, flexibility, and vocabulary of principles of modern dance. Students will work on more complex combinations, increased technical skills, and refined movement phrasing. Along with increased technical articulation and clarity of movement, students will work to develop artistic expression, stylization, musicality, and performance skills. A choreographed modern piece is taught and performed in a final student showcase.			
THR	463	Jazz Technique II	2
This course is a further study of the movement skills, vocabulary, and principles of jazz dance style taught in THR 263. Students will work on more advanced rhythms, combinations, individual expression and artistry through choreographed pieces that are performed in a final student showcase. Special emphasis will be put on increased strength, flexibility, increased technical skills, and performance ability.			

THR	465	Dance History II	2
This course will examine some of the influential choreographers and works of the 20th Century from the early pioneers of modern dance such as Loie Fuller, Isadora Duncan, Ruth St. Denis, and Doris Humphrey, through post modernism and the works of major contributors such as George Balanchine, Martha Graham, Alvin Ailey, Merce Cunningham, Twyla Tharp, Mark Morris, and others. Areas of study, through viewing, reading, lecture and discussion, and research projects will include dance criticism, identification of 20th Century dance themes, aesthetics, music, and styles.			
THR	466	Choreography/Composition II	2
This course is a further study and practice of the dance composition techniques. The class will investigate areas of the creative process, methods of dance-making, exploration of new movement material, and compositional tools, implementing music and dance, dance criticism, and aspects of contemporary dance history. Through lectures, viewing, reading and research projects, students will analyze choreography and apply various components to developing their own studies in solo, duet, and trio works which will be performed in a final student showcase.			
THR	467	Ballet Technique II	2
This course will be a further study and practice of classical ballet technique and expands students work upon material taught in THR 367. With a focus on body alignment, increased strength and flexibility, and technical accuracy and proficiency, this class will concentrate on more complex movement variations, increased ballet vocabulary, individual expression, artistry in execution of movement, and performance quality. Along with a complete barre and technique class, students will work on choreographed pieces that are performed in a final student showcase. This course is an elective.			
THR	478	Directing	4
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)			
THR	488	Independent Study in Theatre	
Independent study offers students an opportunity to investigate and study an area of theatre of their own choosing.			
THR	498	Theatre Internship	4
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)			
THY	521	Spiritual and Ethical Leadership Formation	3
Foundational for Christian leadership, this course equips spiritual leaders to identify means of spiritual and ethical leadership development and to utilize these means for their own and others' growth. These means include regular study of the Scriptures as well as use of the sacraments, prayer, meditation, service to others and mentoring. A theological understanding of leadership formation is presented, as are approaches for designing programs for developing spiritual leaders.			
THY	522	Care for the Whole Person	3
An individually tailored experience arranged by the student to practice skills and theories related to caregiving 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	531	Worldview's Impact on Outreach Leadership	3
Students will develop an appropriate Biblical and contemporary apologetic for their ministry context. This will be done by examining historical and contemporary methods used in 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.			
THY	541	Missional Leaders Through History	3
Through study of the historical expansion of the Christian Church and its impact on community and society, students will identify their own leadership style and understand how God's hand works through the variety of gifts to move His kingdom forward in world history.			
THY	551	Social Issues in Mission	3
This course encourages students to consider economic and political challenges in establishing social justice for people in given societies. Students will design appropriate strategies for addressing social issues in mission contexts.			
THY	561	Outreach through Evangelism and Worship	3
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	572	Missio Dei	3
Based on Jesus' announcement of the Good News of the Kingdom of God, this course develops a Lutheran theology of mission intended to motivate God's people to proclaim the kingdom. It builds an understanding of mission among the lost and the hurting. Resources include the Bible, the Lutheran Confessions and missiological texts.			

THY	573	Outreach Leadership in Ministry I: Theory	3
Students will learn the process of understanding another culture, how to adapt, and how to make sound value judgments within it. 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	577	Missiological Research/eFolio Design I	3
In this course students will identify their focus of studies for the program, choose their capstone style, involve themselves in a literature search of their topic, and design an approach to a field learning project which they will seek to follow through the course of the program			
THY	578	eFolio Design II	1
This course is the second of a three-part series that builds toward a holistic understanding of the function and scope of missiology. Such understanding happens through integration of the student's real-life ministry experience with the learning that takes place during the entire MACO Program. This course is structured to allow students to give initial expression to their missiological understanding and their professional philosophy.			
THY	579	eFolio Design III	1
This course is the third of a three-part series that builds toward a holistic understanding of the function and scope of missiology. Such understanding happens through integration of the student's real-life ministry experience with the learning that takes place during the entire MACO Program. This course is structured to allow students to demonstrate growth and integration in both their self-understanding of missiology as a discipline as well as their professional philosophy.			
THY	581	Outreach Leadership in Ministry II: Strategies	3
This course focuses on outreach ministry both overseas and in North America. It shares distinct strategies for reaching people in the variety of contexts to be found in multicultural urban centers. It also examines the changing dynamics of rural culture, the exploding outer rings of major cities, and inner ring suburbs struggling to revitalize. A theological understanding of human care and evangelistic ministries will be developed for these multiple settings.			
THY	582	Congregational Outreach Leadership	3
This course focuses on reaching those who do not know Christ and integrating them into the body of Christ. Consideration is given to the worldview of the unchurched and the structure of the post-church society. A key emphasis is on each believer's role as a witness, as well as the church worker's role in equipping them to respond to everyday opportunities.			
THY	583	Planting the Worshiping Community	3
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	591	Independently Developed Practicum	3
This course will enable students to process what they are experiencing through their Field Learning. This will happen through reflection on those experiences, sharing results of their journaling, and reporting in seminar fashion to the remaining students in the cohort. Instructor will provide some input, but the focus will be on student interaction and evaluation.			
THY	592	Capstone Seminar: Thesis, Project, or Portfolio	3
Students will typically complete an eFolio (electronic portfolio) as their final project. This eFolio will be developed bit by bit through the course of the program. In some instances, students may opt for completion through a project or thesis method; eFolio development will be modified appropriately in those instances. Faculty approval (of topic and finished product) is required for graduation.			