ACADEMIC CATALOG

Concordia University, St. Paul
Undergraduate and Graduate
2014 – 2015 (121st academic year)

Theme of the Year: The Word Became Flesh

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. Dr. Thomas K. Ries
University President

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

Cross
The cross portrays our mission to educate students in the context of the Christian Gospel. The Good News of Jesus Christ forms the basis of life and education at Concordia.

Quill
The quill is taken from our academic seal and represents our tradition and commitment to academic excellence and the love of learning.

Individual
The individual represents our serving the individual student while encouraging their personal development and responsibility in the education process. The outstretched arms imply reaching out to others, openness to community.

Globe
The globe reminds us of our world community and Christ’s command to teach all nations. It also reflects our concern for enlightened care of God’s creation, which is part of our mission statement.

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

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

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

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

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

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

COLLEGE PROFILE

<table>
<thead>
<tr>
<th>Type</th>
<th>Private not-for-profit Comprehensive, Coeducational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affiliation</td>
<td>The Lutheran Church – Missouri Synod</td>
</tr>
<tr>
<td>Level</td>
<td>Four-year or above</td>
</tr>
<tr>
<td>Undergraduate Instruction Program</td>
<td>Professions focus, some graduate coexistence</td>
</tr>
<tr>
<td>Graduate Instruction Program</td>
<td>Post-baccalaureate professional (education dominant)</td>
</tr>
<tr>
<td>Enrollment Profile</td>
<td>Majority undergraduate</td>
</tr>
<tr>
<td>Undergraduate Profile</td>
<td>Full-time four-year, selective lower transfer-in</td>
</tr>
<tr>
<td>Student Population (headcount)</td>
<td>3,632 (fall, 2013)</td>
</tr>
<tr>
<td>Student Population (full-time equivalent)</td>
<td>3,010 (fall, 2013)</td>
</tr>
<tr>
<td>Size and Setting</td>
<td>Small four-year, primarily residential; urban</td>
</tr>
<tr>
<td>Basic</td>
<td>Master’s Colleges and Universities (larger programs)</td>
</tr>
</tbody>
</table>
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. Email addresses for specific offices, departments, or individual faculty or staff are available on the university website at 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

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 or minor 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.

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.
### ACADEMIC CALENDARS

<table>
<thead>
<tr>
<th><strong>Traditional Undergraduate Academic Calendar</strong></th>
<th><strong>Traditional Undergraduate Academic Calendar (2015-2016 Proposed)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER 2014</strong></td>
<td><strong>FALL SEMESTER 2015</strong></td>
</tr>
<tr>
<td>August 22 – 24, 2014</td>
<td>August 21-August 23</td>
</tr>
<tr>
<td>August 25, Monday</td>
<td>August 24, Monday</td>
</tr>
<tr>
<td>August 29, Friday</td>
<td>August 28, Friday</td>
</tr>
<tr>
<td>Last day to add or drop a first half semester course without record</td>
<td>Last day to add a full semester course without record</td>
</tr>
<tr>
<td>September 1, Monday – Labor Day</td>
<td>September 4, Friday</td>
</tr>
<tr>
<td>Last day to add or drop a first half semester course without record</td>
<td>Last day to drop a full semester course without record</td>
</tr>
<tr>
<td>September 8, Monday</td>
<td>September 7, Monday- Labor Day</td>
</tr>
<tr>
<td>Last day to drop a full semester course without record</td>
<td>Last day to withdraw from a first half semester course (W)</td>
</tr>
<tr>
<td>September 29, Monday</td>
<td>September 28, Monday</td>
</tr>
<tr>
<td>Last day to withdraw from a first half semester course (W)</td>
<td></td>
</tr>
<tr>
<td>October 15, Wednesday</td>
<td>October 8-11, Thursday–Sunday</td>
</tr>
<tr>
<td>Midterm and end of first half semester courses</td>
<td>Deadline for requesting a P-N</td>
</tr>
<tr>
<td>October 10 – 13, Thursday – Sunday</td>
<td></td>
</tr>
<tr>
<td>Fall break, No classes</td>
<td>Fall break</td>
</tr>
<tr>
<td>October 20, Monday</td>
<td>October 12, Monday</td>
</tr>
<tr>
<td>Second half semester courses begin</td>
<td>Deadline for requesting a P-N</td>
</tr>
<tr>
<td>October 24, Friday</td>
<td>October 14, Wednesday</td>
</tr>
<tr>
<td>Last day to add or drop a second half</td>
<td>Second half semester courses begin</td>
</tr>
<tr>
<td>semester course without record</td>
<td>Last day to add or drop a second half</td>
</tr>
<tr>
<td>November 5, Wednesday</td>
<td>semester course without record</td>
</tr>
<tr>
<td>Last day to withdraw from a second half semester course (W)</td>
<td>November 4, Wednesday</td>
</tr>
<tr>
<td>November 17 – 20, Monday – Thursday</td>
<td>Last day to withdraw from a full semester course (W)</td>
</tr>
<tr>
<td>Registration for spring semester</td>
<td>Registration for spring semester</td>
</tr>
<tr>
<td>November 21, Friday</td>
<td>November 20, Friday</td>
</tr>
<tr>
<td>Last day to withdraw from a second</td>
<td>Last day to withdraw from a second half</td>
</tr>
<tr>
<td>half semester course (W)</td>
<td>semester course (W)</td>
</tr>
<tr>
<td>Thanksgiving Break, No Classes</td>
<td>Thanksgiving break</td>
</tr>
<tr>
<td>December 12, Friday</td>
<td>November 30, Monday</td>
</tr>
<tr>
<td>Classes end</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>December 15 – 18, Monday – Thursday</td>
<td>December 11, Friday</td>
</tr>
<tr>
<td>Fall semester finals</td>
<td>Fall semester finals</td>
</tr>
<tr>
<td>December 19, Friday</td>
<td>December 14-17, Monday–Thursday</td>
</tr>
<tr>
<td>Residence hall move out day</td>
<td>Residence hall move out day</td>
</tr>
<tr>
<td>December 26, Friday</td>
<td>December 23, Wednesday</td>
</tr>
<tr>
<td>Grades Due</td>
<td>Grades Due</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER 2015</strong></td>
<td><strong>SPRING SEMESTER 2016</strong></td>
</tr>
<tr>
<td>January 12, 2015, Monday</td>
<td>January 11, 2016, Monday</td>
</tr>
<tr>
<td>Last day to add a full semester course</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 16, Friday</td>
<td>January 15, Friday</td>
</tr>
<tr>
<td>Last day to add or drop a first half semester course without record</td>
<td>Last day to add a full semester course without record</td>
</tr>
<tr>
<td>January 19, Monday</td>
<td>January 18, Monday</td>
</tr>
<tr>
<td>Martin Luther King Day, No classes</td>
<td>Martin Luther King Day, No Classes</td>
</tr>
<tr>
<td>January 26, Monday</td>
<td>January 25, Monday</td>
</tr>
<tr>
<td>Last day to drop a full semester course without record</td>
<td>Last day to drop a full semester course without record</td>
</tr>
<tr>
<td>February 16, Monday</td>
<td>February 15, Monday</td>
</tr>
<tr>
<td>Last day to withdraw from a first half semester course (W)</td>
<td>Last day to withdraw from a first half semester course (W)</td>
</tr>
<tr>
<td>March 2, Monday</td>
<td>February 18-21, Thursday-Sunday</td>
</tr>
<tr>
<td>Midterm and end of first half semester courses</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Deadline for requesting Pass/No Pass grading</td>
<td>March 2, Wednesday</td>
</tr>
<tr>
<td>March 3, Tuesday</td>
<td>Deadline for requesting a P-N</td>
</tr>
<tr>
<td>Second half semester courses begin</td>
<td>Second half semester courses begin</td>
</tr>
<tr>
<td>March 7 – March 15, Saturday – Sunday</td>
<td>Last day to add or drop a second half</td>
</tr>
<tr>
<td>Last day to add or drop a second half semester course without record</td>
<td>semester course without record</td>
</tr>
<tr>
<td>March 16, Monday</td>
<td>March 9, Wednesday</td>
</tr>
<tr>
<td>Last day to withdraw from a full semester course (W)</td>
<td>Last day to add or drop a second half</td>
</tr>
<tr>
<td>April 1 – April 6, Wednesday – Monday</td>
<td>semester course without record</td>
</tr>
<tr>
<td>Easter break, No classes</td>
<td>Easter break</td>
</tr>
<tr>
<td>April 17, Friday</td>
<td>March 30, Wednesday</td>
</tr>
<tr>
<td>Last day to withdraw from a second half semester course (W)</td>
<td>Classes resume</td>
</tr>
<tr>
<td>April</td>
<td>April 15, Friday</td>
</tr>
<tr>
<td>Academic Honors Convocation - to be announced</td>
<td>Last day to withdraw from a second half semester course (W)</td>
</tr>
<tr>
<td>April 1, Friday</td>
<td>April</td>
</tr>
<tr>
<td>Classes end</td>
<td>Academic Honors Convocation – to be announced</td>
</tr>
<tr>
<td>May 4 – 7, Monday –Thursday</td>
<td>Classes end</td>
</tr>
<tr>
<td>Spring semester finals</td>
<td>April 29, Friday</td>
</tr>
<tr>
<td>May 7, Thursday</td>
<td>May 2-5, Monday–Thursday</td>
</tr>
<tr>
<td>Baccalaureate Service</td>
<td>Spring semester finals</td>
</tr>
<tr>
<td>May 8, Friday</td>
<td>May 6, Friday</td>
</tr>
<tr>
<td>Residence hall move out day</td>
<td>Residence Hall Move Out Day</td>
</tr>
<tr>
<td>May 9, Friday – Saturday</td>
<td>May</td>
</tr>
<tr>
<td>Commencement Ceremonies</td>
<td>Baccalaureate Service and Commencement Ceremonies</td>
</tr>
<tr>
<td>May 14, Thursday</td>
<td>– to be announced</td>
</tr>
<tr>
<td>Grades due (1200 noon)</td>
<td>Grades Due</td>
</tr>
<tr>
<td><strong>SUMMER SEMESTER 2015</strong></td>
<td><strong>SUMMER SEMESTER 2016</strong></td>
</tr>
<tr>
<td>May 11, Monday – June 26, Thursday</td>
<td>May 9, Monday – June 24, Friday</td>
</tr>
<tr>
<td>Summer Session #1 (7 weeks)</td>
<td>Summer Session #1 (7 weeks)</td>
</tr>
<tr>
<td>May 25, Monday – Memorial Day</td>
<td>May 30, Monday – Memorial Day</td>
</tr>
<tr>
<td>University offices closed, No classes</td>
<td>Offices closed, no classes</td>
</tr>
<tr>
<td>June 27, Saturday – July 5, Sunday</td>
<td>Summer Session #2 (7 weeks)</td>
</tr>
<tr>
<td>Holiday Week, No classes</td>
<td>Holiday week, no classes</td>
</tr>
<tr>
<td>June 7, Monday – August 21, Friday</td>
<td>July 2, Monday – August 19, Friday</td>
</tr>
<tr>
<td>Summer Session #2 (7 weeks)</td>
<td>July 2, Saturday – July 10, Sunday</td>
</tr>
<tr>
<td>August 28, Friday</td>
<td></td>
</tr>
</tbody>
</table>
Concordia University Academic Catalog

CALENDAR FOR COHORT-DELIVERED PROGRAMS

2014-2015

 Semester One
 Monday, August 25- Wednesday, December 31
 Course 1) Monday, September 8- Friday, October 24
 Course 2) Monday, October 27 – Friday, December 19 (Nov. 22-30 Break Week)

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

 Summer Semester
 Course 1) Monday, May 11 – Friday, June 26
 Break week (June 27 – July 5)
 Course 2) Monday, July 6 – Friday, August 21

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 (AECT)
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, 2014 CENSUS)

University Headcount 4057
University Fulltime Equivalent 3364
Traditional Undergraduate Headcount 1395
Traditional Undergraduate Fulltime Equivalent 1321
Degree Completion Undergraduate Headcount 1025
Degree Completion Undergraduate Fulltime Equivalent 591
Graduate Headcount 1637
Graduate Fulltime Equivalent 1452

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.)
Educational Specialist (Ed.S.)
Educational Doctorate (Ed.D.) – in approval phase
Doctor of Physical Therapy (D.P.T.)

GRADUATE PROGRAMS

Business Administration (M.B.A.)
Business Administration with Health Care Management emphasis (M.B.A. HCM)
Criminal Justice Leadership (M.A. CJL)
Curriculum & Instruction with Reading Endorsement (K-12) (M.A.E. CIR)
K-12 Reading Endorsement (no M.A.)
Differentiated Instruction (M.A.E. DI)
Doctor of Physical Therapy *
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)
Exercise Science (M.S)
Family Life Education (M.A. FLE)
Human Services 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)
Orthotics and Prosthetics (M.S. OP)
Sports Management (M.A. SM)
Strategic Communication Management (M.A. SCM)
Special Education (Emotionally Behaviorally Disordered; Learning Disabilities; Autism Spectrum Disorder)
Teaching (M.A.T with K-6 Teaching License) *

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
Biography (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 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)
Secondary Mathematics Education (Grades 5 - 12)
Social Studies Education/Teaching (Grades 5 – 12)
Social Studies Education/Teaching (Grades 5 – 8 add on to an existing license)
English (emphasis areas: Creative Writing, Journalism, Literature, and Professional Writing)
Exercise Science (B.A. and B.S.)
Exercise Science with Athletic Training Emphasis
Family Life Education
Finance
Graphic Design
History
Marketing
Mathematics (B.A. and B.S.)
Music
Music Business

* = Pending Accreditation
MAJORS – TRADITIONAL UNDERGRADUATE (con’t)
Orthotics and Prosthetics (B.S.)
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

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 Studies
Pre-Veterinary Studies

CERTIFICATES/CERTIFICATIONS
Interscholastic Coaching
Early Childhood Education
Leadership
Parent Coaching

MAJORS – DEGREE COMPLETION UNDERGRADUATE
(Bachelor of Arts unless noted)
Accounting
Business
Child Development
Communication Studies
Criminal Justice
Exercise Science
Family Life Education
Health Care Administration
Hospitality Management
Human Resource Management
Information Technology Management
Marketing
Nursing (BS)
Organizational Management and Leadership
Psychology
Pulmonary Science (B.S.; self-designed)
Radiological Science Leadership (B.S.; self-designed)
Sport Management

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
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
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.”

CAMPUS

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.

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. William A. Poehler, who served from 1946 – 1970. The building currently houses the offices of Admissions, Financial Services, University Advancement and the Office of International Student Services.

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.

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.

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.

FANDELRI CENTER

Fangelhoff Center 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 hall on the second floor and Student Accessibility Services on the top floor. The President’s Conference Room, Student Senate office, Campus Ministry Center and game room are on the lower level.

GANGELHOFF CENTER

Gangelloff Center was completed in 1993 and was named after its benefactors, Ronald and Doris Gangelloff. 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 Gangelloff 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

The 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

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 Buétow 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.

THOMPSON HALL
Thompson Hall provides nearly 12,000 square feet of classroom, laboratory and office space for Concordia programs, specifically the Doctor in Physical Therapy program. Renovation on the former student apartment building was completed in 2014.

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

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

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

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

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

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 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 or (651) 641-8843, or Donnay Green, Assistant Director of Financial Aid at 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
STUDENT EDUCATION RECORDS

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

DIRECTORY INFORMATION CATEGORY II (FOR STUDENT ATHLETES ONLY)
Past and present participation in university sponsored athletics, physical factors (height, weight of athletes) and birth date are considered directory information for athletes only.

OTHER STUDENT 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 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

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:

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

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

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

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

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

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

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

Students who receive an objection to receiving any immunizations should contact the concordia University Health Sciences clinical Department.

EXEMPTIONS:
Minnesota Law provides these exemptions from immunizations:
1. Conscientious Objection based on held beliefs. This exemption must be received prior to the students first term, signed by student (or parent/guardian) and NOTARIZED.
2. A Medical Exemption may be issued because of a contraindication to an immunization based on some medical condition. Medical exemptions must be signed by a LICENSED MEDICAL PROVIDER. If there is an outbreak of the disease of objection, the student will need to be immunized at that time or excluded from classes until the outbreak is over.
UNABLE TO LOCATE DATES OF IMMUNIZATIONS
If a student cannot locate immunization records the options are:
1. Get the required immunizations again and submit the date/s.
2. Have a blood test (titer) to determine the immune status and submit the information.

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 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 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.
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 2.0 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.

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. Concordia University's CLEP credit policy is posted on 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. 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 REQUIREMENTS FOR TRADITIONAL STUDENTS
Minnesota State Law (statute 135A.14) requires that traditional students must submit their immunization records to have on file at the university prior to attending their first semester. Students who do not submit these records will have a HOLD placed on their academic records until this requirement is met.

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

REQUIRED immunizations are:
1. Tdap (Tetanus-Diptheria-Pertussis) must be given less than 10 years ago.
2. MMR (Measles, Mumps, Rubella)
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. 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 Requirements for Traditional Students

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

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

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

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

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

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

Exemptions:

Minnesota Law provides these exemptions from immunizations:
1. Conscientious Objection based on held beliefs. This exemption must be received prior to the student's first term, signed by student (or parent/guardian) and NOTARIZED.
2. A Medical Exemption may be issued because of a contraindication to an immunization based on some medical condition. Medical exemptions must be signed by a LICENSED MEDICAL PROVIDER.

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

Unable to Locate Dates of Immunizations

If a student cannot locate immunization records the options are:
1. Get the required immunizations again and submit the date/s.
2. Have a blood test (titer) to determine the immune status and submit the information.

Re-admission of Former Students of Concordia University

1. 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 (NSIC). The university agrees to abide by the rules and policies governing the association. Eligibility rules and regulations governing students' participation in intercollegiate athletics are available through the office of the athletic director.

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

The 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 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 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. “Harships” 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 2014–2015

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
  PO. Box 1450
  Minneapolis, MN 55485-5884
- 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
  Please reference your Concordia ID number

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.

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.

| Undergraduate (per credit hour, for students registered for 6-11 credits) | $845 |
| Undergraduate (per credit hour, for students registered for 1-5 credits) | $450 |
| Summer School (2014) per credit hour | $420 |
| Auditing (per class) | $175 |
| Course overload (per credit hour, over 19 credits) | $260 |
| DCE or DCO Internship (in lieu of on-campus tuition) | $10,125 |

OPTIONAL FEES

| Parking | No charge |
| Single Room (additional charge per semester) | $1,125 |
| Room Charge (per day for early-arrival students) | $30 |
| Extra institutional credit | $270 |
| (includes credit by examination-per credit hour) | |
| Colloquy tuition rate (per credit hour) | $270 |
| Private Music Instruction (private lessons) | $215 |
| Private Music Instruction (honors lessons) | $430 |
| Science Lab Fees (varies by course) | $25-$50 |
| Fine Art Fees (varies by course) | $25-$50 |
| Biology and Chemistry Research Fee (per credit hour) | $100 |

REQUIRED FEES

| Application for admission | $30 |
| Graduation Fee | $125 |
| Transcripts | $7 each |
| Credentials | $8 each |

DEPOSITS

| Undergraduate Tuition Deposit | $100 |
| Residence Hall and Apartment Down Payment | $125 |

*Financial aid awards typically include loan opportunities, for which you must apply and sign a Promissory Note.
REFUND POLICY FOR TRADITIONAL UNDERGRADUATE STUDENTS

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

Business Service Hours:
ON CAMPUS BUSINESS HOURS: Are defined as Monday through Friday 8am – 4:30 pm, excluding posted holidays.
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 11th day of the term. Dropped courses do not appear on a transcript and do not affect academic standing.

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

Total Withdrawal
A withdrawal from all registered courses from the 11th business day through the end of the 50th business day of the term. Withdrawal courses appear on a transcript as a “W” and have a direct impact on academic standing and financial aid status.

- 50% Refund 11th business day to before the 16th business day of the term
- 25% Refund 16th business day to before the 21st business day of the term
- 0% Refund 21st business day of the term to end of 50th 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 11th business day of the term
- 50% Refund before the start of the 16th business day of the term
- 25% Refund before the start of the 21st business day of the term
- 0% Refund on or after the 21st business day of the term

Dates for the various refund periods for traditional students withdrawing from the university during fall term 2014:

- Through September 1: 100% Refund
- Sept. 2 – September 8: 75% Refund
- Sept. 9 – September 15: 50% Refund
- Sept. 16 – September 22: 25% Refund
- After September 22nd: No Refund

Dates for the various refund periods for traditional students withdrawing from the university during spring term 2015:

- Through January 19: 100% Refund
- January 20 – January 26: 75% Refund
- January 27 – February 2: 50% Refund
- February 3 – February 9: 25% Refund
- After February 9th: 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 2014 – Traditional Term August 25 – December 18, 2014

Classes that meet the entire semester:
- Last day to add full semester course: August 29, 2014
- Last day to add a full semester Internship or Independent Study: September 8, 2014
- Last day to drop a full semester course without academic record: September 8, 2014
- Last day to withdraw (W) from a full semester course: November 5, 2014

Classes that meet the first half of the semester:
- Last day to add first half semester course: August 29, 2014
- Last day to drop a first half semester course without academic record: August 29, 2014
- Last day to withdraw (W) from a first half semester course: September 29, 2014

Classes that meet the second half of the semester:
- Last day to add second half semester course: October 24, 2014
- Last day to drop second half semester course without academic record: October 24, 2014
- Last day to withdraw (W) from a second half semester course: November 21, 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.

Spring 2015 – Traditional Term January 12 – May 7, 2015

Classes that meet the entire semester:
- Last day to add full semester course: January 16, 2015
- Last day to add a full semester Internship or Independent Study: January 26, 2015
- Last day to drop a full semester course without academic record: January 26, 2015
- Last day to withdraw (W) from a full semester course: March 30, 2015

Classes that meet the first half of the semester:
- Last day to add first half semester course: January 16, 2015
- Last day to drop a first half semester course without academic record: January 16, 2015
- Last day to withdraw (W) from a first half semester course: February 16, 2015

Classes that meet the second half of the semester:
- Last day to add second half semester course: March 16, 2015
- Last day to drop second half semester course without academic record: March 16, 2015
- Last day to withdraw (W) from a second half semester course: April 17, 2015

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.
TUITION AND FEES 2014–2015

GRADUATE PROGRAMS

PER CREDIT FEES FOR GRADUATE PROGRAMS (2014-2015)

<table>
<thead>
<tr>
<th>College of Arts and Letters</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MA in Christian Outreach Leadership</td>
<td>$475</td>
</tr>
<tr>
<td>MA in Strategic Communication Management</td>
<td>$475</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Business and Organizational Leadership</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MA in Human Resource Management</td>
<td>$475</td>
</tr>
<tr>
<td>MA in Leadership and Management</td>
<td>$475</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>$625</td>
</tr>
<tr>
<td>Master of Business Administration with Emphasis in</td>
<td></td>
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<tr>
<td>Health Care Management</td>
<td>$625</td>
</tr>
<tr>
<td>Master of Business Administration with Emphasis in</td>
<td></td>
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<tr>
<td>Information Technology Management</td>
<td>$625</td>
</tr>
<tr>
<td>Master of Business Administration with Emphasis in</td>
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<tr>
<td>Marketing Analytics</td>
<td>$625</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Education and Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MA in Criminal Justice Leadership</td>
<td>$475</td>
</tr>
<tr>
<td>MA in Education: Early Childhood Emphasis</td>
<td>$475</td>
</tr>
<tr>
<td>MA in Education: Classroom Instruction Emphasis</td>
<td>$368</td>
</tr>
<tr>
<td>MA in Education: Classroom Instruction with K-12</td>
<td>$368</td>
</tr>
<tr>
<td>Reading Endorsement</td>
<td></td>
</tr>
<tr>
<td>MA in Education: Differentiated Instruction Emphasis</td>
<td>$368</td>
</tr>
<tr>
<td>MA in Education: Educational Leadership Emphasis</td>
<td>$368</td>
</tr>
<tr>
<td>MA in Education: Educational Technology</td>
<td>$368</td>
</tr>
<tr>
<td>MA in Family Life Education</td>
<td>$368</td>
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<tr>
<td>MA in Human Services with Emphasis in Forensic</td>
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<tr>
<td>Mental Health</td>
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<tr>
<td>MA in Human Services with Emphasis in Health Care</td>
<td>$475</td>
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<tr>
<td>and Gerontology</td>
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<tr>
<td>MA in Sports Management</td>
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<tr>
<td>MS in Exercise Science</td>
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<tr>
<td>MS in Orthotics and Prosthetics</td>
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<tr>
<td>Ed.S in Education</td>
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</tr>
</tbody>
</table>

| Application Fee                                      | $50                          |
| Graduation Fee                                       | $125                         |

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)

<table>
<thead>
<tr>
<th>Program</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Arts</td>
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<tr>
<td>Continuing Studies</td>
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<tr>
<td>Accounting</td>
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<tr>
<td>Business Management</td>
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<tr>
<td>Child Development</td>
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<tr>
<td>Communication Studies</td>
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<tr>
<td>Criminal Justice</td>
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<tr>
<td>Exercise Science</td>
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<tr>
<td>Family Life Education</td>
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<tr>
<td>Food Industry Management</td>
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<tr>
<td>Health Care Administration</td>
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<tr>
<td>Hospitality Management</td>
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<tr>
<td>Human Resource Management</td>
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<tr>
<td>Information Technology in Management</td>
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<tr>
<td>Marketing Management and Innovation</td>
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<tr>
<td>Nursing (B.S.)</td>
<td></td>
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<tr>
<td>Organizational Management and Leadership</td>
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<tr>
<td>Psychology</td>
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<tr>
<td>Pulmonary Science Leadership (B.S.)</td>
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</tr>
<tr>
<td>Radiological Leadership (B.S.)</td>
<td></td>
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<tr>
<td>Sports Management</td>
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<tr>
<td>Application Fee</td>
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<tr>
<td>Auditing (per class)</td>
<td>$175</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$125</td>
</tr>
</tbody>
</table>

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.
ON-LINE 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 25th 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

2014-15 Adult Undergraduate, Graduate and SCS Add/Drop Dates

Fall 2014
First Seven Weeks (September 8 – October 24)
Last day to add a first half semester course: September 7, 2014
Last day to drop (without record or charge) a first half semester course: September 14, 2014
Last day to withdraw ("W" grade) a first half semester course: October 12, 2014

Second Seven Weeks (October 27 – December 19)
Last day to add a second half semester course: October 26, 2014
Last day to drop (without record or charge) a second half semester course: November 2, 2014
Last day to withdraw ("W" grade) a second half semester course: December 7, 2014

Spring 2015
First Seven Weeks (January 12 – February 27)
Last day to add a first half semester course: January 11, 2015

Last day to drop (without record or charge) a first half semester course: January 19, 2015
Last to withdraw ("W" grade) a first half semester course: February 16, 2015

Second Seven Weeks (March 9 – May 1)
Last day to add a second half semester course: March 8, 2015
Last day to drop (without record or charge) a second half semester course: March 15, 2015
Last day to withdraw ("W" grade) a second half semester course: April 19, 2015

Summer 2015
First Seven Weeks (May 11 – June 26)
Last day to add a first half semester course: May 10, 2015
Last day to drop (without record or charge) a first half semester course: May 17, 2015
Last day to withdraw ("W" grade) a first half semester course: June 14, 2015

Second Seven Weeks (July 6 – August 21)
Last day to add a second half semester course: July 5, 2015
Last day to drop (without record or charge) a second half semester course: July 12, 2015
Last day to withdraw ("W" grade) a second half semester course: August 9, 2015

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. The posted university deadline for priority of funding including (but not limited to) SEOG Grant, Perkins is May 1st.

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 ineligibile 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 studenton 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 an individual 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 EXTENiating 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


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 online at:


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

FINANCIAL AID FOR SUMMER SCHOOL
Financial aid eligibility for Summer Semester for Traditional Undergraduate Students may be limited. Students are encouraged to connect with the Student Financial Services Office to determine summer aid eligibility if applicable.
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 of the LCMS
- Rev. Louis F. and Olga D. Brandes Scholarship – church work students
- Kerry (Schlichting) Brandvold DCE Scholarship – Director of Christian Education students
- Professor Friedrich and Ann Brauer Scholarship – church work students; music emphasis
- Bredehoff 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
- Buettow 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. Dobberfuhl 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. Glossing 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. Guenther 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. Liebske Scholarship – church work students
Rev. Walter Luedtkes 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 Menningke 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 Moenkenmoel Scholarship – general; deserving students
Mr. and Mrs. B.A. Mosling Scholarship – pre-ministerial students; or other church work students
H.F.C. Mueller Scholarship – pre-ministerial male students and teacher education female students
Dr. Luther Mueller Scholarship – church work students; priority given to teacher education students
Theodore F. Neils, Sr. Scholarship – worthy students
Paul and Diane Netsch Scholarship – pre-ministerial students
Richard E. Norris Scholarship – band program students majoring in instrumental music education
Marvin T. Nystrom Scholarship – U.S. citizens with financial need; minimum 3.0 GPA
Dr. Stanley and Eleanor Oexemann Scholarship – U.S. citizens enrolled in Christian mission work; preference given to freshmen having graduated in the top 20% continuing students must have a minimum 3.0 GPA
Hoffmann Institute Scholarship – church work students interested in working in the area of outreach; two years' experience at Concordia University and/or have been admitted to a professional program; spiritual maturity and significant contribution to Christian outreach.
Mr. and Mrs. Theodore Olsen Scholarship – pre-ministerial or church work students
William H. and Georgia B. Olson Scholarship – pre-ministerial students
Jim, Nancy and Daniel Ondov (Because of Jesus) Scholarship – pre-ministerial or other church work above average students
E. J. and Anna H. Otto Pre-Seminary Scholarship – church work students
Outdoor/Environmental Biology Scholarship – elementary education students; concentration in outdoor/environmental biology; at least two quarters remaining, demonstrating academic excellence
Frank and Elsie Papke Scholarship – pre-ministerial students
Parents' Appreciation Scholarship – church work students
Jan Pavel Scholarship – pre-ministerial students
Rachel Ann Pocernich 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 Roush 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. Schuler Scholarship – general
Victor and Harriet Schmidt Scholarship – church work students
Fritz Schneider Scholarship – church work students
Mr. and Mrs. Herman Scholl Scholarship – church work students
Ray Schrader Family Scholarship – church work students
Mr. and Mrs. Edward C. Schroeder Scholarship – general; financial need and academic leadership students
Ted and Edna Schroeder Scholarship – general; financial need students
Arthur J. Schuette Scholarship – church work students
Leigh and Rose Schulze Church Work Scholarship – church work sophomore, junior or senior students
Steven Schutte Scholarship – church work teacher education students
Rev. Earl O. and Mrs. Ruth Schwerman Scholarship – pre-ministerial students
Rev. Paul and Regina Seltz Scholarship – church work students
Sohn Ministerial Scholarship – pre-ministerial students
Rev. Harold Schweigert Endowment Fund – church work students; preference to students of Saint Peter's Evangelical Lutheran Church, Edina, MN
Gary and Eileen Specketer Scholarship – pre-ministerial students
John and Elsie Stach Scholarship – general; 3.0 overall GPA and 3.25 GPA religion classes
Arthur Stanz Scholarship – pre-ministerial students
Albert J. Stehr Scholarship – church work students
Alfred and Ruth Steinberg Scholarship – church work students; Minnesota North District
Mary Behrens Stelter Scholarship – pre-ministerial students
Rev. Roger and Lois Stoehr Scholarship – pre-ministerial students
Paul W. Stor Biology Scholarship – biology students; preference given for teaching or pastoral vocations
Paul W. Stor Chemistry Scholarship – chemistry students; preference given for teaching or pastoral vocations
Jim and Candi Storm Annual Scholarship – freshman students of color; arts related program
Rachel Tegtmeyer Scholarship – general; preference given to students working with mentally challenged individuals
Esther S. Tiernan Pre-ministerial Scholarship – pre-ministerial students
Dr. and Mrs. Leon Titus Band Scholarship – active band member students
Carl and Wilhelmina Toensing Scholarship – church teacher and/or church music program students; seniors
Carol Anne Trapp Scholarship – pre-ministerial students
Thomas Trapp Pre-Ministerial Scholarship – pre-ministerial students
Treichel Family Scholarship – minority; financial need students from Saint Paul, MN
Linus Ulbricht Memorial Scholarship – general
Martin and Loretta Vanseth Scholarship – church work students
General John and Avis Vesser Scholarship – Hoffmann Institute students
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) 603-6271.

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.
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, our campus website: 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).

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

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

Students and families that are concerned about health insurance should know that the Affordable Care Act requires everyone to have health insurance. There are many options available to students, including, being covered on their parent’s policy until age 26 or purchasing coverage through an insurance exchange. The insurance exchange is an online resource where you can find information about different health plans and coverage. Healthcare.gov is the federal insurance exchange. Residents of Minnesota can look under MNsure.org where you can access the cost for each plan and enroll or find out whether you qualify for financial assistance based on annual income.

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

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.
UNIVERSITY MINISTRY

The purpose of university 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 ministry is centered upon Jesus Christ, the Living Word of God. University 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 ministry experience.

MINISTRY OPPORTUNITIES

Chapel – Mornings and Evenings (five weekdays at 10:30 M, W, F and 11:20 T and TH am and four evenings each week)
Chapel Assistants
Lectors
Liturgical Assistants
Musicians
Sound Technicians
Scripture Studies
Peer Ministry
Small Group Ministry
Faith Talks
Specialized Scripture Study Groups
Special Topic Studies
Theology and Ministry Club (including Prisms)
Fellowship of Christian Athletes
9:08 (Wednesday evening, student led, praise and worship)
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: chapel is held each morning and M-TH evening, festival celebrations, devotional activities in residential units, or individual rooms.

PASTORAL CARE

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 University Pastor. 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 Residence Life 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 Residence Life Office. All room assignments are made by the Residence Life Manager. Special requests for roommates may be honored.

Luther Hall, Wollaeger Hall, and Hyatt Village are double occupancy rooms and are assigned accordingly. There are a few larger rooms where three are assigned. Single rooms may be assigned upon request based on availability for an additional charge. Rooms are furnished with cable television service, wireless internet, extra-long twin bed and mattress, desk and desk chair for each resident, wardrobe and dresser.

Holst Hall is apartment-style primarily containing 4-bedroom apartments. There are a limited number of two-bedroom and studio apartments assigned on a points basis. Holst Hall has cable television service in each room and provide wireless internet. Apartments are furnished with an adjustable height bed and extra-long twin mattress, dresser, desk, pedestal, desk chair, 3-piece sectional living room furniture, end table, coffee table, table and chairs, oven/stove, microwave and refrigerator.

Changes in room and roommate assignments must be approved in advance by the Residence Life Manager. 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. Meal plan flex points do not carry over at semester.

Additional information regarding services and expectations that pertain specifically to residential students is included in the Housing Agreement. You can request a copy by emailing the Residence Life Manager or view the Student Policies Handbook.

Luther Hall, Wollaeger Hall, and Hyatt Village are normally closed for vacation periods of more than one week. Students may occupy residence halls for vacation periods of one week or less. Holst Hall does not close for break periods and students can sign up to stay during break at no additional charge. 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 Cash feature of the student ID card.

Resident Assistants (RAs) aid the Residence Life Coordinators and Resident Life Managers in the management of the residence halls. Occupants of residence halls are responsible for rooms and furnishings supplied by Concordia University. No Concordia-owned (provided) furniture may be removed from the room and/or residence hall.

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
FOOD SERVICE
The university contracts with a Food & Facilities Management company called Sodexo to provide meals in the Winget 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 university. Residential students have specific meal plans and all Commuting students are welcome to purchase a special “Commuter Plan” that best suits their needs. Commuting students can purchase a plan at the Sodexo administrative office located on the 2nd floor of the Winget Student Life Center. All faculty and staff members can purchase a declining balance account of any amount through the Sodexo administrative office also located on the 2nd floor of the WSLC. This allows them to use their Concordia University identification card to purchase items at the Commons Caribou Coffee Kiosk and Winget Student Life Center for themselves or their guests. Cash & Credit Card purchases are always welcome at the Commons and SLC food service location on campus for students, families, employees, and friends of the university. Current menus and special can be found at http://www.cspdining.com/

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 Security Department exists 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.

PARKING
The Concordia University parking policy requires that all motor vehicles on campus used by university students, faculty, and staff be registered with the Security Department. 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 Weekend. The university maintains parking lots for students. These are: Lot C, Lot D, Lot E, Lot F, 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. University parking meters are enforced Monday-Friday from 8:00am-4:00pm. All vehicles parked in metered spaces must pay the meter. This includes vehicles with university parking permits. Vehicles parked in spaces with expired parking meters will be ticketed. Special signed parking areas (Hmong Parking, Admissions and Advancement, President, Residence Life Manager, etc…) are reserved for the individuals specified on the sign and should not be used by registered vehicles unless prior approval has been given by the Security Department. Handicapped/Disabled parking is available on campus. State handicapped parking permits and a valid university parking permit are required to park in these spaces. Concordia University is not responsible for any loss or damage to vehicles parked on university property. For further information, contact the Security Department at (651) 641-8717 or check out the Department of Security web site at 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
Theology and Ministry Club - a gathering of Church work students for fellowship, discussion of Christian ministry topics, and service
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 three person and five 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
- Campus Ministry Center
- CBS – Campus Bible Studies
- FISH – Wednesday night praise and prayer worship
- Theology and Ministry Club

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 and dance 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.

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 (indoor and outdoor)
- Track, Women (indoor and outdoor)
- 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, Growing An Inch by Stanley Gordon West and Picking Cotton by Jennifer Thompson Cannino and Ronald Cotton with Erin Torneo.

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 or (651) 641-8870. The center’s website is www.csp.edu/hmongcenter

HOFFMANN INSTITUTE
The Hoffmann Institute, an outreach arm of the Department of Theology and Ministry at Concordia University St. Paul, equips God’s baptized people for witness and service in today’s multicultural and increasingly urbanized world. This organization was formerly known as the Oswald Hoffmann School of Christian Outreach. As a separately funded, donation-supported outreach organization, the Hoffmann Institute develops programs on- and off-campus to enable the outreach efforts of individuals, congregations, and church-related agencies.

The contact information for the Hoffmann Institute is: (651) 641-8701 and http://www.hoffmann-institute.org/
COLLEGE AND DEPARTMENTAL ORGANIZATION AND FACULTY

College of Arts and Letters
David Lumpp, Dean

ART
- John DuFresne
- Stephanie Hunder
- Cate Vermeland
- Keith Williams, Chair

COMMUNICATION STUDIES
- Kimberly Flottemesch
- Basma Ibrahim DeVries
- Alan Winegarden, Chair

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

THEOLOGY AND MINISTRY
- Kevin Hall, Coordinator of the Director of Christian Education program
- 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
- Renata Mayrhofer, Chair
- Thomas Ries
- Barry Siebert

INFORMATION TECHNOLOGY MANAGEMENT (BA-ITM)
- Joel Schuessler

LEADERSHIP AND MANAGEMENT (BA-OML, MA-LM)
- Kimberly Craig
- Carol Klempka
- Jason Rahn
- Jean Rock, Chair

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
- Josanne, Christian
- Katherine Fischer
- Samuel Haag
- Lana Huberty
- Eric LaMott, Chair
- Heather Moulzolf
- Angela Nippert
- Peter Rundquist
- Dereck Salisbury
- Matthew Vraa

MATHEMATICS
- Sarah Jahn
- Robert Krueger, Chair
- Daniel Maroncelli

SCIENCE
- Leanne Bakke, Chair
- Amanda Brosnahan
- Benjamin Harrison
- Taylor Mach
- Carolyn Wamanaker
- Mary Ann Yang

SOCIAL AND BEHAVIORAL SCIENCES
- Kristin Bransford
- Michael Connor
- Elizabeth Glynn
- Debra Huntley
- Samuel Lotegehuaki
- Miriam Luebke
- Stephen Morgan, Chair
- Ervin Weinkauf

TEACHER EDUCATION (INITIAL/UNDERGRADUATE AND ADVANCED/GRADUATE)
- Sally Baas, Director of the Southeast Asian Teacher Licensure program
- Richard Benson
- James Brooks
- Phyllis Burger, Chair of Graduate/Advanced programs
- Cheryl Chatman
- Lynn Gehrke
- Diane Harr, Coordinator of Special Education and Chair of Undergraduate/Initial Licensure programs
- Donald Helmstetter
- Lonn Maly
- Michele Pickel, Coordinator Lutheran Classroom Teacher Program
- Jerry Robicheau
- Suzanne Starks
- Barbara Wissink, Coordinator of Reading Licensure Program
ADMINISTRATIVE ORGANIZATION AND FACULTY

CONCORDIA UNIVERSITY, SAINT PAUL, BOARD OF REGENTS
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Mrs. Carol Fehrman, Brooklyn Park, MN
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Mr. LaoLu Hang, Woodbury, MN
Mr. Gregg Hein, Billings, MT
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Dr. Loren Leslie, Lutsen, MN
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Mrs. Joan Miller, Eden Prairie, MN
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Rev. Dr. Karl Weber, Ottertail, MN

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Dr. Cheryl Chatman, Executive Vice President
Rev. Michael Dorner, Vice President for Finance
Prof. Lonn Maly, Vice President for Academic Affairs
Mr. Mark Hill, Vice President for Advancement

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Prof. Lonn Maly, Vice President for Academic Affairs
Prof. Miriam Luebke, Associate Vice President for Assessment and Accreditation
Prof. Lonn Maly, Interim Dean – College of Business and Organizational Leadership
Dr. Bruce Corrie, Associate Vice President for University Relations and International Programs
Dr. Donald Helmstetter, Dean – College of Education and Science
Rev. Dr. David A. Lumpp, Dean – College of Arts and Letters
Dr. Michael Walcheski, Dean – School of Graduate 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
Ms. Toni Squires, Registrar

DIRECTOR OF CHURCH RELATIONS
Ms. Shelly Schwalm

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. Jim Orchard, Facility Manager
Ms. Beth Peter, Director of Administrative Computing
Mr. Anthony Ross, Bookstore Director
Mr. Tom Rubbelke, Director of Athletics

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 Rerko, Director of Traditional Academic Advising
Ms. Wendy Vargas, Director of Student Success Center

UNIVERSITY ADMISSION, FINANCIAL AID, AND MARKETING
Ms. Kim Craig, Associate Vice President for 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, Associate Vice President for 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
Ms. Kelly Matthias, Director of the Center for Community Action Leadership and Learning (CALL)
FACULTY

Sally Baas, Associate Professor of Education (2004)
Ph.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

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

Amanda Brosnanhan, Term Faculty of Biology
Ph.D., University of Minnesota, Minneapolis, MN 2009; B.S., University of Minnesota, Minneapolis, MN 2004

Richard D. Brynteson, Professor of Organizational Management (1992)
Ph.D., University of Minnesota, Minneapolis, MN, 1997; M.B.A., University of Chicago Graduate School of Business, Chicago, IL, 1980; B.A., Dartmouth College, Hanover, NH, 1977.

Phyllis Burger, Instructor of Education (2014)
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

Josanne Christian, Instructor of Nursing (2014)
M.S.N., Walden University, Minneapolis, MN, 2008; B.S.N., Franciscan University of Steubenville, Steubenville, OH, 1993

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

Kimberly Craig, Instructor of Organizational Management (2014)
M.A., Concordia University, St. Paul, MN, 2011; B.S., Bemidji State University, Bemidji, MN, 1977

Basma Ibrahim DeVries, Professor of Communication Studies (2001)
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, Associate Professor of English (2008)

John DuFresne, Term Faculty of Graphic Design Art
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.

Kimberly Flottemesch, Associate 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.AEd., Concordia University, Saint Paul, MN, 1998; B.A., Concordia College, Saint Paul, MN, 1979

Elizabeth Glynn, Term Faculty of Sociology
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, 1998; B.A., Concordia University, Saint Paul, MN, 1983

Phillip Hampton, Term Faculty of Finance
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)
Diane Harr, Assistant Professor of Special Education (2012)

Benjamin Harrison, Term Faculty of Biology
Ph.D., University of North Carolina at Chapel Hill, Chapel Hill, NC, 2010; B.S., University of Wisconsin, Madison, WI, 2004

Nancy Harower, Associate Professor of Marketing and Management (2009)

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, 2006; M.A., Luther Seminary, Saint Paul, MN, 1998; B.A., Gustavus Adolphus College, Saint Peter, 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, Assistant Professor 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)
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

Debra Huntley, Term Faculty of Psychology
Ph.D., University of Houston, Houston, TX, 1987; M.A., University of Houston, Houston, TX, 1985; B.A., University of Minnesota, Minneapolis, MN, 1981

Sarah H. Jahn, Associate Professor of Mathematics (2004)
On sabbatical for academic year 2014-2015
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

Nathan Kennedy, Term Faculty of Music

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)
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. LаМott, 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

C. Craig Lien, Term Faculty of Marketing Management
M.B.A., University of Saint Thomas, Saint Paul, MN, 1985

Samuel Lotegekuai, Associate Professor of Social and Behavioral Sciences

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. Lump, Professor of Theology (1990)
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 (2012)
M.S.B.A., Boston University, Boston, MA, 1985; B.A., University of Minnesota, Minneapolis, MN 1982

David L. Mennicke, Professor of Music (1998)
On sabbatical fall semester 2014

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

Heather Moulzolf, Instructor of Nursing (2014)
M.A., St. Catherine University, St. Paul, MN, 2002; B.A. St. Catherine University, St. Paul, MN, 1996.

Monica Murray, Associate Professor of Music (2009)

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)

Jason Rahn, Instructor of Organizational Management (2014)

Thomas Ries, Professor of Business (2011)
Ph.D., University of Minnesota, Minneapolis, MN, 2014; 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
Ph.D., University of Minnesota, Minneapolis, MN, 1994; M.S., St. Cloud State University, St. Cloud, MN; B.S., Moorhead State University, Moorhead, MN, 1977

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, Associate 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)
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)

Rhoda Schuler, Term Faculty in Religion
Th.D., Luther Seminary, Saint Paul, MN, 2002; M.A., Saint John’s University, Collegeville, 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

Suzanne Starks, Associate Professor of Education (2005)

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
D.P.T., Regis University, Denver, CO, 2012;
M.B.A., Argosy University, Eagan, MN 2009;
M.P.T., Carroll University, Waukesha, WI, 2002; B.S., Carroll University, Waukesha, WI, 2001

Michael Walcheski, Professor of Family Life Education (1998)
On sabbatical spring 2015
Ph.D., Western Michigan University, Kalamazoo, MI, 1998; M.A., Western Michigan University, Kalamazoo, MI, 1993; B.A., Concordia College, Saint Paul, MN, 1983

Carolyn Wanamaker, Assistant Professor of Chemistry (2014)
Ph.D., University of Minnesota, Minneapolis, MN, 2009; B.A., Gustavus Adolphus College, St. Peter, MN 2004
Ervin Weinkauf, Instructor of Criminal Justice (2011)
M.A., Concordia University, Saint Paul, MN, 2008; B.A. Metropolitan State University, Saint Paul, MN, 1992

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)

Barbara Wissink, Assistant Professor in Education (2012)
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

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)
Frederick A. Bartling, History (1961-1994)
John E. Buegel, Biology (1960-2002)
Eugene W. Bunkowske, Theology (2002 - 2012)
Jeffrey E. Burkart, Education and Religion (1977-2009)
David E. Carlstrom, Chemistry (1978-1997)
John Eggert, Music (1978-2011)
Robert E. DeWerff, Organizational Leadership (1986-2009)
Victor Gebauer, Music and Theology (1966-1995)
James Gimbel, Organizational Management (2002 - 2013)
Robert Holst, President and Theology (1991-2011)
Julie Jochum Gartrell, Education (2001-2010)
Edith J. Jones, Education (2001-2008)
Rita Kenyon, Organizational Management (2004-2012)
Robert W. Leininger, Music (1965-1997)
Kay L. Madson, Sociology (1989-2007)
Charles R. Nuckles, Organizational Management (1997-2006)
Glenn W. Offermann, Library (1967-2000)
Carroll E. Peter, Physical Science (1955-1995)
Mark Press, Theology (2006 - 2014)
Kathryn E. Schenk, Music (1969-2007)
Carl J. Schoenbeck, Education (1981-2006)
Carol Stellwagen, Chemistry (1995-2004)
Stephen C. Stohlmann, Theology (1976-2008)
Eunice Streufert, Education (1988-2001)
Dale Trapp, Earth Science and Physics (1982 - 2014)
John W. Wenger, Mathematics (1967-1999)
Herman K. Wentzel, Education (1980-1993)
Dennis K. Zimmerman, Accounting (1997-2009)
UNDERGRADUATE ACADEMIC INFORMATION

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:

1. discover, confront and explore unfamiliar information and ideas;
2. use available academic resources and skills to think analytically, critically, and synthetically;
3. use appropriate and current technology for research and problem solving; and
4. 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 two six-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 the 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. The 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 Registration Restriction Form with instructor and advisor signatures.
• Effective dates for withdrawals will be determined by the date when the properly completed Registration Restriction Form is received in the Registrar’s Office.
• Withdrawal from coursework may have financial implications. Students will receive 100% tuition refunds only for courses from which they withdrew prior to the 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 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.
and who are otherwise doing satisfactory work. Note that any in-progress grade may be given to students who have missed part of their assigned work due to circumstances which are 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. In degree completion programs, an “in-progress” grade should be removed within two weeks.
3. 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.
4. 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.
5. Permission may be granted by the instructor to extend the time of an "I" grade to a maximum of one year.
6. When extenuating circumstances warrant. Any further extension must be approved by the instructor and the Vice President for Academic Affairs and filed with the registrar.

PASS/NO-PASS GRADING A course usually graded A through F may be taken Pass/No Pass by a student if the course is an elective and not part of the general education curriculum or part of a major or minor. A course is designated as elective when it is not used by a student to meet any specific area or course requirement including the general education program, major, minor, emphasis, or professional courses. To take a course usually graded A through F as a Pass/No Pass course, a student must file the appropriate form with the Office of the Registrar before the course is half over – the end of the third week for a seven week class or the end of the seventh week for a full semester course. Pass/NoPass courses transferred in by students as required courses (a course is designated as required when it is used by a student to meet any specific area or course requirement including the general education program, major, minor, emphasis or professional courses) are acceptable only from colleges where the grading system is the normal system as described above. There is a four-credit limit of P-N courses per semester for sophomores, juniors, and seniors. Internships (see below) which are normally graded by the Pass/No Pass system do not count towards these limits.

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

ACADEMIC GOOD STANDING A student in good standing is one who:

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

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

SATISFACTORY ACADEMIC PROGRESS POLICY FOR UNDERGRADUATE STUDENTS To be eligible to register continuously without conditions, a student must achieve satisfactory academic progress. Concordia will follow federal-financial-aid policy on satisfactory academic progress as long as Concordia accepts federal funding.

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

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

DISQUALIFICATION APPEAL PROCESS A Disqualification Appeal Form must be submitted to the academic appeals committee. The academic appeals committee will decide approval or denial of students who are appealing their academic disqualification. Appeals must be submitted to the academic appeals committee at least two weeks before the start of the term for which the student desires readmission. The appeal must state what undue hardship caused the student’s inability to meet satisfactory progress standards. The hardships could include illness, injury, or death of an immediate relative. Only special extenuating circumstances will be considered. Students must also explain how they propose to remedy their situation. If the appeal is successful, the student is readmitted on probationary status. Appeals are approved for one term only. Students may also show successful completion of 12 semester credits with a CGPA of 2.0 or higher from another accredited institution to indicate that they have overcome the challenges that caused the original disqualification.
HONOR RECOGNITION – DEAN’S LIST
Full-time (12 or more credits) undergraduate students, who earn a grade point average (GPA) of 3.6 and above in a given academic semester, are included on the dean’s list. To be considered, all course 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.

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, 6th ed.)

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

OFF-CAMPUS SEMESTER STUDY
Concordia University encourages students to broaden their 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 32 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 12 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 2.50 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; and,
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; and,
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; and,
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; and,
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; and,
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; and,
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; and,
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; and,
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
The Concordia University graduate will be able to demonstrate the following competencies:

Critical Thinking -- Identify the problem/issue; articulate solutions/perspectives; identify and assess key assumptions; identify and assess data and evidence; identify and consider 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 develop a sympathetic appreciation of the pertinence of the Christian faith to the total intellectual enterprise.
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.

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.

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.

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.

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.

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 that 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 Music

PROFESSIONAL CHURCH WORK PROGRAMS

Through its Department of Theology and Ministry 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 on any of these programs contact the Department of Theology and Ministry (651-641-8892; theology@csp.edu).

DIRECTOR OF CHRISTIAN EDUCATION

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

DIRECTOR OF CHRISTIAN OUTREACH

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

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

LUTHERAN CLASSROOM TEACHER
The Lutheran Classroom Teacher program is a partnership between the College of 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 Department of Theology and Ministry. The programs between the two colleges are integrated and coordinated in such a way as to benefit the student in achieving ministry goals.

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

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

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.

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 online formats. The courses are designed for adult students and to assist students in building enough general education credits to start one of Concordia University’s adult accelerated degree programs. Through these intensive courses learners can earn up to 36 semester credits in approximately one calendar year. There are no educational prerequisites to enroll in these classes and visiting students are welcome to enroll.

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

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

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

SCHOOL OF CONTINUING STUDIES TUITION AND FEES 2014/15

<table>
<thead>
<tr>
<th>Course Selection</th>
<th>Tuition (per credit hour)</th>
<th>Auditing (per class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per credit hour</td>
<td>$420</td>
<td>$175</td>
</tr>
</tbody>
</table>

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

TUITION AND FEES
The Associate of Arts degree program totals 64 semester credits.

REQUIREMENTS (64 CREDITS)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSC 159 The Inner Review</td>
<td>2</td>
</tr>
<tr>
<td>Communication (4 credits)</td>
<td></td>
</tr>
<tr>
<td>Writing (4 credits)</td>
<td></td>
</tr>
<tr>
<td>Literature (4 credits)</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education (3 credits)</td>
<td></td>
</tr>
<tr>
<td>Social/Behavioral Science (4 credits)</td>
<td></td>
</tr>
<tr>
<td>History/Political Science (4 credits)</td>
<td></td>
</tr>
<tr>
<td>Fine Arts (minimum of 2 different areas: Music, Theatre or Art (4 credits)</td>
<td></td>
</tr>
<tr>
<td>Mathematics (3 credits)</td>
<td></td>
</tr>
<tr>
<td>Global Studies (4 credits)</td>
<td></td>
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<tr>
<td>Physical Science (4 credits)</td>
<td></td>
</tr>
<tr>
<td>Biology (4 credits)</td>
<td></td>
</tr>
<tr>
<td>RLG 415 Biblical Christianity (4 credits)</td>
<td></td>
</tr>
<tr>
<td>Specialization or Elective Credits (16 credits)</td>
<td></td>
</tr>
</tbody>
</table>

ASSOCIATE OF ARTS IN EARLY CHILDHOOD EDUCATION
Students complete 64 credits: AA General Education classes (see above) and the following:
12 credits from the list of the Early Childhood classes below will complete the Early Childhood emphasis.

Satisfies 12 electives credits in the B.A. Child Development program
Certificate classes:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 310 Growth and Development of Children</td>
<td>4</td>
</tr>
<tr>
<td>CHD 330 Best Practices in Early Childhood</td>
<td>4</td>
</tr>
<tr>
<td>CHD 320 Role of the Early Childhood Educator</td>
<td>4</td>
</tr>
<tr>
<td>CHD 435 Developmentally Appropriate Practices in ECE</td>
<td>3</td>
</tr>
<tr>
<td>CHD 440 Children’s Play and Learning</td>
<td>3</td>
</tr>
<tr>
<td>CHD 430 Infants and Toddlers</td>
<td>3</td>
</tr>
<tr>
<td>CHD 445 Language Development/Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Approaching Art #</td>
<td>2</td>
</tr>
<tr>
<td>ART 111</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 221</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ART 241</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 261</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 120</td>
<td>Listening to Life: Western Classical Music</td>
<td>2</td>
</tr>
<tr>
<td>MUS 121</td>
<td>Listening to Life: Global and Popular Music #</td>
<td>2</td>
</tr>
<tr>
<td>THR 101</td>
<td>Introduction to Theatre</td>
<td>2</td>
</tr>
<tr>
<td>THR 160</td>
<td>Introduction to Dance</td>
<td>2</td>
</tr>
<tr>
<td>THR 221</td>
<td>Acting I</td>
<td>4</td>
</tr>
<tr>
<td>THR 251</td>
<td>Stagecraft</td>
<td>4</td>
</tr>
</tbody>
</table>

# 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 212</td>
<td>Introduction to History</td>
<td>4</td>
</tr>
<tr>
<td>HMG 110</td>
<td>Introduction to Hmong History</td>
<td>4</td>
</tr>
<tr>
<td>POL 131</td>
<td>American Government</td>
<td>4</td>
</tr>
<tr>
<td>POL 241</td>
<td>Contemporary World Problems: Global Politics</td>
<td>4</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Interpersonal Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 212</td>
<td>Public Speaking</td>
<td>4</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 309</td>
<td>Intercultural Communication</td>
<td>4</td>
</tr>
<tr>
<td>ECO 101</td>
<td>America in the Global Economy: Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ED 290</td>
<td>Language and Society</td>
<td>4</td>
</tr>
<tr>
<td>ENG 376</td>
<td>World Literature II</td>
<td>4</td>
</tr>
<tr>
<td>GRK 211</td>
<td>Beginning Greek I</td>
<td>4</td>
</tr>
<tr>
<td>HIS 121</td>
<td>World History</td>
<td>4</td>
</tr>
<tr>
<td>HIS 221</td>
<td>World of Culture: Greece and Rome</td>
<td>4</td>
</tr>
<tr>
<td>HIS 267</td>
<td>Introduction to Latin America</td>
<td>4</td>
</tr>
<tr>
<td>HMG 201</td>
<td>Hmong Culture and Society</td>
<td>4</td>
</tr>
<tr>
<td>SPA 101</td>
<td>Beginning College Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPA 102</td>
<td>Beginning College Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>THL 250</td>
<td>Religions of the World</td>
<td>4</td>
</tr>
<tr>
<td>International Study programs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SOCIAL AND BEHAVIORAL SCIENCE (4 credits required)
Social and behavioral science courses provide the perspectives and tools for students to understand human behavior individually, in groups and in organizations.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 152</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
</tbody>
</table>

# 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 110</td>
<td>Health and Human Movement</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 155</td>
<td>Introduction to Literature</td>
<td>4</td>
</tr>
</tbody>
</table>

MATHEMATICS AND NATURAL SCIENCE (9 credits required)
Mathematics offerings are designed to develop students’ understanding of basic mathematical concepts, to develop their abilities to analyze and solve mathematical problems and to promote mathematical awareness in the analysis of problem solving strategies and the interpretation of results. Natural science courses examine the physical nature of the world. Biology involves plant, animal and human life; physical science deals with the processes of the earth; while earth science studies the earth and the universe.

All students must take a total of 9 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 101</td>
<td>Contemporary Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 135</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 200</td>
<td>Foundations of Elementary Math</td>
<td>3</td>
</tr>
</tbody>
</table>

# Recommended for Teacher Education students

BIOLOGY (MINIMUM 3 CREDITS REQUIRED)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>Biology Today</td>
<td>3</td>
</tr>
<tr>
<td>BIO 120</td>
<td>Biology I: The Unity of Life</td>
<td>4</td>
</tr>
<tr>
<td>BIO 130</td>
<td>Biology II: The Diversity of Life</td>
<td>4</td>
</tr>
</tbody>
</table>

PHYSICAL SCIENCE (MINIMUM 3 CREDITS REQUIRED)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 110</td>
<td>Perspectives in Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 141</td>
<td>Household Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>ENV 120</td>
<td>Introduction to Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>ESC 120</td>
<td>Observational Geology</td>
<td>3</td>
</tr>
<tr>
<td>ESC 140</td>
<td>Observational Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>ESC 160</td>
<td>Earth Science #</td>
<td>4</td>
</tr>
<tr>
<td>PHS 111</td>
<td>Principles of Physics (Trigonometry-based)</td>
<td>3</td>
</tr>
<tr>
<td>PHS 112</td>
<td>General Physics I (Trigonometry-based)</td>
<td>4</td>
</tr>
<tr>
<td>PHY 221</td>
<td>General Physics I (Calculus-based)</td>
<td>4</td>
</tr>
</tbody>
</table>

# 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 four 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THL 100</td>
<td>The Biblical Heritage of Christianity</td>
<td>4</td>
</tr>
<tr>
<td>THL 215</td>
<td>History and Literature of the New Testament</td>
<td>4</td>
</tr>
</tbody>
</table>
INTERMEDIATE (4 CREDITS)

THL 270  Our Living Faith *  4
THL 310  Archeology and the Bible  4
THL 320  Global Christianity  4
THL 325  Goodness, Justice and Christian Faith  4
THL 336  The Problem of Evil  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

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

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

The Theoretical Year
HON110 -- Perspectives, Approaches, and the Gospel (8 credits)
HON120 -- Hearing Their Voices: Globalism, Justice and the Lives of the Marginalized (8 credits)

The Practical Year
HON210 -- Being Human and Christian in an Interconnected World (8 credits)
HON220 -- Scholarship and Service for the Sake of the Others (8 credits)

Capstone
During the senior year, students in the University Honors Program reconvene to put their knowledge and gifts into practice for the good of others.
HON410 -- Building for Eternity (2 credits)

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

For more information: (651) 641-8736 or honors@csp.edu
CONCORDIA UNIVERSITY ACADEMIC CATALOG

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 strong business and education 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 A 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: 52 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 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: 52 credits
First Year
MAN 120 Basics of 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
ACC 312 Intermediate Accounting II 4
MAN 302 Operations and Quality Management 2

Fourth Year
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

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: 64 credits
First Year
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
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

Fourth Year
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): 53 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.

Required (50 credits)
MAT 110 Introduction to Probability and Statistics 3
ECR 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)
ECR °°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 University of Minnesota. 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.

Required (49 credits)
CHE 115 General Chemistry I 4
MAT 135 Calculus I 4
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 (3 credits)
EGR*** Future Engineering Elective Courses
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 230/330 Probability and Statistics (Calculus-based) 4

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, 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. The richness of their experiences Concordia's art and design students have futures in any school setting, or they may attend graduate school for advanced degree work.

ART DESIGN MAJOR – SEE DESIGN MAJOR

ART EDUCATION/TEACHING (GRADES K-12) MAJOR: 85 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.

General Education Courses (6 credits) not counted in totals:
ART 101 Approaching Art (Gen Ed) 2
PSY 101 Introduction to Psychology (Gen Ed) 4

Prerequisite Courses (16-20 credits)
ART 111 Drawing I 3
ART 221 Painting I 3
ART 241 Photography I 3
ART 261 Ceramics I 3
PSY 210 Child Psychology and PSY 220 Adolescent Psychology OR 8
PSY 215 Child & Adolescent Development 4

Required Content Courses (29 credits): (Complete content major with 2.75 GPA)
ART 102 2-D Design 3
ART 211 Illustration 3
ART 251 Sculpture I 3
ART 472 19th and 20th Century Art and Design 4
ART 202 Digital Art I OR 4
ART 302 Digital Art II 3
ART 331 Relief Printmaking OR 3
ART 332 Screen Printmaking 3
ART 371 Art of Mexico OR 4
ART 375 Art of Asia OR 4
ART 376 Ethnographic Art 4

Open Art Electives: including at least one more studio course (6 credits)

Required Content Courses (40 credits): (Complete content major with 2.75 GPA)
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 (+15 hours HR Activity) 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 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 43 to 47 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
**BIOLOGY MAJOR: 52 TO 53 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 experiences in cutting-edge research. Experience in the human cadaver laboratory is an important part of the program.

Prerequisites from General Education
- BIO 120 Biotechnology 4
- CHE 115 General Chemistry 4
- MAT 125 Pre-Calculus OR
- MAT 135 Calculus 4

Required: 37 to 38 credits
- Biology Core: 18
  - BIO 130 Biology I: 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) 2
  - BIO 456 Research in Biology OR
  - BIO 498 Internship in Biology 4

Chemistry Requirement: 12 credits
- CHE 115 General Chemistry II 4
- CHE 221 Organic Chemistry 4
- CHE 328 Introduction to Biochemistry 4

Mathematics Requirement: 3 to 4 credits
- MAT 110 Introduction to Probability and Statistics OR 3
- MAT 230 Probability and Statistics (Calculus-based) 4

Physics Requirement: 4 credits
- PHS 112 General Physics I (Trigonometry-based) OR
- PHS 221 General Physics I (Calculus-based) 4

E Electives: additional courses to total 56 credits

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

**ATHELETIC TRAINING – AN EMPHASIS IN EXERCISE SCIENCE; SEE EXERCISE SCIENCE MAJOR**

**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 350 Innovative Marketing and Social Media 4
- BUS 360 Accounting and Budgeting 4
- BUS430 Business Law and Ethics 4
- BUS345 Business Analytics 4
BUS 410  Operations and Quality Management  4
BUS 420  Corporate Finance  4
BUS 445  International Management  4
BUS 490  Business Strategy  4
BUS 492  Business Capstone  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
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 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 350  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  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 DEVELOPMENT AND LEARNING MAJOR:
43 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 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 OR
PSY 220  Adolescent Psychology OR
PSY 215  Child and Adolescent Development for K –12 Educators  4

Electives (29 credits): Additional upper level coursework (300 or 400) in Education or Psychology.
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:

(a) there are organ, choral, piano, guitar, instrumental, composition, and generalist tracks, thus equipping students to lead both traditional liturgies and contemporary worship formats.

(b) each track shares the core musicianship (music theory/analysis/writing/ear-training/keyboard harmony) and music history courses. Private lessons and ensembles applicable to each track are also part of the core.

(c) each track has specialized courses, culminating in a senior project/recital in the track.

(d) the program culminates in a two-credit internship in a church (done while the student is attending school) in a metro area church.

(e) 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

Required: 37 credits

- MUS 201 Musicianship I 4
- MUS 202 Musicianship II 4
- MUS 261 Beginning Conducting 2
- MUS 301 Musicology I 4
- MUS 302 Musicology 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) 2
- THL 460 Worship for Lutherans 2
- CHM 120 Exploratory Lab in Christian Ministries 1

Choose one course for the Senior Capstone

- MUS 492, MUS 493, MUS 494, or MUS 495 2

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)

Choral Track:

- 10 to 15

Instrumental Track – Guitar:

- 11 to 15

Instrumental Track – Organ:

- 10 to 14

Instrumental Track – Piano:

- 11 to 15

Instrumental Track – Wind, String, Bell, or Percussion:

- 15

Theory/Composition Track:

- 10

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**

*GRADUES 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.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Interpersonal Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 212</td>
<td>Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td>COM 222</td>
<td>Mass Communication</td>
<td>4</td>
</tr>
<tr>
<td>ENG 324</td>
<td>Teaching Writing 1:1</td>
<td>2</td>
</tr>
<tr>
<td>ENG 330</td>
<td>Young Adult Literature</td>
<td>2</td>
</tr>
<tr>
<td>ENG 338</td>
<td>History and Principles of the English Language</td>
<td>4</td>
</tr>
<tr>
<td>ENG 369</td>
<td>Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>ENG 440</td>
<td>Literary Theory</td>
<td>4</td>
</tr>
<tr>
<td>ENG 490</td>
<td>Seminar in Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 499</td>
<td>Framing the Literary Tradition</td>
<td>1</td>
</tr>
<tr>
<td>ED 201</td>
<td>Introduction to and Foundations of Education (+15 hours HR Activity)</td>
<td>3</td>
</tr>
<tr>
<td>ED 336</td>
<td>Educational Psychology (+15 hours HR Activity)</td>
<td>3</td>
</tr>
<tr>
<td>ED 472/01</td>
<td>Student Teaching Grades 5 – 12 Communication Arts/Literature</td>
<td>16</td>
</tr>
</tbody>
</table>

**COMMUNICATION STUDIES MAJOR: 44 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 an 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.

<table>
<thead>
<tr>
<th>Prerequisites from General Education:</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103 Interpersonal Communication</td>
</tr>
<tr>
<td>COM 309 Intercultural Communication</td>
</tr>
</tbody>
</table>

Required: 44 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 443</td>
<td>Persuasive Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 478</td>
<td>Organizational Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 490</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td>COM 498</td>
<td>Communication Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

*If total credits above are less than 44 due to approved transfer courses or transition courses that were previously three credits, one may use the supporting courses below or additional internship credits to reach the required total.*

**Visual Communication**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 241</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 341</td>
<td>Photography II</td>
<td>3</td>
</tr>
<tr>
<td>ART 282</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 291</td>
<td>Adobe Creative Suite</td>
<td>3</td>
</tr>
<tr>
<td>ART 342</td>
<td>Digital Photography</td>
<td>2</td>
</tr>
<tr>
<td>ART 382</td>
<td>Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>ART 383</td>
<td>Web Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 441</td>
<td>Advanced Photography</td>
<td>4</td>
</tr>
</tbody>
</table>

**Public Relations and Marketing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MAR 312</td>
<td>Consumer Behavior and Marketing Communications</td>
<td>4</td>
</tr>
<tr>
<td>MAR 313</td>
<td>Advertising and Promotion</td>
<td>4</td>
</tr>
<tr>
<td>MAR 470</td>
<td>Social Media Marketing</td>
<td>2</td>
</tr>
<tr>
<td>MAR 471</td>
<td>Global Marketing</td>
<td>2</td>
</tr>
</tbody>
</table>

**Sports Management**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 390</td>
<td>Sport Management</td>
<td>4</td>
</tr>
<tr>
<td>KHS 392</td>
<td>Sport Marketing and Fundraising</td>
<td>4</td>
</tr>
<tr>
<td>KHS 393</td>
<td>Planning &amp; Managing Sports Facilities</td>
<td>4</td>
</tr>
<tr>
<td>KHS 394</td>
<td>Sport Business</td>
<td>4</td>
</tr>
</tbody>
</table>

**Writing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 221</td>
<td>Journalism</td>
<td>4</td>
</tr>
<tr>
<td>ENG 222</td>
<td>Journalism Practicum</td>
<td>1 to 4</td>
</tr>
<tr>
<td>ENG 227</td>
<td>Column Writing</td>
<td>2</td>
</tr>
<tr>
<td>ENG 228</td>
<td>Review Writing</td>
<td>2</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Writing in the Workplace</td>
<td>2</td>
</tr>
<tr>
<td>ENG 420</td>
<td>Writing Persuasively on Contemporary Issues</td>
<td>4</td>
</tr>
</tbody>
</table>

**COMMUNICATION STUDIES MAJOR: 44 CREDITS (BA ADULT - ONLINE ONLY)**

Program Overview - Communication is essential to any career, and Communication majors are uniquely prepared to engage the challenges of new and rapidly changing media and modes of communication. Grounded in the liberal arts, the Communication Studies program addresses interpersonal, public, group, family, organizational, intercultural, and mass communication. The internship is designed to prepare graduates for thoughtful and informed entry into the careers of choice.

Prerequisites from General Education:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Interpersonal Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 309</td>
<td>Intercultural Communication</td>
<td>4</td>
</tr>
</tbody>
</table>

Required: 44 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 205</td>
<td>Small Group Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 212</td>
<td>Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td>COM 222</td>
<td>Mass Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 325</td>
<td>Social Media &amp; Public Relations</td>
<td>4</td>
</tr>
<tr>
<td>COM 403</td>
<td>Family Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 441</td>
<td>Communication Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>COM 442</td>
<td>Communication Theory</td>
<td>4</td>
</tr>
</tbody>
</table>

**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.)
**COMMUNITY HEALTH SCIENCE MAJOR: 43 CREDITS (BA TRADITIONAL)**

Encouraged Electives (do not count towards credit total):
- COM 309 Intercultural Communication 4
- SOC 451 Social Psychology (prerequisite PSY 101 or SOC 152) 4

Required: 43 credits
- KHS 220 Epidemiological Foundations and Research 4
- KHS 300 Applied Nutrition 4
- KHS 310 Drug Education 2
- KHS 320 Human Life Experience 3
- HCR350 Health Care Diversity & Global Issues 4
- KHS 400 Health Psychology 4
- KHS 410 Health Methods and Strategies 3
- KHS 420 Program Administration 2
- KHS 474 Exercise Physiology 4
- KHS 490 Senior Seminar 1
- KHS 498 Internship 12

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**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 423 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

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

Prerequisites from General Education
- ART 111 Drawing I 3

Required: 28 credits
- SOC 152* Introduction to Sociology 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 Interpersonal Communication
- ENG 120 College Writing

First Responder or other approved first aid course
ART 284 Graphic Imagery 3
ART 291 Introduction to Adobe Creative Suite 3
ART 302 Digital Art II 3
ART 322 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
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 480 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

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
Specialty in Middle Level Communication Arts/Literature: 16 credits (2.5 GPA required and no grade below a C–)
COM 212 Public Speaking 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
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 Speciality 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

ENG 325 Creative Writing 4
ENG 220 Applied Grammar 2
Required: 35 to 37 credits
ENG 155 Introduction to Literature 4
ENG 120 College Writing 4
or
SOC 152 Introduction to Sociology 4
POL 131 American Government 4
HIS 212 Introduction to History 4
HIS 231 US to 1877 or HIS 233 US Since 1877 4
HIS 320 Minnesota History 2

Specialty in Middle Level Social Studies: 20 credits
ED 471.05 Student Teaching Clinical: Grade 5–8 Student Teaching Clinical (Partial): 4 credits
ED 476 Teaching Grade 5–8 Social Studies 1
Prerequisites from General Education
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 4
or
COM 212 Public Speaking and Performance 4
ENG 120 College Writing 4
ENG 155 Introduction to Literature 4
Required: 35 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 420 Persuasive Writing on Contemporary Issues 4
ENG 498 Internship in English 2 to 4
ENG 499 Framing the Literary Tradition 1
ENG 324 Teaching Writing 1:1
ENG 338 History and Principles of the English Language 2
ENG 365 British Literature I 4
ENG 366 British Literature II 4
ENG 375 World Literature I 4
ENG 376 World Literature II 4
ENG 385 American Literature III 4
ENG 386 American Literature II 4
ENG 440 Literary Theory 4
ENG 490 Seminar in Literature 4
ENG 488 Independent Study (Creative Writing II; meets concurrently with ENG 325) 4
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 4
or
COM 212 Public Speaking and Performance 4
ENG 120 College Writing 4
ENG 155 Introduction to Literature 4
Required: 35 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
ENG 338 History and Principles of the English Language 2
ENG 365 British Literature I 4
ENG 366 British Literature II 4
ENG 375 World Literature I 4
ENG 376 World Literature II 4
ENG 385 American Literature III 4
ENG 386 American Literature II 4
ENG 440 Literary Theory 4
ENG 490 Seminar in Literature 4
ENG 488 Independent Study (Creative Writing II; meets concurrently with ENG 325) 4
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 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

Required: 37 to 39 credits
ENG 155 Introduction to Literature 4
ENG 220 Applied Grammar 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 386 American Literature II 4
ENG 385 American Literature I or ENG 386 American Literature II 4
ENG 399 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 American Literature II 4
Choose one course in each pairing
ENG 399 Framing the Literary Tradition 1
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 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 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
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 World Literature II 4
ENG 385 American Literature I or ENG 386 American Literature II 4
Choose one course in each pairing
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 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 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 AS A SECOND LANGUAGE EDUCATION/TEACHING MAJOR (GRADUES 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:
(a) two years of a world language at the secondary level;
(b) one year of a world language at a post-secondary level;
(c) equivalent literacy in the candidate's primary language

Prerequisites from General Education
PSY 101 Introduction to Psychology 4

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 or 4.4
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
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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>ED 330 Human Diversity and Relations (+15 hours HR Activity)</strong></td>
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<tr>
<td><strong>ED 342 Teaching Literacy</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>ED 345 Effective Elementary Teacher</strong></td>
<td>2</td>
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<tr>
<td><strong>ED 346 Effective Middle School Teacher</strong></td>
<td>2</td>
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<tr>
<td><strong>ED 347 Effective Secondary Teacher</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>ED 382 Teaching Students with Linguistic Differences and Difficulties</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>ED 389 ESOL: Teaching English to Speakers of Other Languages</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>ED 439 The Inclusive Classroom (+15 hours HR Activity)</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>ED 487 Reading Across the Content Areas</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>KHS 470 Health Education for Teachers</strong></td>
<td>2</td>
</tr>
<tr>
<td>Student Teaching: 16 credits</td>
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</tr>
<tr>
<td><strong>ED 47209 Student Teaching in K – 12 English as a Second Language 16</strong></td>
<td></td>
</tr>
</tbody>
</table>

**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: 50 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:**

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

**Required: 53 credits**

- COM 403# Family Communication 4
- 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 Required: 39 credits (and in sequence)
Introduction to Sociology 4
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

Required: 39 credits
Introduction to Sociology 4
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

FAMILY LIFE EDUCATION MAJOR: 39 CREDITS (BA ADULT; ONLINE ONLY)

Introduction to Sociology 4

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 career in stockbroker, investor 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

Required: 48 credits
ECO 101 Macroeconomics 4
MAT 110 Introduction to Probability and Statistics 3
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

FAMILY LIFE EDUCATION MAJOR: 39 CREDITS (BA ADULT; ONLINE ONLY)

Introduction to Sociology 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. Intertwined 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 interaction, 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 19th and 20th 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

ART 498 Design Internship 3

HEALTH CARE ADMINISTRATION MAJOR: 40 CREDITS (BA ADULT; ONLINE ONLY)

Program Overview – The 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
**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

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<table>
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<tr>
<th>Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>HIS 212</td>
<td>Introduction to History</td>
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<tr>
<td>HIS 231</td>
<td>U.S. to 1877</td>
<td>4</td>
</tr>
<tr>
<td>HIS 232</td>
<td>U.S. since 1877</td>
<td>4</td>
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<tr>
<td>HIS 267</td>
<td>Introduction to Latin America</td>
<td>4</td>
</tr>
<tr>
<td>HIS 285</td>
<td>European History, 1789 to Present</td>
<td>4</td>
</tr>
<tr>
<td>HIS 401</td>
<td>Research and Writing in History</td>
<td>2</td>
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<tr>
<td>HIS 487</td>
<td>Readings Seminar (Topics in History)</td>
<td>2</td>
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<tr>
<td>HIS 498</td>
<td>History Internship</td>
<td>4 to 8</td>
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<tr>
<td><strong>Required: 4 credits; (Global) Choose one of the following</strong></td>
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<tr>
<td>HIS 111</td>
<td>Western Civilization to 1648</td>
<td>4</td>
</tr>
<tr>
<td>HIS 113</td>
<td>Western Civilization since Reformation</td>
<td>4</td>
</tr>
<tr>
<td>HIS 121</td>
<td>World History</td>
<td>4</td>
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<tr>
<td>HIS 221</td>
<td>World Culture: Greece and Rome</td>
<td>4</td>
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<tr>
<td>Electives to total 44 credits: 4 to 12 credits of upper-level (300 to 400)</td>
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**HOSPITALITY MANAGEMENT MAJOR: 40 CREDITS (BA ADULT) 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)

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<tr>
<th>Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>MKM 311</td>
<td>Innovation and Complex Systems</td>
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<tr>
<td>MKM 321</td>
<td>Marketing Innovation</td>
<td>4</td>
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<tr>
<td>MKM 330</td>
<td>Integrated Marketing Communication</td>
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<tr>
<td>MKM 350</td>
<td>Interactive and Mobile Marketing</td>
<td>4</td>
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<tr>
<td>MKM 411</td>
<td>Applied Business Ethics</td>
<td>4</td>
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<tr>
<td>HSM 400</td>
<td>Hospitality Human Resources: Managing</td>
<td>4</td>
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<tr>
<td>HSM 410</td>
<td>Hospitality Law and Legal Issues</td>
<td>4</td>
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<tr>
<td>MKM 431</td>
<td>Applied Accounting and Finance</td>
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<tr>
<td>MKM 441</td>
<td>Marketing Strategy</td>
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<tr>
<td>MKM 480</td>
<td>Business Plan</td>
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**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 program 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)

<table>
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<tr>
<th>Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>ITM 312</td>
<td>Harnessing Personal Innovation</td>
<td>4</td>
</tr>
<tr>
<td>ITM 351</td>
<td>Bridging the Technology – Business Gap</td>
<td>4</td>
</tr>
<tr>
<td>ITM 325</td>
<td>Business Management for Information Technology</td>
<td>4</td>
</tr>
<tr>
<td>ITM 421</td>
<td>Business Strategy and Technology Innovation</td>
<td>4</td>
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<tr>
<td>ITM 342</td>
<td>Project and Lifecycle Management</td>
<td>4</td>
</tr>
<tr>
<td>ITM 410</td>
<td>Business-Driven Information Systems and Security</td>
<td>4</td>
</tr>
<tr>
<td>ITM 420</td>
<td>Applied Systems Analysis and Design</td>
<td>4</td>
</tr>
<tr>
<td>ITM 425</td>
<td>Data Management for Intelligent Business</td>
<td>4</td>
</tr>
<tr>
<td>ITM 435</td>
<td>Business Ethics for Information Technology</td>
<td>4</td>
</tr>
<tr>
<td>ITM 440</td>
<td>Applied Research Project</td>
<td>4</td>
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</table>
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 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
MAT 110 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
* 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

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
MAR 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: 44–45 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: 41–42 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 4
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

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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 II (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

SECONDARY MATHEMATICS EDUCATION MAJOR (DONE IN CONJUNCTION WITH MATH MAJOR): 44 CREDITS

General Education Prerequisites:

PSY 101 Introduction to Psychology 4

Required: 44 credits

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 4
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 47202 Student Teaching Grades 5 – 12 Mathematics 16

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 Christus 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
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
MUS 495 Senior Project: Recital 2
Music History (8–10 credits)
MUS 493 Senior Project: Thesis 2
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

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MUS 365  Electronic Instrument Techniques and Pedagogy  2
MUS 444  Instrumental Arranging  1
MUS 445  Choral Arranging  1
MUS 890  2 semesters 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 they may pursue employment within the music industry and various arts organizations. The major is comprised of existing courses in the music and business areas.

Prerequisites (not counted in major credit total)
MUS 101  Basic Musicianship  2
MUS 111  Class Piano I  2
MUS 112  Class Piano II  2
MUS 120 or 121  Listening to Life: Western Classical Music/Global and Pop  2
ECO 101  Macroeconomics  4
Required (17-21 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 at 1 credit each  2
ENG 320  Writing for the Workplace  2
or
ENG 326  Topics in Writing: Grant Writing  2
MUS 498  Music Business Internship  2
MUS 321  Music History I  3
or
MUS 322  Music History II (recommended)  3
or
MUS 323  Music History III  3
Music Electives: 7 credits
Any music offerings, including ensembles and lessons and non-gen ed prerequisites  7

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
MAR 301  Principles of Marketing  4
MAR 312  Consumer Behavior (pre–require MAR 301)  4
MAR 313  Advertising and Promotion (pre–require MAR 301)  4
MAR 413  Marketing Research (pre–require MAR 301)  4
MAR 414  Marketing Strategy (pre–require MAR 301)  4
MAR 470  Social Media Marketing  2
ACC 201  Principles of Accounting I  4
MAN 301  Organizational Behavior  4
MAN 401  Strategy and Ethics  4
MAN 410  Managing Talent, Change and Negotiations  4
MAN 460  Managing Teams, Communications and Projects  4
FIN 211  Personal Finance  4
FIN 301  Corporate Finance  4

MUSIC BUSINESS: 44 CREDITS (BA TRADITIONAL)

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Prerequisites (not counted in major credit total)
MUS 101  Basic Musicianship  2
MUS 111  Class Piano I  2
MUS 112  Class Piano II  2
MUS 120 or 121  Listening to Life: Western Classical Music/Global and Pop  2
ECO 101  Macroeconomics  4
Required (17-21 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 at 1 credit each  2
ENG 320  Writing for the Workplace  2
or
ENG 326  Topics in Writing: Grant Writing  2
MUS 498  Music Business Internship  2
MUS 321  Music History I  3
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Prerequisites (not counted in major credit total)
MUS 101  Basic Musicianship  2
MUS 111  Class Piano I  2
MUS 112  Class Piano II  2
MUS 120 or 121  Listening to Life: Western Classical Music/Global and Pop  2
ECO 101  Macroeconomics  4
Required (17-21 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 at 1 credit each  2
ENG 320  Writing for the Workplace  2
or
ENG 326  Topics in Writing: Grant Writing  2
MUS 498  Music Business Internship  2
MUS 321  Music History I  3
or
MUS 322  Music History II (recommended)  3
or
MUS 323  Music History III  3
Music Electives: 7 credits
Any music offerings, including ensembles and lessons and non-gen ed prerequisites  7

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.

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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 they may pursue employment within the music industry and various arts organizations. The major is comprised of existing courses in the music and business areas.

Prerequisites (not counted in major credit total)
MUS 101  Basic Musicianship  2
MUS 111  Class Piano I  2
MUS 112  Class Piano II  2
MUS 120 or 121  Listening to Life: Western Classical Music/Global and Pop  2
ECO 101  Macroeconomics  4
Required (17-21 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 at 1 credit each  2
ENG 320  Writing for the Workplace  2
or
ENG 326  Topics in Writing: Grant Writing  2
MUS 498  Music Business Internship  2
MUS 321  Music History I  3
or
MUS 322  Music History II (recommended)  3
or
MUS 323  Music History III  3
Music Electives: 7 credits
Any music offerings, including ensembles and lessons and non-gen ed prerequisites  7

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.
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

NURSING MAJOR: 36 CREDITS (BS ADULT)
Program Overview The 36 credit RN to BS in Nursing degree program advances the knowledge and skills of nursing professionals through an integration of learning and experience. It uses a combination of theoretical inquiry and practical application so that students can gain insight into ethics in health care, professional and evidence-based practice, interdisciplinary collaboration and communication, leadership, management, care coordination and community health. Coursework builds on previous nursing experience and prepares students to be leaders and lifelong learners who can adapt to developments in health care delivery and the diverse patient population.
Required: 36 credits (and in sequence)
NUR330 Ethics and Decision Making in Nursing Practice 4
NUR345 Professional Practice and Role Development in Nursing 4
NUR360 Transcultural Nursing and Advanced Health Assessment 4
NUR375 Evidence-Based Practice 4
NUR400 Leadership and Management in Nursing 4
NUR430 Nursing Informatics 4
NUR445 Introduction to Care Coordination and Case Management 4
NUR460 Community Health Nursing 4
NUR475 Nursing Capstone 4

ORTHOTICS AND PROSTHETICS MAJOR: 61 CREDITS (BS TRADITIONAL)
Program Overview – Majoring in Orthotics and Prosthetics involves the study of how to design and fit braces, artificial limbs, and other devices that help the disabled lead full lives. You’ll learn to effectively analyze, design and construct appropriate prosthetics and make sound ethical decisions surrounding their use. How is gait analysis conducted? What role can patient counseling play? What materials should be used in fabrication? You’ll gain knowledge and skills that are important for any career in orthotics as you take 61 credit hours towards a Bachelor of Science degree.
Required Courses taken at Century College: (28 credits)
OPCA 2010 Clinical Applications of Lower Extremity Orthoses 4
OPCA 2030 Clinical Applications of Upper Extremity Orthoses 4
OPCA 2040 Clinical Applications of Spinal Orthoses 4
OPCA 2050 Clinical Applications of Trans-Tibial Prostheses I 3
OPCA 2060 Clinical Applications of Trans-Tibial Prostheses II 4
OPCA 2070 Clinical Applications of Trans-Femoral Prostheses 4
OPCA 2080 Clinical Applications of Upper Limb Prostheses 4
OPCA 2090 Clinical Internship 2
Required Courses taken at Concordia: (33 credits)
BIO 315 Human A & P I 4
BIO 316 Human A & P II 4
KHS 220 Epidemiological Foundations 4
KHS 400 Health Psychology 4
KHS 436 Motor Development, Control & Motor Learning 4
KHS 445 Ethics & Decision Making in HC Environments 4
KHS 472 Athletic Training Injury Prevention & Safety 4
KHS 473 Biomechanics 4
KHS 490 Senior Seminar 1

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 (LICENSEE):
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.
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.
Required: 4 credits
PSY 101 Introduction to Psychology 4
Complete content major with 2.75 GPA (45 credits)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 350</td>
<td>Forensic Psychology</td>
<td>4</td>
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<tr>
<td>PSY 320</td>
<td>*Sensation and Perception</td>
<td>4</td>
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<tr>
<td>PSY 310</td>
<td>*Physiological Psychology</td>
<td>4</td>
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<tr>
<td>PSY 300</td>
<td>*Cognition, Learning and Memory</td>
<td>4</td>
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<tr>
<td>PSY 220</td>
<td>Adolescent Psychology</td>
<td>4</td>
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<tr>
<td>PSY 370</td>
<td>Introduction to Personality Theories</td>
<td>4</td>
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<tr>
<td>PSY 490</td>
<td>Psychology Topic Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

*If not taken above as a required course

**PSYCHOLOGY MAJOR: 44 CREDITS (BA ADULT - ONLINE ONLY)**

Program Overview - The 44-credit hour program takes a contemporary approach to psychology methods and prepares students for a modern health environment through comprehensive and rigorous curriculum as well as a 12-credit hour internship that offers practical field experience. Students can complete the program in seven weeks for an accelerated learning experience that puts you on track for career advancement sooner.

Students with an interest in social behaviors and investigative research will find fulfillment in Concordia University, St. Paul's psychology program. The bachelor's in psychology degree provides a solid educational foundation for continued education in graduate programs.

Math & Science Required Course from General Education (not counted in major credit total):

- MAT 110 Intro to Statistics | 3
- MAT 125 Pre-Calculus | 4
- CHE 115 General Chemistry I | 4
- BIO 120 Biology I: The Unity of Life | 4
- BIO 210 Genetics | 4
- MAT 135 Calculus I | 4

General Electives: 12 credits (300 or 400 level Psychology courses) | 12

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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
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 full-time 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

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
Required: 32 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 8
Electives: 12 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 250* Introduction to Criminal Justice 4
SOC 352 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

SPORT MANAGEMENT MAJOR: 45 CREDITS (BA TRADITIONAL)
Program Overview – The major in Sport Management focuses on core concepts in kinesiology, exercise and sport management. The program prepares students to enter the workforce 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 Sport Business 4
KHS 473 Biomechanics 4
KHS 474 Exercise Physiology 4
KHS 490 Professional Seminar 1
KHS 498 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 498 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

The prerequisite for PSY 380

* May be taken as electives if not already counted towards another requirement in the major
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  

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.

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  
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  19th and 20th 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  
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  3 to 4  
12 to 13 credits of any Art Studio courses  12 to 13  

BIBLE TRANSLATION MINOR: 24 CREDITS
Prerequisites  
GRK 211  Biblical Greek I  4  
GRK 212  Biblical Greek II  4  
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  

Note: * Students may choose electives, Biblical Languages, or Liberal Studies options to complete major requirements.

Students will prepare a portfolio of best work including samples representing each course.
HBR 312 Biblical Hebrew II  
Electives: 6 credits  
GRK 312 Matthew  
GRK 314 Mark  
GRK 316 Luke  
GRK 412 Galatians and Romans  
GRK 414 Corinthians  
GRK 416 General Epistles  
HBR 411 Readings in Prose  
HBR 413 Readings in Poetry  

BIOLGY MINOR: 26 CREDITS  
Prerequisites from General Education:  
BIO 120 Biology I: The Unity of Life  
CHE xxx Chemistry Elective 1 to 4  
CHE 498 Internship in Chemistry 1 to 4  
CHE 456 Research in Chemistry 1 to 6  
CHE 431 Advanced Inorganic Chemistry 3  
CHE 328 Biochemistry 4  
CHE 327 Analytical Chemistry II 4  
CHE 326 Analytical Chemistry I 4  
CHE 230 Environmental Chemistry 3  
CHE 222 Organic Chemistry II 4  
CHE 230 Environmental Chemistry 3  
CHE 221 Organic Chemistry 4  
CHE 230 Environmental Chemistry 3  
CHE 115 General Chemistry I 4  
CHE 328 Intro to Biochemistry  

BUSINESS MINOR: 20 CREDITS (DROP INTO COHORT)  
Required: 20 credits (and in sequence)  
BUS 310 Organizational Behavior  
BUS 350 Innovative Marketing and Social Media  
BUS 360 Corporate Accounting and Budgeting  
BUS 410 Operations, Technology, and Quality Management  
BUS 430 Legal and Ethical Environment of Business  

BUSINESS MINOR: 20 CREDITS (TRADITIONAL)  
Required: 20 credits  
ACC 201 Principles of Accounting I  
LAW 401 Legal Environment of Business  
MAN 301 Organizational Behavior  
MAN 302 Operations and Quality Management  
MAR 301 Principles of Marketing  

CHEMISTRY MINOR: 21 CREDITS  
Required: 15 to 16 credits  
CHE 115 General Chemistry I  
CHE 166 General Chemistry II  
CHE 221 Organic Chemistry  
CHE 230 Environmental Chemistry  
CHE 326 Analytical Chemistry I  
CHE 327 Analytical Chemistry II  
CHE 328 Biochemistry  
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  

COMMUNICATION STUDIES MINOR: 24 CREDITS  
Prerequisite from General Education:  
COM 103 Interpersonal Communication  
COM 309 Intercultural Communication  

COMMUNITY ARTS MINOR: 24 CREDITS  
Prerequisites from General Education:  
ART 101 Approaching Art  
ART 111 Drawing I  
ART 300 Community Arts  
ART 498 Community Arts Internship  

COMMUNITY HEALTH SCIENCE MINOR: 20 CREDITS  
Required: 20 credits  
KHS 220 Epidemiological Foundations  
KHS 250 Technology and Media  
KHS 300 Applied Nutrition  
KHS 310 Drug Education  
KHS 320 Human Life Experience  
KHS 400 Health Psychology  

CONFESSONAL 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 seminars 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  
THL 215 History and Literature of the New Testament  
THL 241 Church History  
THL 270 Our Living Faith  
THL 441 Lutheran Confessional Writings  
THL 460 Worship for Lutherans  
THL 482 Christian Ministry and Practice  

CRIMINAL JUSTICE MINOR: 24 CREDITS  
Required: 16 credits  
SOC 152 Introduction to Sociology  
SOC 256 Introduction to Criminal Justice  
SOC 351 Juvenile Justice  
SOC 352 Police and Community  

Electives: 8 credits  
PSY 101 Introduction to Psychology  
SOC 253 Marriage and the Family  
SOC 325 Minnesota Criminal Codes and Statutes  
SOC 354 Sociology of Law  
SOC 357 Class and Community  
SOC 358 Minority Groups  
SOC 359 Sociology and Social Welfare  
SOC 451 Social Psychology  

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DANCE MINOR: 24 CREDITS
Required: 24 credits
THR 160 Introduction to Dance 2
THR 201 Dance for the Musical Theatre 2
THR 263 Modern Dance Technique I 3
THR 264 Jazz Dance Technique 3
THR 364 Tap Dance Technique I 2
THR 365 Dance History 3
THR 366 Choreography/Composition 3
THR 462 Modern Dance Technique II 3
THR 464 Tap Dance Technique II 2

DESIGN MINOR: 24 CREDITS
Prerequisites from General Education
ART 101 Approaching Art 2
ART 102 2D Design 3
ART 103 3D Design 2
ART 105 Color Theory 3
ART 111 Drawing I 3
ART 202 Digital Art I 3
ART 211 Illustration 3
ART 241 Photography I 3
ART 282 Graphic Design I 3
ART 291 Intro to Adobe Office Suite 3
ART 302 Digital Art II 3
ART 311 Figure Drawing 3
ART 332 Silkscreen Printmaking 3
ART 334 Lithography 3
ART 341 Photography II 3
ART 342 Digital Photography 2
ART 382 Graphic Design II 3
ART 383 Web Design 3
ART 384 Typographic I 4
ART 431 Mixed Media Graphics 3
ART 441 Advanced Photography 4
ART 482 Graphic Design III 4
ART 484 Typographic 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
MAR 301 Principles of Marketing 4
THR 251 Stagecraft 4
THR 253 Makeup for the Stage 2
THR 355 Scenic Design 4
THR 356 Costume Design 4
THR 357 Lighting and Sound 4

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, ECE 325, ECE 326, ED 345, ED 346, or ED 347) 2 to 4
Upper level education courses to total 22 credits (ECE, ED, MUS 356, 9 to 11
MUS 36x, MUS 456, MUS 457, ART 357, or ART 358)

ENGLISH MINOR: 24 CREDITS
Prerequisites from General Education:
COM 103 Interpersonal Communication 4
or
COM 212 Public Speaking 4
ENG 120 College Writing 4
ENG 155 Introduction to Literature 4
Required: 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 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: 20 CREDITS
Required: 6-7 credits
ENV 120 Intro to Environmental Science 4
CHE 110 Chemistry in Perspective or 3
CHE 115 General Chemistry I or 4
CHE 141 Household Chemistry 3
Electives: 13-14 credits
ESC 120 Observational Geology or 3
ESC 160 Earth Science 4
BIO 220 Plant Biology 4
BIO 230 Animal Biology 4
BIO 320 Ecology 4
BIO 340 Science Issues and Ethics 4
CHE 230 Environmental Chemistry 3
ENV 498 Internship in Environmental Science 1-4
OCE 499 HECUA Program in Environmental Sustainability 16

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 355 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
ACC 203 Principles of Accounting II 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

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. since 1877  4
- HIS 267 Introduction to Latin America  4
- 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 204 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: 13 credits

- HRM 220 Legal Issues in Human Resources  4
- HRM 232 Staffing the Organization  4
- HRM 410 Organizational Development and Change  4
- HRM 470 Strategic Human Resources  4

**Mathematics Minor: 22 Credits**

Required: 15 credits

- MAT 135 Calculus I  4
- MAT 145 Calculus II  5
- MAT 220 Discrete Mathematics  3
- MAT 110 Introduction to Probability and Statistics  3 or 4

Electives: 7 credits (at least one from MAT 310, MAT 375, MAT 450, or MAT 460)

- CSC 301 Programming and Problem Solving  3
- MAT 230/330 Probability and Statistics (prereq: MAT 110)  4
- MAT 255 Calculus III  4
- MAT 305 Foundations of Geometry  3
- MAT 375 Differential Equations & Linear Algebra  4
- MAT 450 Abstract Algebra  4
- MAT 460 Foundations of Analysis  4
- MAT 478 Mathematics Seminar  3
- MAT 488 Independent Study in Mathematics  1 to 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

**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
- MUS 7xx 2 semesters of ensemble at 0-2 credits each  0-4
- MUS 8xx 2 semesters of private lessons at 1 credit each  2

One of the following Music History courses:

- MUS 321, MUS 322, or MUS 323  3

Electives: 11 credits, which 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC 201</td>
<td>Principles of Accounting I</td>
<td>4</td>
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<tr>
<td>BUS 315</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>BUS 460</td>
<td>Managing Teams Communication Projects</td>
<td>4</td>
</tr>
<tr>
<td>BUS 350</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>BUS 415</td>
<td>Operational and Quality Management</td>
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</tbody>
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**PHOTOGRAPHY MINOR: 23 OR 24 CREDITS**

Prerequisites from General Education and Electives: 5 credits

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 101</td>
<td>Approaching Art</td>
<td>2</td>
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<tr>
<td>ART 102</td>
<td>2-D Design</td>
<td>3</td>
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<tr>
<td>ART 202</td>
<td>Digital Art I</td>
<td>3</td>
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<tr>
<td>ART 241</td>
<td>Photography I</td>
<td>3</td>
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<tr>
<td>ART 341</td>
<td>Photography II</td>
<td>3</td>
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<tr>
<td>ART 342</td>
<td>Digital Photography</td>
<td>2</td>
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<tr>
<td>ART 441</td>
<td>Advanced Photography</td>
<td>4</td>
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<tr>
<td>ART 473</td>
<td>History of Photography</td>
<td>3</td>
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<tr>
<td>ART 172</td>
<td>Survey of Western Art II</td>
<td>3</td>
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<tr>
<td>ART 472</td>
<td>19th and 20th Century Art and Design</td>
<td>4</td>
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<tr>
<td>ART 498</td>
<td>Photography Internship</td>
<td>2</td>
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**POLITICAL SCIENCE MINOR: 24 CREDITS**

Required: 16 credits

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POL 131</td>
<td>American Government</td>
<td>4</td>
</tr>
<tr>
<td>POL 241</td>
<td>World Problems: An Introduction to Global Politics</td>
<td>4</td>
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<tr>
<td>POL 242</td>
<td>State and Local Government</td>
<td>4</td>
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<tr>
<td>POL 401</td>
<td>Research and Writing in Political Science</td>
<td>2</td>
</tr>
<tr>
<td>POL 487</td>
<td>Readings Seminar: Topics in Political Science</td>
<td>2</td>
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<tr>
<td>Electives: 8 credits</td>
<td>8</td>
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</tbody>
</table>

*Choose 8 credits from the following:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 210</td>
<td>Child Psychology and Development</td>
<td>4</td>
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<td>or</td>
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<tr>
<td>PSY 220</td>
<td>Adolescent Psychology</td>
<td>4</td>
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<td>or</td>
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<tr>
<td>SOC 353</td>
<td>Themes in Adult Development and Aging with a Lifespan Perspective</td>
<td>4</td>
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<tr>
<td>Choose 8 credits from the following:</td>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>FAS 400</td>
<td>Family Systems, Structures and Relationships</td>
<td>4</td>
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<tr>
<td>KHS 435</td>
<td>Sport Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 210 *</td>
<td>Child Psychology and Development</td>
<td>4</td>
</tr>
<tr>
<td>PSY 220 *</td>
<td>Adolescent Psychology</td>
<td>4</td>
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<tr>
<td>PSY 240</td>
<td>Psychology and Family on Video</td>
<td>3</td>
</tr>
<tr>
<td>PSY 300</td>
<td>Cognition, Learning and Memory</td>
<td>4</td>
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<tr>
<td>PSY 310</td>
<td>Physiological Psychology</td>
<td>4</td>
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<tr>
<td>PSY 320</td>
<td>Sensation and Perception</td>
<td>4</td>
</tr>
<tr>
<td>PSY 340</td>
<td>Introduction to Industrial/Organizational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 360</td>
<td>Abnormal Psychology</td>
<td>4</td>
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<tr>
<td>PSY 370</td>
<td>Introduction to Personality Theories</td>
<td>4</td>
</tr>
<tr>
<td>PSY 380</td>
<td>Research Methods with Statistical Applications</td>
<td>4</td>
</tr>
<tr>
<td>PSY 381</td>
<td>Psychology Research Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PSY 488</td>
<td>Independent Study</td>
<td>1 to 4</td>
</tr>
<tr>
<td>PSY 490</td>
<td>Seminar on Psychological Topics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 491</td>
<td>Preparing for Graduate School</td>
<td>1</td>
</tr>
<tr>
<td>SOC 353 *</td>
<td>Themes in Adult Development and Aging with a Lifespan Perspective</td>
<td>4</td>
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<tr>
<td>SOC 451</td>
<td>Social Psychology</td>
<td>4</td>
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*If not taken above

**RELIGION MINOR: 19 OR 20 CREDITS**

Prerequisites from General Education:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>THL 100</td>
<td>The Biblical Heritage of Christianity</td>
<td>4</td>
</tr>
<tr>
<td>THL 215</td>
<td>History and Literature of the New Testament</td>
<td>4</td>
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<tr>
<td>Required: 4 credits</td>
<td>4</td>
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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>THL 250</td>
<td>Religions of the World</td>
<td>4</td>
</tr>
</tbody>
</table>
THEATRE MINOR: 24 CREDITS
Prerequisite from General Education
THR 101 Introduction to Theatre
Required: 24 credits
THR 221 Acting I
THR 241 Script Analysis
THR 251 Stagecraft
THR 478 Directing
Choose 4 credits from the following:
THR 445 Theatre History, Theory, and Literature I
THR 446 Theatre History, Theory, and Literature II
Choose 4 credits from the following:
ENG 369 Shakespeare
THR 111 Theatre in Practice I
THR 112 Theatre in Practice II
THR 201 Dance for the Musical Theatre
THR 203 Creative Dramatics
THR 251 Stagecraft
THR 253 Makeup for the Stage
THR 291 Topics in Theatre
THR 321 Acting II
THR 326 Voice, Diction and Dialects
THR 355 Scenic Design
THR 356 Costume Design
THR 357 Lighting and Sound
THR 445 Theatre History, Theory and Literature I
THR 446 Theatre History, Theory and Literature II
THR 488 Independent Study in Theatre
THR 492 Drama in the Life of the Church
THR 498 Theatre Internship

URBAN MINISTRY MINOR (IN COOPERATION WITH U4C: OFF CAMPUS)
Contact Rev. Dr. Mark Press at press@csp.edu

WRITING MINOR: 23 CREDITS
Prerequisites from General Education:
ENG 120 College Writing
Required: 7 credits
ENG 220 Applied Grammar
ENG 420 Persuasive Writing on Contemporary Issues
ENG 488 Independent Study (senior year for portfolio revisions)
Electives: 16 credits
ENG 221 Journalism
ENG 222 Journalistic Practicum
ENG 227 Column Writing
ENG 228 Review Writing
ENG 320 Writing in the Workplace (subtopic varies)
ENG 324 Teaching Writing 1:1
ENG 325 Creative Writing
ENG 326 Topics in Writing (subtopic varies)
ENG 420 Persuasive Writing on Contemporary Issues

ENG 227 Column Writing
ENG 228 Review Writing
ENG 320 Writing in the Workplace (subtopic varies)
ENG 324 Teaching Writing 1:1
ENG 325 Creative Writing
ENG 326 Topics in Writing (subtopic varies)
ENG 420 Persuasive Writing on Contemporary Issues

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)
- 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

COACHING: 18 CREDITS
KHS 473 Biomechanics
KHS 474 Exercise Physiology
KHS 479 Coaching Pedagogy
KHS 472 Athletic Training, Injury Prevention and Safety
KHS 482 Advanced Athletic Training
KHS 435 Sport Psychology
KHS 315 Psychology of Sport Injury and Rehabilitation

EARLY CHILDHOOD EDUCATION CERTIFICATE: 12 CREDITS
CHD 310 Growth and Development of Children
CHD 320 Role of Early Childhood Educator
CHD 330 Best Practices in Early Childhood

LEADERSHIP CERTIFICATE: 12 SEMESTER CREDITS
BUS 280 Topics in Leadership Theory and Practice
BUS 281 Leadership Process
BUS 282 Leadership Ethics
BUS 283 Supervisory Leadership Tools

PARENT COACHING CERTIFICATE: 12 CREDITS
FAS 480/680 Parent Coaching 1: From Theory to Practice
FAS 481/681 Parent Coaching 2: Skills, Attitudes, and Competency
FAS 482/682 Parent Coaching 3: Professional Applications
FAS 483/683 Parent Coaching 4: Supervised Field Parent Coaching

WRITING/COMMUNICATIONS MINOR: 24 CREDITS
Prerequisites from General Education:
COM 103 Interpersonal Communication
or
COM 212 Public Speaking
ENG 120 College Writing
Electives: 24 credits with at least 8 from Communication Studies and 8 from English
COM 205 Small Group Communication
COM 212 Public Speaking
COM 222 Mass Communication
COM 309 Intercultural Communication
COM 363 Interviewing for the Professional
COM 364 The Job Interview
COM 478 Organizational Communication
ENG 220 Applied Grammar
ENG 221 Journalism
ENG 222 Journalistic Practicum

THEATRE MINOR: 24 CREDITS
Prerequisite from General Education
THR 101 Introduction to Theatre
Required: 24 credits
THR 221 Acting I
THR 241 Script Analysis
THR 251 Stagecraft
THR 478 Directing
Choose 4 credits from the following:
THR 445 Theatre History, Theory, and Literature I
THR 446 Theatre History, Theory, and Literature II
Choose 4 credits from the following:
ENG 369 Shakespeare
THR 111 Theatre in Practice I
THR 112 Theatre in Practice II
THR 201 Dance for the Musical Theatre
THR 203 Creative Dramatics
THR 251 Stagecraft
THR 253 Makeup for the Stage
THR 291 Topics in Theatre
THR 321 Acting II
THR 326 Voice, Diction and Dialects
THR 355 Scenic Design
THR 356 Costume Design
THR 357 Lighting and Sound
THR 445 Theatre History, Theory and Literature I
THR 446 Theatre History, Theory and Literature II
THR 488 Independent Study in Theatre
THR 492 Drama in the Life of the Church
THR 498 Theatre Internship

URBAN MINISTRY MINOR (IN COOPERATION WITH U4C: OFF CAMPUS)
Contact Rev. Dr. Mark Press at press@csp.edu

WRITING MINOR: 23 CREDITS
Prerequisites from General Education:
ENG 120 College Writing
Required: 7 credits
ENG 220 Applied Grammar
ENG 420 Persuasive Writing on Contemporary Issues
ENG 488 Independent Study (senior year for portfolio revisions)
Electives: 16 credits
ENG 221 Journalism
ENG 222 Journalistic Practicum
ENG 227 Column Writing
ENG 228 Review Writing
ENG 320 Writing in the Workplace (subtopic varies)
ENG 324 Teaching Writing 1:1
ENG 325 Creative Writing
ENG 326 Topics in Writing (subtopic varies)
ENG 420 Persuasive Writing on Contemporary Issues

ENG 227 Column Writing
ENG 228 Review Writing
ENG 320 Writing in the Workplace (subtopic varies)
ENG 324 Teaching Writing 1:1
ENG 325 Creative Writing
ENG 326 Topics in Writing (subtopic varies)
ENG 420 Persuasive Writing on Contemporary Issues

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)
- 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

COACHING: 18 CREDITS
KHS 473 Biomechanics
KHS 474 Exercise Physiology
KHS 479 Coaching Pedagogy
KHS 472 Athletic Training, Injury Prevention and Safety
KHS 482 Advanced Athletic Training
KHS 435 Sport Psychology
KHS 315 Psychology of Sport Injury and Rehabilitation

EARLY CHILDHOOD EDUCATION CERTIFICATE: 12 CREDITS
CHD 310 Growth and Development of Children
CHD 320 Role of Early Childhood Educator
CHD 330 Best Practices in Early Childhood

LEADERSHIP CERTIFICATE: 12 SEMESTER CREDITS
BUS 280 Topics in Leadership Theory and Practice
BUS 281 Leadership Process
BUS 282 Leadership Ethics
BUS 283 Supervisory Leadership Tools

PARENT COACHING CERTIFICATE: 12 CREDITS
FAS 480/680 Parent Coaching 1: From Theory to Practice
FAS 481/681 Parent Coaching 2: Skills, Attitudes, and Competency
FAS 482/682 Parent Coaching 3: Professional Applications
FAS 483/683 Parent Coaching 4: Supervised Field Parent Coaching

WRITING/COMMUNICATIONS MINOR: 24 CREDITS
Prerequisites from General Education:
COM 103 Interpersonal Communication
or
COM 212 Public Speaking
ENG 120 College Writing
Electives: 24 credits with at least 8 from Communication Studies and 8 from English
COM 205 Small Group Communication
COM 212 Public Speaking
COM 222 Mass Communication
COM 309 Intercultural Communication
COM 363 Interviewing for the Professional
COM 364 The Job Interview
COM 478 Organizational Communication
ENG 220 Applied Grammar
ENG 221 Journalism
ENG 222 Journalistic Practicum
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 (1st) week of the course through the fifth (5th) week and receive a “W” grade.

WITHDRAWAL PROCEDURES
1. Students are able to drop courses online through the drop dates posted on the academic calendar.
2. After the drop period is over, students must submit a signed 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior 4.00 grade points</td>
</tr>
<tr>
<td>B</td>
<td>Above Average 3.00 grade points</td>
</tr>
<tr>
<td>C</td>
<td>Average 2.00 grade points</td>
</tr>
<tr>
<td>D</td>
<td>Below Average 1.00 grade points</td>
</tr>
<tr>
<td>F</td>
<td>No pass</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>N</td>
<td>No pass</td>
</tr>
<tr>
<td>X</td>
<td>Continuing registration for more than one term</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal Student officially withdrew from a course during the second through sixth week of the semester.</td>
</tr>
<tr>
<td>I</td>
<td>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</td>
</tr>
</tbody>
</table>

RESETTING 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 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. 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 transcripted 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.
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 564 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 – CLASSROOM INSTRUCTION EMPHASIS: 30 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 Lingusitic 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 Completing the Capstone 3

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.

ED 590 Conducting Research and Completing the Capstone 3
ED 508 Legal and Ethical Issues in Education 3
ED 507 Diversity in Education 3
ED 521 Educational Research and Applications 3
ED 509 Issues in Differentiated and Gifted Education 3
ED 590 Conducting Research and Completing the Capstone 3

MA IN EDUCATION – DIFFERENTIATED INSTRUCTION EMPHASIS: 30 CREDITS
Program Overview – The Master of Arts in Education 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 535 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.

ECF 521 Topics and Research in Early Childhood Education 3
ECF 523 Effective Research Writing 3
ECF 526 Curriculum and Instruction in Early Childhood Education 3
ECF 527 Observation and Assessment in Early Childhood Education 3
ECF 522 Play: Theoretical Foundations and Applications 3
ECF 544 Language Development and Emergent Literacy 3
ECF 541 The Diverse Classroom 3
ED 582 Ethics for Educators 3
ECF 576 Methods in Early Childhood Education Programming 3
ECF 539 Legal and Legislative Issues 3
ECF 577 Capstone and Completion 3

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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.

Course sequence is as follows:
ED 502 Educational Issues 3
ED 521 Educational Research and Applications 3
EDL 550 Leadership in Education 3
ED 508 Legal and Ethical Issues in Education 3
ED 554 Curriculum and Instruction 3
EDL 556 Supervision and Improvement of Instruction 3
EDL 507 Human Resources and Diversity 3
EDL 552/557 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.
ET 500 Foundations and Trends in Education Technology 3
ET 505 Exploring Classroom Technology Tools 3
ET 510 Virtual Classrooms and Social Media within the Classroom 3
ET 515 Professional Development and Leadership in Educational Technology 3
ET 520 Field Experience: Course Development 3
ED 502 Educational Issues 3
ED 507 Diversity in Education 3
ED 554 Curriculum and Instruction 3
ED 590 Conducting Research and Completing the Capstone 3

EDUCATIONAL TECHNOLOGY CERTIFICATE ONLY (15 CREDITS):
ET 500 Foundations and Trends in Education 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 Education Technology: Continued Professional Development and Leadership 3
ET 520 Field Experience: Course Development 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 GEROONTOLOGY: 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.
HCA 500 Public Policy and Aging 3
HCA 530 Research Methods 3
HCA 510 Health and Physical Characteristics of Aging 3
HCA 515 Spirituality and Aging 3
HCA 520 Diversity in Health Care 3
HCA 535 Marketing to the Older Adult Population 3
HCA 540 Professional Ethics, Fraud, Abuse, and Exploitation 3
HCA 525 Program Development and Service Delivery 3
HCA 555 Economic Issues in Aging Populations 3
HCA 545 Grant Writing and Fundraising 3
HCA 565 Master’s Thesis 3
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 Resource 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
FHM 510 Family Violence, Post-Traumatic Stress Disorder, and Trauma 3
FHM 520 Research Methods in Forensic Mental Health 3
FHM 530 Ethical and Legal Considerations 3
FHM 540 Forensic Mental Health Psychopathology 3
FHM 550 Special Populations in Forensic Mental Health 3
FHM 560 Substance Use and Co-Occurring Disorders 3
FHM 570 Sexual Offending 3
FHM 580 Forensic Risk Assessment 3
FHM 585 Cultural Assessment of Forensic Mental Health 3
FHM 590 Forensic Mental Health Law 3
FHM 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 managers and leaders to properly leverage influence. The Master of Arts in Leadership and Management 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.

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.

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

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 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 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 565 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

EDUCATIONAL SPECIALIST (30 CREDITS)

Program Overview: This program is designed for experienced educators with at least three years of teaching experience who currently hold a Master’s degree and a valid MN teaching license and who wish to become licensed as a principal or superintendent in the state of Minnesota while earning a post-graduate degree. Note: An alternative path is available for non-licensed teachers. The Educational Specialist degree is designed to provide Minnesota schools with the highest possible quality principals and superintendents. The goals of this program include the licensure of graduates with the academic and moral standards that epitomize the values of Concordia University.

Principal Licensure:
ED 7001 Principal Leadership in 21st Century Schools 3
ED 7003 Principal’s Role in Instructional Leadership 3
ED 7009-7011 Principal Internship 6
ED 7004 Data Use and Analysis for Principals 3
ED 7007 Finance & Business Management for Principals 3
ED 7002 HR for Principals 3
ED 7005 Principals and the Facilitation of Change 3
ED 7006 Legal Issues for Principals 3
ED 7008 Ethics and Interpersonal Effectiveness for Principals 3
ED 7060 eFolio Review of Competencies 0

Superintendent Licensure:
ED 7031 Superintendent Leadership in 21st Century School Districts 3
ED 7032 HR Issues for Superintendents 3
ED 7033 Legal Issues for Superintendents 3
ED 7034 School District & Community Relations/Superintendents 3
ED 7035 Data Use and Analysis for Superintendents 3
ED 7036 Critical Analysis of Public Policy for Superintendents 3
ED 7037 Superintendents and the Facilitation of Change 3
ED 7038 Ethics and Interpersonal Effectiveness for Superintendents 3
ED 7039 Superintendent Internship 6
ED 7060 eFolio Review of Competencies 0
DOCTOR OF PHYSICAL THERAPY
The Doctorate in Physical Therapy is a 111-semester credit program. The program’s mission is to prepare students for autonomous practice across the lifespan. Students in the program and graduates from the program will apply and contribute to evidence-based practice while epitomizing the art of physical therapy. Graduates will embody lifelong learning and will be leaders in education, scholarship, and Christian service within their communities.

Doctor of Physical Therapy: 111 Credits

<table>
<thead>
<tr>
<th>Year 1:</th>
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<tbody>
<tr>
<td>DPT 7100</td>
<td>Service Learning I 1</td>
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<tr>
<td>DPT 7101</td>
<td>Anatomy 6</td>
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<tr>
<td>DPT 7102</td>
<td>Systems Physiology and Pathophysiology I 3</td>
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<tr>
<td>DPT 7103</td>
<td>Applied Neuroscience 3</td>
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<tr>
<td>DPT 7104</td>
<td>Functional Anatomy/Biomechanics 3</td>
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<tr>
<td>DPT 7105</td>
<td>Systems Physiology and Pathophysiology II 3</td>
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<tr>
<td>DPT 7106</td>
<td>Medical Screening 2</td>
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<tr>
<td>DPT 7111</td>
<td>Clinical Seminar I 2</td>
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<tr>
<td>DPT 7112</td>
<td>Clinical Seminar II 2</td>
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<tr>
<td>DPT 7121</td>
<td>Clinical Skills I/Foundations 4</td>
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<tr>
<td>DPT 7122</td>
<td>Clinical Skills II/Manual Therapy and Exercise 4</td>
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<tr>
<td>DPT 7123</td>
<td>Clinical Skills III/Modalities 4</td>
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<tr>
<td>DPT 7131</td>
<td>Clinical Skills Assessment I 1</td>
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<tr>
<td>DPT 7141</td>
<td>Health Promotion I 2</td>
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<tr>
<td>DPT 7151</td>
<td>Lifespan I 2</td>
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<tr>
<td>DPT 7161</td>
<td>Research Methods/EBP 3</td>
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<tr>
<th>Year 2:</th>
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<tbody>
<tr>
<td>DPT 7262</td>
<td>Capstone I 2</td>
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<tr>
<td>DPT 7207</td>
<td>Integumentary/Medical 3</td>
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<tr>
<td>DPT 7271</td>
<td>Musculoskeletal I 3</td>
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<tr>
<td>DPT 7281</td>
<td>Neuromuscular I 3</td>
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<tr>
<td>DPT 7501</td>
<td>Clinical Internship I 4</td>
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<tr>
<td>DPT 7291</td>
<td>Administration Roles 3</td>
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<tr>
<td>DPT7208</td>
<td>Biopsychosocial Aspects 2</td>
</tr>
<tr>
<td>DPT 7263</td>
<td>Capstone II 1</td>
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<tr>
<td>DPT 7209</td>
<td>Cardiopulmonary/Acute Care/Trauma 3</td>
</tr>
<tr>
<td>DPT 7272</td>
<td>Musculoskeletal II 3</td>
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<tr>
<td>DPT 7282</td>
<td>Neuromuscular II 3</td>
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<tr>
<td>DPT 7264</td>
<td>Capstone III 1</td>
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<tr>
<td>DPT 7213</td>
<td>Clinical Seminar III 2</td>
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<td>DPT 7232</td>
<td>Clinical Skills Assessment II 1</td>
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<td>DPT 7242</td>
<td>Health Promotion II 2</td>
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<td>DPT 7252</td>
<td>Lifespan II 2</td>
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<td>DPT 7200</td>
<td>Service Learning II 1</td>
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<tr>
<td>DPT7210</td>
<td>Women’s Health 2</td>
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<tr>
<td>DPT 7502</td>
<td>Clinical Internship II 4</td>
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<tr>
<td>DPT 7365</td>
<td>Capstone IV 2</td>
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<tr>
<td>DPT 7301</td>
<td>Complex Medical 2</td>
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<tr>
<td>DPT 7373</td>
<td>Musculoskeletal III 2</td>
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<tr>
<td>DPT 7383</td>
<td>Neuromuscular III 2</td>
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<tr>
<td>DPT 7392</td>
<td>Ethics and Professional Issues 1</td>
</tr>
<tr>
<td>DPT 7374</td>
<td>Specialty Seminar 2</td>
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<tr>
<td>DPT 7503</td>
<td>Clinical Internship III 4</td>
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<tr>
<td>DPT 7504</td>
<td>Clinical Internship IV 6</td>
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<tr>
<td>COURSE DESCRIPTIONS</td>
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<tr>
<td><strong>ACC 201</strong> Principles of Accounting (Financial Accounting) 4</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>ACC 202</strong> Principles of Accounting (Managerial Accounting) 4</td>
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<tr>
<td>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)</td>
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<tr>
<td><strong>ACC 311</strong> Intermediate Accounting I 4</td>
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<tr>
<td>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)</td>
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<tr>
<td><strong>ACC 312</strong> Intermediate Accounting II 4</td>
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<tr>
<td>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)</td>
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<tr>
<td><strong>ACC 411</strong> Advanced Accounting 4</td>
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<tr>
<td>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 bankruptcy estates, and estates and trusts. (Prerequisite: ACC 312).</td>
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<tr>
<td><strong>ACC 412</strong> Auditing 4</td>
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<tr>
<td>This course defines the ethical and legal responsibilities of the auditor and covers the topics of the preparation of the audit program and working papers for the audit of the financial statements in accordance with generally accepted auditing standards (GAAS). (Prerequisite: ACC 312).</td>
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<tr>
<td><strong>ACC 413</strong> Cost Accounting 4</td>
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<tr>
<td>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)</td>
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<tr>
<td><strong>ACC 435</strong> Philosophy of Values &amp; Ethics 4</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>ACC 440</strong> Fundamentals of Forensic and Investigative Accounting 4</td>
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<tr>
<td>Overview of the nature of accounting fraud and how it is committed including an introduction to the actions that can be taken to determine the presence of fraud and procedures that can be implemented to deter fraud. (Open to junior and senior accounting, finance, and business management majors.)</td>
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<tr>
<td><strong>ART 101</strong> Approaching Art 2</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>ART 102</strong> 2D Design 3</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>ART 103</strong> 3D Design 3</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>ART 104</strong> Introduction to Art History 3</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>ART 111</strong> Drawing I 3</td>
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<tr>
<td>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)</td>
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<tr>
<td><strong>ART 142</strong> Introduction to Digital Photography 3</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>ART 202</strong> Digital Art I 3</td>
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<tr>
<td>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).</td>
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<tr>
<td><strong>ART 211</strong> Illustration 3</td>
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<tr>
<td>This course introduces the technical and conceptual skills for successful illustration. It is an important foundation for all design and applied arts fields.</td>
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<tr>
<td><strong>ART 221</strong> Painting I 3</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>ART 241</strong> Photography I 3</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>ART 251</strong> Sculpture I 3</td>
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<tr>
<td>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)</td>
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<tr>
<td><strong>ART 261</strong> Ceramics I 3</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>ART 271</strong> Survey of Western Art I 3</td>
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<tr>
<td>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.</td>
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</tbody>
</table>
ART 272 Survey of Western Art II
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 Imagery
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
This hands-on introduction to graphic design encompasses the fundamentals of design theory, process and practice. Emphasis is placed on the development of creative problem solving skills and processes primarily through the creation of structured iconography and letterforms. Students also explore visual communications-related professions and practices.

ART 300 Community Arts
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 311 Figure Drawing
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
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 332 Screen Printmaking
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
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 334 Lithography
This intermediate course is designed to familiarize beginning students with the fundamental techniques and concepts of lithographic printmaking. Students will build on drawing and composition skills to create editions of lithographic prints. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review.

ART 341 Photography II
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
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
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 361 Ceramics II
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
This course introduces the student to Mexican art and culture through study and experience in Mexico. The social, political and historic context of Mexican culture is emphasized. Required pre-trip and post-trip involvement and observation and discussion carry most of the course content. Students must also complete a project following up on the experiential learning.

ART 374 Art of Mexico
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, trade and political histories are investigated in their relationship to the art. (Prerequisite: ART101 or consent of instructor)

ART 375 Art of Asia
This course is intended to provide a survey of the history of Asian art. It is arranged in three parts starting with India and Southeast Asia, then moving to China and finishing with Korea and Japan. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion, trade and political histories are investigated in their relationship to the art. (Prerequisite: ART101 or consent of instructor)

ART 382 Graphic Design II
This course develops sophisticated applications in the discipline of graphic design. The course helps students develop their professional portfolio for applied arts areas.

ART 384 Typography 1
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
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
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
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
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
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
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
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
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 472 19th and 20th Century Art and Design
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
This course introduces students to 19th, 20th and 21st century 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 everyday life.

ART 481 Topics in Art
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
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 484 Typography 2
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
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
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
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 488 Independent Study
4

ART 489 Mentored Study
1

ART 491 Theories in Contemporary Art
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

ART 499 Art Senior Seminar
1

ART 499 Art Senior Seminar
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)

BAC 200 Business Analysis Fundamentals
3

This course introduces people to the concept of "concurrent modeling", using four standard types of models that provide the most benefits. A key skill taught is how to best read models concurrently for a complete requirements "package". After models are presented, class participants find inconsistencies, interview the sponsors, and document and trace new requirements that are discovered. These models are: Business Process, Use Case, Data, and Interface Modeling. Specifics of how to construct each type of model are contained in separate courses.

The course concludes with considerations and techniques for organizing, prioritizing, and "packaging" requirements for maximum communication value. Plus, attendees also learn a repeatable process for verifying that requirements are included in the final solution.
BIO 100 Biology Today
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
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
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 210 Genetics
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 220 Plant Biology
This course is a study of botany based primarily upon morphological and physiological concepts and principles. Major topics include the plant cell; the ontogeny, structure and physiology of plant tissues and organs; and the forms, phylogeny and life cycles of representative plant groups. Three lecture/ demonstration sessions and one two-hour laboratory period per week.

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 300 Microbiology
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
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
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
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 350 Medical Terminology
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
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
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
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
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
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’s consent. Students will plan to complete BIO456 in the following semester with the same instructor.)

BIO 460 Neuroscience
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 497 Biology Teaching Assistant
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
This internship is designed to provide students with a work/educational experience which will help them determine their future educational and occupational goals.

BUS 210 Adult Learning Theories for Trainers
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.
BUS 280  Topics in Leadership Theory and Practice  3
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.

BUS 281  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.

BUS 282  Leadership Ethics  3
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 leadership others, and the cost of unethical leadership. Learn to let your ethics be your rudder in life.

BUS 283  Supervisory Leadership Tools  3
Every leader can benefit from improved supervisory skills. This course focuses on some of the basic skills necessary to be an effective manager or supervisor. 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.

BUS 285  Emotional Intelligence in Leadership  2
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 bottomline 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.

BUS 287  Introduction to Personal Coaching  3
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.

BUS 310  Organizational Behavior  4
Organizations are complex entities and understanding them is important for students in business programs. This course investigates the impact of individuals, groups, the structures, and the environments of organizations.

BUS 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 345  Business Analytics  4
In this course students will apply tools and concepts from mathematics and statistics to learn a portfolio of tools used in business. These tools include probability analysis and hypothesis testing. Students will be introduced to the growing field of Business Intelligence and Data Analytics. Topics include data mining, text mining, business intelligence architecture, data reporting systems and data visualization tools.

BUS 350  Innovative Marketing and Social Media  4
This course provides an introduction to the study of marketing, e-commerce, and social media in business and other organizations.

BUS 360  Accounting and Budgeting  4
This course explains the financial implications of business management and includes both the principles of accounting and the principles of finance.

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  Business Law and Ethics  4
This course examines the legal aspects of business, the ethics of business, and the connection between the two.

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 445  International Management  4
This course focuses on the practice of managing business operations in more than one country. Topics include the language, culture, economic and political environment, and business practices of countries in which multinational firms actively trade and invest.

BUS 450  Business Analytics II  4
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 492  Business Capstone  4
This course is the culminating experience in business and business-related undergraduate programs and is designed to guide students through a process of synthesis.

BUS 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 597  Study Abroad: Chile  4
This international travel course supports students’ program learning with first-hand experience.

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 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.
CHE 410 Household Chemistry
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. (Prerequisite: A high school chemistry course and access to a kitchen and basic utensils)

CHE 411 Child Social & Emotional Growth
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.

CHE 421 Organic Chemistry I
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 422 Organic Chemistry II
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 430 Infants and Toddlers
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.

CHE 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.

CHE 440 Children's Play and Learning
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.

CHE 445 Language Development and Emergent Literacy
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.

CHE 450 Children's Literature
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.

CHE 451 Dual Language Learners
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.

CHE 461 Ethics in Early Childhood
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.

CHE 482 Young Child with Special Needs
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.

CHE 497 Chemistry Teaching Assistant
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.

CHM 120 Exploratory Lab in Christian Ministries
Students explore Christian ministry through various roles and are introduced to the expertise of one of the chemistry faculty members. When applicable, the research will be followed with presentation of a paper at an undergraduate research conference and submission of a paper for publication. Two to three hours of laboratory and/or library work per credit per week.

CHM 250 Introduction to Pastoral Ministry and Portfolio
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.
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 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 Foundations 4
Developing their biblical and theological foundations for the practice of Christian leadership within diverse and changing faith communities, students explore leadership models and theories essential for guiding Christian ministry organizations into the future. Students gain administrative and productivity skills essential for organizational leadership.

CHM 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 325 Strategic Ministry 4
Christian ministry in diverse and fluid cultures calls for strategic and intentional leadership. Students explore and apply current strategic planning theories, methods and tools to help Christian ministry organizations fulfill their missions within ever-changing communities and cultural contexts. Through case study analysis and projects, students apply organizational change theory to congregations and ministry organizations.

CHM 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 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 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 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 421 Teaching to Lead and Equip 4
Effective ministry requires teams of transformational leaders. Educators and other leaders in the church serve and lead in ways that equip and empower others to serve within their local congregations, communities and beyond. Reflective practice helps leaders shape educational experiences that equip learners to serve and volunteer within diverse and rich cultural settings. Through applied projects and research, students design volunteer ministry programs and leadership training experiences. There is a fieldwork component to this course.

CHM 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 2
Students apply the biblical mission mandate to the challenges and joys of every believer's life as a missionary in various cultures and contexts and 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 for future ministry and personal growth. Students prepare and present a capstone Christian Ministry project.

CHM 498 Commissioned Ministry Internship I 6
The internship provides DCE and DCO students a full-time supervised involvement in the educational or outreach ministries of a cooperating congregation or cross-cultural organization. Emphasis is placed on active leadership in a variety of professional tasks. Students register for CHM498 in the fall and CHM499 in the spring to complete the 12-month internship.
"Systems thinking" serves as one of the threads of continuity running throughout this degree program. Given the dynamic complexity of organizations, it is vital that professionals have the ability to make ethical decisions in their personal and professional lives. This course also explores stress from a leadership perspective by asking why and how leaders fail. The premise of this course is leaders must have an understanding of who they are and how their life and professional experiences influence their paradigms and perspectives to impact the effectiveness of those employed in criminal justice. 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.

The course reviews the development of children and the differences among their development, theories of learning, motivation, of students for learning, classroom instruction and student management, and the assessment of student learning in schools. The course invites our contemplation over the following question: In light of how children learn, how shall we best teach?

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CJU 545 Legal and Legislative Issues
Those in leadership positions find themselves with a greater duty to recognize and respond to legal issues. This course examines how law defines policy in areas impacting the business of criminal justice, including due process, civil rights, equal protection, employment law, civil liability, and criminal procedure. In addition to identifying emerging law, this class addresses the political science of public policy at jurisdictional levels, including the United States Supreme Court.

CJU 584 Accessing Criminal Justice Resources
This course familiarizes students with online academic and professional criminal justice leadership periodicals. 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 596 Criminal Justice Capstone
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.

CLI 100 Fundamentals of Reading and Writing
This course will concentrate on providing foundational reading and writing skills needed to function successfully in U.S. university courses. This course is part of the Concordia University English Language Institute.

CLI 101 Advanced Fundamentals of Reading and Writing
This course will concentrate on providing advanced reading and writing skills needed to function successfully in U.S. university courses. This course is part of the Concordia University English Language Institute.

CLI 102 Fundamentals of Oral Communication
This course will focus on the development of introductory communication through speaking and listening. This course is part of the Concordia University Language Institute.

CLI 103 Advanced Fundamentals of Oral Communication
This course will focus on the development of advanced communication through speaking and listening. This course is part of the Concordia University Language Institute.

CLQ 200 Introduction to Commissioned Ministry
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 & Practice in Christian Ed
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 476 DCO Colloquy Internship I
DCO Colloquy Internship Applied Experience

CLQ 479 Colloquy: Internship II
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 573 Colloquy: Role of the DCE
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 574 Colloquy: Role of the DCE

COM 103 Interpersonal Communication
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 prerequisite for all communication majors and minors.)

COM 105 Listening as a Communication Tool
An essential skill for administrators is effective listening; too often hearing is confused with listening. Students will discover their personal barriers to effective listening, learn how to mitigate listening barriers to make others feel heard, integrate new listening skills from the telephone to the boardroom, and discover how much better informed they will be about: business, employees, and customer.

COM 109 Introduction to Communication
This course introduces the practices and principles of interpersonal communication. This course will require students to gain introductory knowledge of theory as well as apply course concepts through written assignments in addition to individual and group presentations. Emphasis is placed on the communication process. Issues to be addressed include: interpersonal relationships, sending and receiving messages, language, listening, and cultural considerations. Additional emphasis will engage students to think critically about cultural implications regarding interpersonal communication.

COM 205 Small Group Communication
Students study and practice communication in small discussion and task groups. Topics include leadership and facilitation of groups as well as group dynamics. Group activities include problem solving discussions and task completion. Course units include goal setting, cohesion and norms, power, leadership, decision-making and problem solving, conflict and facilitating task and interpersonal relations in face-to-face and virtual groups. (Prerequisite: COM103)

COM 212 Public Speaking
Students prepare and deliver various types of public performances including speeches and oral interpretation. The evaluation and criticism of speeches is studied. Feedback 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 prerequisite for all communication majors and minors.)

COM 222 Mass Communication
Students study and learn to critically appraise various media by exploring the weaknesses and strengths of each. The content of the course includes history of the traditional mass media as well as an exploration of contemporary social media, advertising, public relations, media law and regulation, media ethics, and social responsibility. Video projects develop basic skills of digital image gathering, editing, and distribution. (Prerequisite: COM103 and COM212)

COM 309 Intercultural Communication
Students explore the principles and processes of communication between cultures. Course topics include intercultural communication models, the impact of different cultural patterns on the communication process, the anthropological concept world view and its impact on intercultural communication, detection of communication problems in intercultural situations, gender and diversity issues in intercultural communication, and constructing valid strategies for communicating interculturally. (Prerequisite: COM103 or COM212)

COM 325 Social Media & Public Relations
Students develop an understanding of the theory and strategic management of social media especially in the public relations context. By analyzing history, tactics and current trends, students learn how the public relations process and the goal of relationship building with various stakeholders is impacted by various social media applications. Students also become acquainted with social media tactics in various professional settings. (Prerequisites: COM103, COM212, COM222)
COM 403 Family Communication
Students examine communication patterns in functional families and interpersonal relationships. Reading and discussion are combined with experiential activities. Course units include diverse family systems, health communication, communicating with aging family members and those with disabilities, communication patterns, family roles, power, decision-making, conflict, stress and coping, ecology, and improving family communication. (Prerequisites: COM103 and COM212)

COM 441 Communication Research Methods
Basic quantitative and qualitative approaches and methods are applied to communication studies. The course includes question construction, survey research design, experimental design, quantitative content analysis and comparisons, and qualitative analysis of participant observation, interviewing and focus group methodology. Critical studies and approaches in the field of communication will be discussed. This course is a prerequisite for COM442 because it implements the research proposal. (Prerequisites: COM103, COM212, COM205, COM222, COM309)

COM 442 Communication Theory
Students study and apply theories to human communication including interpersonal and public communication, small groups, mediated communication, persuasion, gender studies, as well as work, friend, and marital relationships. Perspectives on and methods of critical inquiry and research are an integral part of the course content. Research projects are presented to the rest of the class as well as submitted to professional organizations for review. COM442 implements the research proposal developed in COM441. COM442 and COM443 are intended to be a year-long capstone sequence.

COM 443 Persuasive Communication
Students study and apply persuasive communication theories to the study and analysis of communication events including speeches, posters, films, campaigns, television programs, advertising, social media and other forms of public communication. Students examine the ways in which beliefs, values, attitudes, and behavior are deliberately affected through various forms of human and electronic communication. The major project is an application of theory and research. Research projects may be submitted to professional organizations or an online journal for review. COM442 and COM443 are intended to be a year-long capstone sequence. (Prerequisites: COM103, COM212, COM205, COM222, COM309, COM441, COM442)

COM 444 Communication Research Methods
Basic quantitative approaches and methods are applied to communication studies. The course includes research question construction, survey research, SPSS, and quantitative comparisons.

COM 478 Organizational Communication
Students examine theories of communication systems, processes and assumptions in organization structures. Topics include roles, relationships and responsibilities of individuals within organizations as well as skills in and applications of organizational communication, including communication audits. Interviewing skills in the various demands of organizations will be examined and practiced. Values and ethical communication behaviors are explored through a variety of activities including case studies and self-assessments. Exploration of crisis communication strategies and their effectiveness in organizational image restoration are examined. (Prerequisites: COM103, COM205, COM212)

COM 490 Senior Seminar
Students finalize their capstone research project in this culminating experience in the discipline. Students will be expected to prepare their research projects for dissemination to professional organizations for review, presentation, or publication. (Prerequisite: Permission of Instructor, Senior Standing)

COM 498 Internship
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, COM323, ENG120 and permission of communication faculty advisor)

COM 500 Strategic Communication Management
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
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 professional's 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
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 marking 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 540 Communication Inquiry & Measurement
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
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 Kinsight. Students will work independently researching appropriate strategies for social media business applications, and will learn to apply them to real-world business situations.

COM 550 Communication Strategies for Conflict Management
This course presents 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.

COM 560 Intercultural Communication
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, intercultural issues, stereotypes, intercultural transitions, and adaptation.
COM 570 Leadership Communication
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.

COM 590 Crisis Communication Management
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.

COM 610 Corporate Responsibility & Ethical Communication
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 written and verbal communication, and 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 analyze and discuss ethical dilemmas they will encounter in the working world. Learners will gain skills in assessing ethical risk to organizations in the public sphere and develop insights into their personal philosophies.

COM 695 Capstone
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.

CSC 150 Computers for Intermediate Users
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.

CSC 210 Microsoft Excel Core
Through Microsoft Excel, students will be led through an exploration of a powerful spreadsheet program. After a review of the basic commands and functionality, students will be challenged to manipulate specific data for informative reporting that is visually, accurately and dynamically representative of the learning objective. To accomplish this task advanced formulas, search strategies, and data analysis tools will be incorporated into learning projects including mastery of Pivot Tables and Pivot Charts. Further studies will include strategies for managing large data sets, linking and importing external data, mitigating security issues, and working toward automation. Upon completion of the course, students will have sufficient preparation if they wish to take the Microsoft Excel Expert Exam for the Microsoft Office Specialist Certificate.

CSC 230 Database Design
Utilize a database tool to create a prototype for output that meets real-life business outcomes. Learn the fundamentals of database design including the relational model, SQL, and data warehousing. Practice working individually and in teams to learn the normalization process, minimizing opportunities for redundant, inaccurate data. Other topics include design implications for speeded data access (e.g. de-normalization), and the emergence of unstructured data systems.

CSC 301 Programming and Problem Solving
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, functional procedures with parameters, recursion, looping techniques and data structures. (Prerequisite: MAT 125 or equivalent)

CVM 250 Intro. Pastoral Min. & Portfolio
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.

DI 515 Family Systems for Educators
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
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
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
Exploring and applying the values underlying inclusion, the foundations of successful inclusion, differentiating instruction and classroom management.

DI 538 Differentiating Instruction Across Content
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
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.

DPT 7100 Service Learning I
This is the first course of a two course service learning sequence. Service is an important component of the Lutheran tradition and is a key element of the Concordia, St. Paul mission statement. Service-learning incorporates cultural competence, meaningful service, and critical reflective thinking to enhance student learning. The students will participate in lecture, case studies, and interaction with the community to reinforce the importance of lifelong civic engagement, patience and/or community advocacy, and social responsibility. Students apply what they learn in the classroom to the community. (Prerequisite: Successful completion of the first two semesters of the DPT curriculum)

DPT 7101 Anatomy
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. (Prerequisite: Acceptance into the DPT program)

DPT 7102 Systems Physiology and Pathophysiology I
This first course of a two-course sequence begins with a cell structure and function overview. The physiology and pathophysiology of the endocrine, musculoskeletal, cardiovascular, and nervous systems are presented. Fundamentals of pathology for each system are presented from various perspectives: etiology, pathogenesis, signs and symptoms; medical diagnosis, including laboratory tests and diagnostic imaging; and treatment including pharmacological intervention. Emphasis is placed on identifying “red flags” that would indicate to a physical therapist that treatment may be contraindicated or referral to another health care provider is appropriate. Class activities include lecture, discussion and problem solving scenarios. (Prerequisite: Acceptance into the DPT program)

DPT 7103 Applied Neuroscience
This course provides an in-depth exploration of human movement, learning, communication, memory, and emotions. Topics include the components and neuroplasticity of the central and peripheral nervous systems. In addition, clinical aspects of neurological conditions most applicable to the physical therapist are
presented. Class activities include lecture, laboratory and working through case scenarios. (Prerequisite: Successful completion of the first semester of the DPT curriculum)

DPT 7104 Functional Anatomy/Biomechanics 3
Regional functional and articular anatomy is explored and applied in a rehabilitation context. Principles of and instrumentation for motion analysis are utilized to develop a thorough understanding of human movement. Class activities include lecture, observation, and laboratory activities. Two movement analysis projects provide the student experience in analysis and interpretation of functional movement patterns. (Prerequisite: Successful completion of the first semester of the DPT curriculum)

DPT 7105 Systems Physiology and Pathophysiology II 3
This is the second course of a two-course sequence. The physiology and pathophysiology of the integumentary, immune, rheumatic, pulmonary, hematologic, genitourinary, hepatic, pancreatic and biliary and gastrointestinal systems are presented. An overview of infectious diseases and oncology is provided. Fundamentals of pathology for each system are presented from various perspectives: etiology, pathogenesis, signs and symptoms, medical diagnosis, including laboratory tests and diagnostic imaging; and treatment including pharmacological intervention. Emphasis is placed on identifying "red flags" that would indicate to a physical therapist that treatment may be contraindicated or referral to another health care provider is appropriate. Class activities include lecture, discussion and problem solving scenarios. (Prerequisites: Successful completion of the first semester of the DPT program)

DPT 7106 Medical Screening 2
This course is an introduction of medical screening of patients for conditions that may require examination by a physician or a physician-extender across the lifespan. The lecture and laboratory experiences will enhance professional communication between physical therapists, patients, and physicians facilitating patient referral outside physical therapy.

DPT 7111 Clinical Seminar I 2
This is the first course of a three course sequence. The roles of the profession of physical therapy within the healthcare system, the healthcare team, and the Christian tradition are explored. Students begin to develop the professional behaviors and communication skills required to thrive in those roles. Emphasis is on the application of this material to real-world situations through multiple clinic visits that occur throughout the semester. Class activities include lecture, group activities, and clinic visits. (Prerequisite: Acceptance into the DPT program)

DPT 7112 Clinical Seminar II 2
This is the second course of a three course sequence. Issues related to morals and values, cultural and socioeconomic diversity, and psychosocial aspects of disability are explored within the context of multiple clinical visits. Legal and ethical issues in physical therapy practice are introduced. Class activities include lecture, group activities, and clinic visits. (Prerequisite: Successful completion of the first semester of the DPT curriculum)

DPT 7121 Clinical Skills I/Foundations 4
This is the first course of a three course sequence. The fundamental processes involved in physical therapy patient/client examination, evaluation, and intervention are introduced. Bed mobility, transfers, and wheelchair/assistive device management are included. A basic examination framework that can be utilized across diagnoses and throughout the lifespan is developed. Students begin to use medical terminology to document findings, using a variety of structured formats. Class activities include lecture, lab, interaction with community volunteer patients, and case studies. (Prerequisite: Acceptance into the DPT program)

DPT 7122 Clinical Skills II/Manual Therapy and Exercise 4
This is the second course of a three course sequence. Beginning skills in physical therapy interventions for a variety of impairments and functional limitations across diagnoses and the lifespan are developed. Principles of exercise prescription and progression are presented for a variety of impairments and functional limitations. Beginning manual therapy skills are introduced. (Prerequisite: Successful completion of the first semester of the DPT curriculum)

DPT 7123 Clinical Skills III/Modalities 4
This is the third course of a three course sequence. Physical therapy interventions specific to therapeutic modalities and electrotherapy are developed, with emphasis on integrating these interventions into a comprehensive plan of care for patients across diagnoses and across the lifespan. (Prerequisite: Successful completion of the first two semester of the DPT curriculum)

DPT 7131 Clinical Skills Assessment I 1
This is the first course of a two course sequence. Throughout the semester, students will work with CSP DPT faculty members on developing and implementing evaluation and intervention techniques for commonly seen physical therapy patient presentations. The course culminates with a comprehensive assessment of clinical skills and professional behaviors developed in the first year of the curriculum. This takes place within the context of a benchmark examination and Objective Structured Clinical Examination. (Prerequisite: Successful completion of the first two semesters of the DPT curriculum)

DPT 7141 Health Promotion I 2
This is the first course of a two course sequence. Health is broadly defined. This course will examine the determinants of health status, and will also explore the roles of physical therapy in promoting health, how health promotion fits within APTA's vision for the physical therapy profession, reducing health disparities, and improving quality of life across the lifespan. Students will conduct a community-based needs assessment to identify a health problem and its contributing factors, and later design a collaborative, ethical, and culturally responsive solution to the identified need within their selected community. Students will further investigate the physical therapist's ability to screen and intervene with exercise, stress reduction, and nutrition counseling within the context of community-based health promotion programs. Throughout the course, an emphasis will be placed upon evidence-based practice, learning styles, health theories, cultural competence, and tailored health education in order to provide effective patient education. Class activities include lecture, lab, and development of a community-based health promotion project. (Prerequisite: Successful completion for the first two semesters of the DPT curriculum)

DPT 7151 Lifespan I 2
This is the first course in a two course sequence. Theories of motor development across the lifespan are presented within the context of physical therapy practice. Normal age related change across childhood, adolescence, adulthood, and later adulthood are explored. Health and motor planning across the lifespan, pediatric development, and normal physiological factors specific to the geriatric population will be reviewed. This will include changes in the cognitive, musculoskeletal and sensory systems. Changes in physical function are presented, compared, and contrasted between pediatric and geriatric patients through lecture, small group projects, and large group discussion. Students will develop pediatric and geriatric patient screening examinations. (Prerequisite: Successful completion of the first two semesters of the DPT curriculum)

DPT 7161 Research Methods/EBP 3
Introduction to evidence based practice and clinical research. The skills learned will enable students to develop an initial, general research question, locate the evidence, review the scientific literature, and conduct critical appraisals of scientific articles. Course assignments require student application of the information. Class activities include lecture, discussion, and small group activities.

ECC 180 MN EC Educators Conf  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: www.csp.edu/earlychildhood or call 651-641-8857.

ECC 204 Transform 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 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.

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 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.

ECE 324 Language Development and Emergent Literacy  3
This course is designed to prepare educators and allied professionals to guide 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 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 427 Authentic Assessment and Guidance in ECE  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 & Research in Early Ed  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.
ED 200 Language and Society
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
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
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
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
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
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
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
This course examines both the cognitive aspects of second language acquisitions, and the social and cultural ones. The acquisition of the second language and the first language are compared and contrasted. The acquisition of language in a multilingual environment is explored.

ED 351 Teaching of 9-12 Mathematics
This course emphasizes the content and methods for teaching secondary mathematics. The course includes curriculum design, effective instructional strategies, methods of using technology to enhance student learning, procedures for assessment of student learning, and a high school field experience. (Prerequisite: Admission to Teacher Education Program, MAT110 and MAT135)

ED 352 Teaching 9-12 Social Studies
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 355 Teaching of 9-12 Communication Arts / Literature
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
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 360 Content & Method for K-6 Mathematics
This course provides opportunity for students to learn and apply the content, conceptual framework, and theories of teaching and learning of the elementary school mathematics curriculum. (Prerequisite: Admission to Teacher Education Program.)

ED 371 01 Teaching Practicum (Birth-3)
This course provides an early field experience for students prior to student teaching. Students are assigned to work with a cooperating teacher at a grade level appropriate to their license. The course is taken concurrently with methods courses to relate theory to practice. Students are usually placed in diverse, urban classrooms. (Prerequisite: Admission to Teacher Education Program)

ED 375 Teaching Practicum: Kindergarten Endorsement Methods Field Experience
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
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
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
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)
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 439 The Inclusive Classroom
Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs into regular classrooms. Topics include the classroom teacher's role is assessing, developing, and implementing unique learning experiences and managing group and individual behaviors. A 15-hour field experience that satisfies a portion of the university's human relations requirement is included. (Prerequisite: upper level standing)

ED 446 Teaching Elementary Music
This course presents the principles, objectives, and materials of music education in the elementary schools exposed 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 448 Teaching Methods for Elementary/Middle School Movement Education
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
Theories of spiritual growth and development of children and adolescents, organization and distinctive characteristics of various religion curricula, theories and methods of effective teaching of the faith and materials for instruction at both elementary and secondary levels are studied. Classroom management and discipline from the Lutheran perspective is also considered. (Prerequisite: ED 336 Educational Psychology, upper level standing)

ED 464 Student Teaching Parent & Family Education and Capstone Seminar
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. (Prerequisite: Admission to Teacher Education Program.) Prerequisite to student teaching. (Not required if student completes KHS330)

ED 471 Student Teaching
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
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 focus of mathematics learning will be central to the course. (Prerequisite: admission to Teacher Education Program)

ED 476 Teaching 5-8 Social Studies
Teaching Middle Level Social Studies is a methods class that provides the student with the social studies curriculum, and specific methods required to teach in the middle school. The knowledge, skills, and values that provide curriculum content will be identified as well as a variety of approaches and issues for instruction. The student will be able to develop a social studies framework reflecting current thought and provide leadership in the school setting for social studies instruction. This course will provide the middle grade teacher with the concepts needed to make appropriate instructional decisions. (Prerequisite: admission to Teacher Education Program)

ED 477 Teaching 5-8 Communication Arts/Literature
This course will help the prospective teacher understand and apply current theories of communication arts instruction with its focus on practical strategies and skills essential to the teaching of reading, writing, speaking, listening, media literacy, and literature at the middle school level. (Prerequisite: admission to Teacher Education Program)

ED 478 Teaching 5-8 Science
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
This course is an examination of the social/emotional needs of learners in contemporary classrooms and research-based practices for meeting these 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
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 teachers 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
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
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 502 Educational Issues
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
This course will focus on providing foundational communication skills for educators. All coursework is based on an integrated skills approach with listening, speaking, reading, writing, and grammatical components. Course content focuses on the exploration of U.S. educational systems for students at all levels who study in various physical environments. Students will visit schools. The application of the content in response to the fieldwork will give the student a familiarity with conversational American English, as well as an integration of the common
grammatical structures of colloquial English in writing, reading, speaking, and listening. It is further designed to prepare students for academic success in U.S. college degree programs through a final written project to be presented orally.

ED 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 506 Community Learning Laboratory 3
Students are presented with rich opportunities to engage with kindergarten through grade 12 administrators, teachers, and students in a variety of settings. Topics include research supported findings in the following: learning and human development, teaching strategies, and personal qualities.

ED 507 Diversity in Education 3
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 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 & 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 538 Teaching Students with Math and Literacy Difficulties 3
A study of the role of the educational leader to develop and implement curriculum design and effective instructional methods and strategies.

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 & Instruction 3
A study of the role of the educational leader to develop and implement curriculum design and effective instructional methods and strategies.

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 699 TC2 Urban Teacher Residency 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 HR 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 I 2
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 II 2
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 III 2
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.
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Concordia University Academic Catalog
ENG 112 Fundamentals of Writing, ESOL
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 122 Professional Writing
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
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 Fund of College Writing
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
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
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-field reporting and journalistic writing.

ENG 222 Journalism Practicum
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
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
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
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, copyrighting, writing for the web, public relations writing, or technical writing.

ENG 324 Teaching Writing 1:1
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
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
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
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 365 British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment
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
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
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
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
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
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-Present
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
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 425 Creative Writing II
This is an advanced course that requires students to probe more deeply into the elements of short fiction, poetry and creative non-fiction. In addition to producing original creative work, students will read a variety of literary texts and selected works on the craft of creative writing. This class will be run as a workshop. (Prerequisites: ENG125)
ENG 440 Literary Theory
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: ENGL20, ENGL55 and an upper level English course)

ENG 487 Topics in Literature
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
Seminar 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: ENGL20, ENGL155)

ENG 499 Framing the Literary Tradition
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)

ENV 120 Introduction to Environmental Science
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.

ESC 160 Earth Science
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.

ET 500 Technology Trends and Social Media
A survey of the historical and theoretical development of educational technology and an examination of future trends in K-12 education.

ET 505 Exploring Classroom Technology Tools
An examination of how to best enhance student achievement through effective incorporation of various software and hardware.

ET 510 Virtual Classroom
The study of various social media modes to engage the learner and enhance instruction.

ET 515 Professional Development and Leadership in Educational Technology
A focus on leadership and professional development in planning and integrating educational technology.

ET 520 Field Experience: Course Development
Demonstrate application of skills and knowledge required to support technology design and implementation in an educational setting.

FAS 200 Intro to Family Life Ed
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
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 400 Family Systems, Structures and Relationships
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
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 442 Family Decision-Making and Resource Management
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 444 Family Law, Public Policy, and Applied Ethics
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 Fam Life Ed
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 & Dev in Children
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
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 451 Family Comm & Relationships
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
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
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 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**  
0  
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 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 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.

**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)

**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 about how substance use, co-occurring disorders, traumatic brain injuries, and prenatal 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 SVPs), 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 105 History of Broadway Musical I: 1720-1940 (online) 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 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 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 & 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 & 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: 1
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 290 Topics in Cinema: 2
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.

FRM 321 Food Marketing and Merchandising Strategy 4
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.

FRM 341 Understanding Food Consumers 4
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.

FRM 351 Retail Food Operations Management 4
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.
GRK 312 Matthew
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
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 416 General Epistles
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.)

GRK 488 Greek Independent Study
HBR 311 Biblical Hebrew I
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
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
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
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)

HBR 312 Biblical Hebrew II
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
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
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
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
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  
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  
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 545 Grant Writing and Fundraising  
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  
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 affects different populations such as minorities and women with discussion on how to revamp our system across the generations.

HCA 565 Master's Thesis  
Thesis or Project related to their specific field of interest.

HCM 540 Health Care Biomedical Ethics  
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  
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 555 Health Care Information Technology Issues  
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  
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  
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  
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  
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  
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  
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  
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 400 Health Care Finance  
Explores the major concepts of finance within an organizational context, including basic accounting terms, budgeting, time value of money, types of healthcare payments and insurance systems, and global considerations, as students use standard financial tools to make business assessments and financial decisions important for managers in a healthcare organization.

HCR 435 Ethics and Decision Making in Health Care Environments  
This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical healthcare decisions will be evaluated. The roles and responsibilities of healthcare professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.

HCR 440 Legal Environment for Healthcare Managers  
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  
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 121 World History  
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 209 History of the Family  
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.

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HIS 212 Introduction to History
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
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
This course studies the cultural history of ancient Greece and Rome with a focus on the interaction of diverse cultural elements which shape the metropolitan and cosmopolitan world culture of which we are heirs.

HIS 231 USA to 1877
This survey course traces American history from colonial times through Reconstruction. The course emphasizes a broad range of topics including: colonial settlement patterns, the growth of slavery, the Revolution, the development of nationalism, the Age of Jackson, Westward expansion, sectionalism, and the Civil War and Reconstruction.

HIS 233 USA since 1877
This survey course traces American history from Reconstruction to the present time. The course will begin by focusing on the nation’s emergence as a world power and its failure to keep the promises it made in the 13th & 15th amendments. Students will also examine: America’s various reform movements, World War I, the Roaring Twenties, the Depression and New Deal, World War II, the Cold War, Civil Rights, Vietnam, the 1960s counterculture, Watergate, the oil and Iran hostage crises, the Reagan revolution, the Gulf War, the Clinton years, the 2000 election and the 9/11 attacks.

HIS 267 Introduction to Latin America
An introduction to modern Latin America, with emphasis on the post-colonial era. Beginning with a discussion of the colonial heritage, the course traces the development of Latin America, its struggle with political instability and economic dependence and the role of the United States in hemispheric development. Primary focus is on Argentina, Brazil, and Chile.

HIS 285 European History Since 1789
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 330 America's Civil War: 1845-1877
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 334 US Foreign Policy
This course examines the goals and consequences of American foreign policy and diplomacy from the founding of the republic to the present day. Topics include commercial and territorial expansion, America's relationships with other states and nations, World Wars I and II, the Cold War, Vietnam, U.S. imperialism, and the current conflicts over terrorism and natural resources. The perspectives of other peoples and nations will be emphasized.

HIS 341 The Civil Rights Movement in the U.S.
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 342 Reformation
This course traces the social, political and economic trends in Europe from 1500-1648 as they interrelate with the Reformation of the Church. Particular attention is focused upon the work of Luther, Calvin, the Anabaptists, and Loyola in order to illustrate the many facets of religious reform in this era.

HIS 367 Women's History
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 385 Britain since 1688
Beginning with the Glorious Revolution of 1688, this course explores themes such as the rise of Britain to a world power in the eighteenth century, the impact of the Industrial Revolution and imperialism, the Victorian world view, two world wars and the Thatcher Revolution of the 1980s. Emphasis is placed on understanding Britain's role in a larger European and world context.

HIS 390 Vietnam War
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, antwwar 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 & Writing in History
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. Students 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 482 French Revolution & Napoleonic Era, 1789-1815
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
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
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
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
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.
HRG 510 Strategic Human Resources and Measurement
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.
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 312 Performance Management**  
Provides basic knowledge to design, implement, and maintain a successful performance management system.

**HRM 320 Advanced Human Resource Management**  
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**  
Basic survey and research methodologies are explored in the context of human resource management. Analysis of professional research articles is studied with an emphasis on reading and understanding research. Students will learn the use of technology as a tool for HR professionals.

**HRM 350 Legal Issues in Human Resources**  
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 375 Compensation/Benefits Systems and Theories**  
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 360 Human Resources in Global Environment**  
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 385 Managing Organizational Change**  
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 410 Organizational Development and Change**  
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 433 Business & Personal Ethics**  
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**  
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**  
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 325 Business Ethics**  
This course is designed to investigate the broad spectrum of personal, business and societal 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**  
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.

**HSM 345 Interactive and Mobile Marketing**  
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.

**HSM 400 Hospitality Human Resources: Managing Human Performance**  
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.

**HSM 410 Hospitality Law & Legal Issues**  
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.

**HSM 420 Applied Accounting & Finance**  
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.

**HSM 440 Hospitality Industry Bus Plan**  
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.

**INF 250 Google Android Mobile Application Development**  
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 (SDKs), 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.

**ITA 101 Intro. Italian Lang & Culture**  
Learning the basics of Italian and the culture of Italy.

**ITM 312 Harnessing Personal Innovation**  
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.
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ITM 325 Business Management for Information Technology
Conduct an in-depth examination of the characteristics of a business and the circumstances that affect their success. Explore varying activities and styles of managers within organizations to develop an effective personal style for managing technology as a business-savvy professional. Study ways to enhance the effectiveness and efficiency of application development and operations management teams. Topics include managing change, compliance, finances, marketing, business intelligence, and frameworks for technology service delivery such as the Information Technology Infrastructure Library (ITIL) and the Control Objectives for Information and related Technology (COBIT).

ITM 342 Project and Lifecycle Management
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 customers. Explore the impact of operations management on a firm's competitiveness and management of IT resources.

ITM 351 Bridging the Technology-Business Gap
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 410 Business-Driven Information Systems and Security
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
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
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
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 435 Business Ethics for Information Technology
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
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.

KHS 100 Walking and Running Basics
This course develops the fundamental skills, strategies and experiences to enjoy the health benefits of walking and running.

KHS 102 Team Sports Activities
This course develops the fundamental skills, strategies and experiences in team activities such as soccer, volleyball, and basketball.

KHS 103 Strength & Conditioning Activities
This course develops the fundamental skills, strategies and experiences in fitness activities such as weight training and cardiovascular conditioning.

KHS 107 Golf
This course develops the fundamental skills, strategies and experiences to enjoy the sport of golf.

KHS 108 Racquetball
This course develops the fundamental skills, strategies and experiences to enjoy the sport of racquetball.

KHS 110 Health & Dynamic Human Movement
The aim of this course is to enhance and expand upon the personal and community benefits of a dynamic health and human movement lifestyle. Further, this course is designed to foster and promote healthy attitudes, behaviors, and skills, which develop informed healthful living and enlightened care for self. This course is designed to optimize informed healthful living, balanced service to God and humanity and enlightened care for self, such that Concordia University students are challenged to increase awareness, understanding, and informed critical appreciation for the six basic dimensions of health and wellness which are: Social, Mental, Emotional, Environmental, Spiritual, and Physical.

KHS 114 Pilates
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
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 & First Aid/CPR
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
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 coursework. (Prerequisite: KHS110)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>KHS 300</td>
<td>Applied Nutrition</td>
<td>4</td>
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<tr>
<td></td>
<td>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)</td>
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<td>KHS 308</td>
<td>Women's Health: Today &amp; Future</td>
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<td></td>
<td>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.</td>
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<tr>
<td>KHS 310</td>
<td>Drug Education</td>
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<td></td>
<td>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)</td>
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<tr>
<td>KHS 315</td>
<td>Media and Sport</td>
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<td>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.</td>
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<tr>
<td>KHS 316</td>
<td>Psychology of Sport Injury and Rehabilitation</td>
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<td>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.</td>
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<tr>
<td>KHS 320</td>
<td>Human Life Experience</td>
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<td>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 group discussions, guest speakers, group activities, small assignments/worksheets, etc. (Prerequisite: KHS110)</td>
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<tr>
<td>KHS 330</td>
<td>Elementary Methods Block I</td>
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<td>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.</td>
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<tr>
<td>KHS 335</td>
<td>Middle School/Secondary Methods Block II</td>
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<td>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)</td>
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<tr>
<td>KHS 375</td>
<td>Sociology of Sport and Exercise</td>
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<td>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).</td>
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<tr>
<td>KHS 390</td>
<td>Sport Management</td>
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<td>Sport Management theories and practices will be examined using a multi-disciplinary approach. Topic areas to be examined include management, marketing and promotion, special event management, facility management and design, management forecasting, and career opportunities.</td>
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<tr>
<td>KHS 391</td>
<td>Law &amp; Sport</td>
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<td>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.</td>
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<td>KHS 392</td>
<td>Marketing &amp; Fundraising in Sports</td>
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<td>Sport marketing and fundraising presents an overview of the various techniques and strategies used in meeting the and needs of consumers in the sport industry as well as understanding how sport can be used to assist in the marketing of other companies and products. Areas to be addressed are the uniqueness of sport marketing, an overview of the segments of the sport industry, the importance of market research and segmentation in identifying the right sport consumer, the use of date-based marketing in researching the sport consumer the overview of the marketing mix as individual units and the relationship between those units, and the development and endorsement packages.</td>
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<td>KHS 393</td>
<td>Planning &amp; Managing Sport Facilities</td>
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<td>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.</td>
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<td>KHS 394</td>
<td>Sports Business</td>
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<td>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.</td>
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<td>KHS 400</td>
<td>Health Psychology</td>
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<td>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)</td>
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<td>KHS 401</td>
<td>Kinesiology Teaching/Research Assistant</td>
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<td>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.</td>
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<td>KHS 420</td>
<td>Program Administration</td>
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<td>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. Emphasis 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)</td>
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<td>KHS 435</td>
<td>Sport Psychology</td>
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<td>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)</td>
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<td>KHS 436</td>
<td>Motor Development, Control &amp; Motor Learning</td>
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<td>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)</td>
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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 444  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 healthcare decisions will be evaluated. The roles and responsibilities of healthcare professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.

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 of movement activities, describe the abilities and limitations of the various degrees of visual, hearing impairments, 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 pursing NATA certification or students further interest in knowledge of injury prevention and management. Advanced knowledge and techniques of athletic assessment, treatment/ rehabilitation, administration of an athletic training programs and sports medicine experience outside of the classroom will be stressed. (Prerequisite: KHS472)

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 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 emphasis 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, gymnams, 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 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 570 Ethics and Policy in Sport and Exercise Science 3
This course explores the topics of ethics and policy for exercise science professionals in a sport and exercise setting. Students will critically analyze ethical concepts, which influence the development of necessary policies. The course will further examine the relevance of ethical considerations in policy development and compliance. Students will use contemporary case studies to examine ethical dilemmas relating to policy enforcement within the exercise science industry.

KHS 575 Epidemiological Statistical Analysis 3
This course examines the various research methodologies used in exercise science. It provides an overview of quantitative and qualitative research methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of research are introduced.

KHS 580 Mechanisms of Skilled Neuromuscular Behavior 3
This course examines the integration of thought processes with the human body to produce skilled motor performance. Theoretical perspectives and mechanisms of motor behavior are examined and applied to significant systems involving gross motor learning and control in sport and exercise.

KHS 590 Psychology of Sport and Exercise 3
Psychology of sport and its applications for performance enhancement are examined. Special attention is given to theory and techniques for developing and refining psychological skills to enhance performance in the exercise science industry. Psychological aspects of exercise-related injury will also be explored within this course.

KHS 595 Clinical Exercise Assessment 3
Students will learn how to select physical fitness tests, and conduct physiological assessments on members of diverse populations. Students will further study the procedures involved in screening individuals from diverse populations with varying levels of functional work capacity.

KHS 600 Exercise Physiology 3
The physiological responses to exercise performance and the effects of physical activity on the body’s functions are examined in theory and application.

KHS 605 Nutrition and Metabolism 3
This course focuses on the integration of nutrition with molecular and cellular biochemistry of metabolism. Major topics discussed in this course include the metabolic effects of diet composition, the interactions of macronutrients, and dietary modifications and their associated impact upon performance.

KHS 610 Research Methods 3
This course explores the various research methodologies used in exercise science. It provides an overview of quantitative and qualitative research methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of research are introduced.

KHS 615 Exercise Prescription 3
This course focuses upon the design of individualized exercise programs and prescriptions in health and disease. Knowledge of skills necessary for safe and effective application of these prescriptions for members of diverse populations as well as the prevention and maintenance of chronic disease will be emphasized.

KHS 650 Nutrition and Metabolism 3
This course focuses on the integration of nutrition with molecular and cellular biochemistry of metabolism. Major topics discussed in this course include the metabolic effects of diet composition, the interactions of macronutrients, and dietary modifications and their associated impact upon performance.

KHS 670 Baseball-Intercollegiate 1
KHS 700 Cross Country-Intercollegiate Men 1
KHS 705 Cross Country-Intercollegiate Women 1
KHS 710 Football-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 & Field-Intercollegiate Men 1
KHS 745 Indoor Track & Field-Intercollegiate Women 1
KHS 750 Outdoor Track & Field-Intercollegiate Men 1
KHS 755 Outdoor Track & 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
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 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
Why are those with the highest IQ’s 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 Intelligences 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.

LDR 250 Leadership for Child Care Prof 4
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.

LDR 260 Intro to Personal Coaching 3
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.
LDR 270 High Performance Coaching
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.

LDR 307 Leadership Ethics
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 leadership on others, and the cost of unethical leadership. Learn to let your ethics be your rudder in life.

LDR 312 Topics in Leadership
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.

LDR 313 Supervisory Leadership Tools
Every leader can benefit from improved supervisory skills. This course focuses on some of the basic skills necessary to be an effective manager or supervisor. 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.

LSC 116 Women's Awareness Life Skills & Self-Defense Education
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/difficult 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 127 The Hiring Process
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 141 History of Rock and Roll: Inception to 1970
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
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
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 159 The Inner Review
In this reflective course we 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
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 274 Effective Strategies for Communication Success
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)

MAN 101 Introduction to Business
This is a survey course intended to give students an overview of accounting, economics, finance, management and marketing.

MAN 120 Basics of Business
Students learn to make decisions in a dynamic business environment. Fundamental course concepts include developing a business plan, managing people and operations, and the basics of marketing, finance, and communications.

MAN 201 Business Analytics
This course will focus on the critical business skills of planning and managing 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 277 Reflection and Synthesis
This course is designed for students to reflect upon what they have learned while completing their Associate of Arts degree. Students will examine how their personal strengths, personal limitations, academic goals, and career goals will integrate as they leave the program and begin new endeavors- academic or otherwise. (this course replaces Portfolio and Synthesis)

LTN 111 Beginning Latin I
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

MAN 302 Operations and Quality Management
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: MAN 301, ECO 201)

MAN 350 Managing in a Global Economy
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
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
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/ lose collaborative negotiations and preserving relationships using principled dispute resolution strategies.

MAN 450  Managing Finances and Business Strategy
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 & Projects
This course focuses on team building and team leadership utilizing communication, conflict management, and decision making skills. Project management techniques that will enhance success in leading and completing projects are also covered. Students will apply project management knowledge, tools and techniques to an actual team project. Topics include creating a project charter and plan, working as a project team, executing the project and closing out the project. This courses is for seniors only.

MAN 498  Internship

MAR 301  Principles of Marketing
This course provides an introduction to the study of marketing in business and other organizations. Topics that will be addressed in this course include the marketing environment, marketing ethics, information gathering, product development, pricing strategies, distribution strategies, the promotional mix, decision making, nonprofit marketing, social marketing and international marketing. (Prerequisite: Junior standing)

MAR 312  Consumer Behavior
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
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
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
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
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 498  Marketing Internship

MAT 095  Mathematics Workshop
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
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
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
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
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  Pre-Calculus
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
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
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
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
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
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)
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)

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 investigation 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)

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)

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)

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)

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)

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.

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.

This 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.

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.

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.

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.

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.

This course examines the behavior of consumers and the factors that influence their behavior. Analysis of customer decision-making and how marketing strategy can be used to influence those decisions is examined through various theories, models and techniques that attempt to explain the behavior of the consumer. The framework is a buyer behavior model, in which concepts from psychology, sociology, and economics are applied to individual and organizational purchase decisions. The course will also explore consumer insights and shopper marketing to build revenue and grow the business. Marketing strategies of leading firms in consumer products, technology, and services (including internet services) are analyzed using a variety of formats including lecture-discussions, case studies designed to illustrate the salient issues as well as readings and texts.

This course deals with the process of acquiring, analyzing and interpreting primary and secondary marketing data needed for profitable marketing decisions. It
MKM 321 Marketing Innovation  
This course is the foundation of the marketing program. It reviews the concepts and application-oriented framework for marketing decision-making in a dynamic environment. Students explore current and emerging trends within a shifting marketplace and economic landscape. The five P’s of marketing—place, price, product, promotion, and people—are the center of this module. The course emphasizes environmental scanning, target customers, and achieving organizational objectives through the intentional and skillful blending of marketing strategies. Students will create their own marketing plans within this module.

MKM 330 Integrated Marketing Communications  
This course will focus on developing marketing strategy and executing diverse communication tactics that are critical for business success. The student develops specific, targeted communications and campaigns to meet their strategic communication objectives and target markets while integrating elements to gain an appreciation for the promotion mix (personal selling, direct mail, advertising, public relations, electronic and personal selling, etc.) tactics. Students will create their own promotional plans as avenues for transmitting marketing messages effectively and present those to the cohort based on their overall value related to usefulness, cost/benefit analysis and social value.

MKM 342 Marketing Research  
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 use it effectively to obtain relevant information, and how to integrate such information into the marketing decision-making process. As part of this course, students will fully investigate the dynamics of an industry of their choice. Students will analyze the structure, competition, success/failure factors, distribution systems and other industry factors. This analysis will be used in their final business plan.

MKM 350 Interactive and Mobile Marketing  
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  
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 surrounding 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 411 Applied Business Ethics  
This course is designed to investigate the broad spectrum of personal, business and society ethical issues that managers/leaders encounter. As corporate America struggles to find its social and ethical identity in a business environment that grows increasingly complex, managers are confronted with exceedingly difficult challenges. These challenges include balancing their economic, legal, ethical, and social responsibilities to the variety of stakeholder groups in which they interact. This course provides the structure for students to explore their personal ethics and develop the framework for addressing tough ethical decisions in business and in marketing. Students will apply ethical frameworks to business problems.

MKM 431 Applied Accounting & Finance  
In this course financial information is made easier to comprehend. It provides the foundation for basic principles and concepts that will make non-financial managers better equipped for service to the organization. Students will address financial assessment, budgeting and spending, global and ethical implications of financial decision-making, and financial prioritization for the present and the future. This course will provide the framework for the financials of market planning strategy including sales, new product development, return on investment, price and profit while offering the student an understanding of corporate reports and internal control.
MKM 440  Business Plan  3
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 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 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 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 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 & 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.)

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.

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 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
Using music primarily from the classical Western tradition, this course teaches music listening skills, relates music to history and culture, and reveals music as a conveyer of human emotions, thoughts, and ideals. The course also touches briefly on ethnic folk music, global art music, and popular music (American jazz, musical theatre, and pop music.)
(This course earns 2 credits towards the 4 credit Fine Arts component of the general education curriculum. Offered every fall and spring, summers to be announced. No prerequisite. Can serve as a prerequisite to Music History.)

MUS 121 Listening to Life: Global & Popular Music
Using global folk and art music and contemporary popular idioms, 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
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
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
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
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
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
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
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
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
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 356 K-6 General Music Teaching Methods
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
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 & Pedagogy
This course acquaints students with the techniques and challenges of playing and teaching stringed instruments. (Offered even falls. Prerequisite: music reading ability. Studio course.)

MUS 361 Woodwind Techniques & Pedagogy
This course acquaints students with the techniques and challenges of playing and teaching woodwind instruments. (Offered odd springs. Prerequisite: music reading ability. Studio course.)

MUS 362 Brass Techniques & Pedagogy
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
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 & Pedagogy
Through lecture and hands-on ringing, students are given practical study of handbell techniques, score preparation, and pedagogy. (Offered odd falls. Prerequisite: music reading ability. Studio course.)

MUS 365 Electronic Instruments Techniques & Pedagogy
This course introduces students to a range of computer-based music technologies. Extensive work is done with the music notation/MIDI program, Finale. Students will also explore using pre-set patches, sequencing, and creating new synthesized sounds. CD ROM programs for music history, music education, music theory, and ear-training will also be explored. Students will be expected to log lab hours in the music technology studio. This course is an elective in all music majors, minors, and emphases. (Offered every spring. Prerequisites: music reading ability, computer literacy. Studio course.)

MUS 366 Vocal Techniques & Pedagogy
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 every spring. Prerequisites: private voice study and consent of instructor. Studio course.)

MUS 367 Percussion Techniques & Pedagogy
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
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
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
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 426 Instrumental Literature
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
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
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
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
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
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 choral preludes and intonations. (Offered on demand. Prerequisites: 2 semesters of MUS850 - Private Organ Study, MUS202. Studio course.)

MUS 444 Instrumental Arranging
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
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 & Methods
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 & Methods
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 492 Senior Project: Composition Recital
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
The student will research a musical 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
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 498 Music Business Internship
This off-campus internship with a music business (usually in the Twin Cities metro area) serves as the capstone for the music business major. Students may take other classes on campus during this part-time internship. (Prerequisite: Completion of a minimum of 4 business credits.)

MUS 545 Graduate Choral Arranging
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
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 & Pedagogy
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
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
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
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 712</td>
<td>Shades of Harmony Multicultural Gospel Choir</td>
<td>1</td>
<td>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.)</td>
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<tr>
<td>MUS 713</td>
<td>Jubilate</td>
<td>1</td>
<td>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.)</td>
</tr>
<tr>
<td>MUS 714</td>
<td>Christus Chorus</td>
<td>1</td>
<td>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.)</td>
</tr>
<tr>
<td>MUS 716</td>
<td>Opera Workshop</td>
<td>2</td>
<td>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.</td>
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<tr>
<td>MUS 717</td>
<td>Vox 9</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>MUS 720</td>
<td>Concert Band</td>
<td>1</td>
<td>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.)</td>
</tr>
<tr>
<td>MUS 739</td>
<td>CSP Ringers</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>MUS 740</td>
<td>Handbell Ensemble</td>
<td>2</td>
<td>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. Prerequisite: music reading ability, audition for placement by instructor.)</td>
</tr>
<tr>
<td>MUS 750</td>
<td>Jazz Band Ensemble</td>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>MUS 760</td>
<td>Percussion Ensemble</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>MUS 778</td>
<td>Brass Ensemble</td>
<td>1</td>
<td>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</td>
</tr>
<tr>
<td>MUS 782</td>
<td>Chapel Band</td>
<td>1</td>
<td>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.)</td>
</tr>
<tr>
<td>MUS 800</td>
<td>Violin</td>
<td>1</td>
<td>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.)</td>
</tr>
<tr>
<td>MUS 801</td>
<td>Viola</td>
<td>1</td>
<td>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.)</td>
</tr>
<tr>
<td>MUS 802</td>
<td>Cello</td>
<td>1</td>
<td>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.)</td>
</tr>
<tr>
<td>MUS 803</td>
<td>String Bass</td>
<td>1</td>
<td>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.)</td>
</tr>
<tr>
<td>MUS 810</td>
<td>Flute</td>
<td>1</td>
<td>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.)</td>
</tr>
<tr>
<td>MUS 811</td>
<td>Oboe/English Horn</td>
<td>1</td>
<td>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.)</td>
</tr>
<tr>
<td>MUS 812</td>
<td>Clarinet</td>
<td>1</td>
<td>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.)</td>
</tr>
<tr>
<td>MUS 814</td>
<td>Bassoon</td>
<td>1</td>
<td>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</td>
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</table>
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 851 Recorder
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 820 Trumpet
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 821 Trombone
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 822 French Horn
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 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 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 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 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 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 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 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 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 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 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 880 Conducting Lessons
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. 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 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.)
NUR 360 Transcultural Nursing and Advanced Health Assessment  
This course explores the historical, current, and future outlook of nursing practice. Students will critically examine the current and emerging trends for the nurse's role in health care delivery. Professional accountability is emphasized through reinforcement of the profession's Code of Ethics for Nurses and the Nursing Scope and Standards of Practice, and Nursing's Social Policy Statement. Emphasis will be placed on how social policy may influence nursing practice and healthcare delivery. Nursing theory is introduced. Students will draft a personal philosophy of nursing, to include his/her beliefs regarding the four major concepts of nursing (nurse, client, health, and environment) and their interface to the interdisciplinary team, and the evolving context of healthcare.

NUR 375 Evidence-Based Practice  
This course provides a basis for analysis and application of current nursing qualitative and quantitative research to the practice of nursing. The research process is examined and utilized to provide a foundation for students to critically examine published research articles and guidelines. Barriers to integrating evidence to practice will be analyzed with potential solutions explored within the course.

NUR 400 Leadership and Management in Nursing  
This course is focused on development of leadership and management skills necessary for effective nursing practice. Theories of leadership and management are introduced, and management roles and functions reviewed. An overview of finance and healthcare reimbursement will be provided along with nursing's contribution to organizational finance explored. Collaboration and communication with interdisciplinary teams will be analyzed, and students will practice strategies for negotiation and conflict resolution. The role of the nurse within micro and macro systems of health care organizations will be explored. The purpose of the mission, vision, philosophy, and values in relation to organizational structure and nursing's role will be examined. The contributions of nursing and the nurse leader in creating and supporting a culture of safety and caring will be analyzed. Quality improvement models and structure, process, and outcome measures are explored with a focus on patient safety principles and care standards.

NUR 430 Nursing Informatics  
This course introduces students to healthcare information systems and basic informatics concepts. The impact of technology to safeguard nursing practice and patient outcomes will be examined. Emphasis is placed on the management of information, knowledge, and technology to support efficiency, encourage effective communication, enhance the quality and safety of patient care, and ensure accurate documentation and revenue capture. Efficiency and accuracy of data collection for regulatory purposes will be explored via extracted or abstracted methods. The use of data to influence changes in clinical practice aimed at the improvement of patient outcomes will be examined. Students will explore informatics concepts and continuous improvement models to support improved workflow and efficiency, encourage effective communication, drive decision support, and ensure accurate documentation. Resource stewardship and patient safety considerations will guide students throughout the course.

NUR 445 Introduction to Care Coordination and Case Management  
This course will compare health reform goals and the role of care coordination and case management in supporting improved quality and safety of care for individuals and populations, and controlling cost through the efficient and effective use of resources that mitigates fragmentation of communication of health information and delivery of services. The nurse's role in patient-centered care coordination and case management will be explored. Emphasis on care transitions and care coordination models for the different levels of care. Risk stratification tools will be examined with contrast to the public health prevention levels. Formulation of a collaborative, personalized, and proactive care plan to address the patient's needs and health risks based on their prevention level of risk will be explored. Ongoing evaluation methods with measurable outcomes will be identified with discussion of care plan revision based on the outcomes.

NUR 460 Community Health Nursing  
This course focuses on the role of the nurse providing population focused nursing care supporting clinical prevention. The history of community health will be reviewed and contrasted with the current roles in community health nursing. Concepts of health promotion, disease prevention, epidemiology, environmental...
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCE 399</td>
<td>Off Campus Enrollment</td>
<td>1</td>
</tr>
<tr>
<td>OMC 100</td>
<td>Managerial Decision-Making</td>
<td>2</td>
</tr>
<tr>
<td>OMC 250</td>
<td>Career Management</td>
<td>2</td>
</tr>
<tr>
<td>OMC 251</td>
<td>Continuous Personal Growth and Improvement</td>
<td>2</td>
</tr>
<tr>
<td>OMC 252</td>
<td>Cross Generational Management</td>
<td>2</td>
</tr>
<tr>
<td>OMC 312</td>
<td>Organizational Theory &amp; Behavior</td>
<td>2</td>
</tr>
<tr>
<td>OMC 440</td>
<td>Applied Synthesis Project</td>
<td>3</td>
</tr>
<tr>
<td>OMG 605</td>
<td>Action Research - Capstone Completion</td>
<td>4</td>
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<tr>
<td>NUR 475</td>
<td>Nursing Capstone</td>
<td>4</td>
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<tr>
<td>OML 300</td>
<td>Group Dynamics and Organizational Culture</td>
<td>4</td>
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<tr>
<td>OML 310</td>
<td>Systems Theory and Organizational Behavior</td>
<td>4</td>
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<tr>
<td>OML 320</td>
<td>Organizational Research and Decision Making</td>
<td>4</td>
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<tr>
<td>OML 340</td>
<td>Interpersonal and Intercultural Communications</td>
<td>4</td>
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<tr>
<td>OML 410</td>
<td>Financial and Strategic Leadership</td>
<td>4</td>
</tr>
<tr>
<td>OML 420</td>
<td>Personal and Organizational Management and Leadership</td>
<td>4</td>
</tr>
<tr>
<td>OML 440</td>
<td>Applied Synthesis Project</td>
<td>4</td>
</tr>
<tr>
<td>OML 450</td>
<td>Personal and Organizational Values and Ethical Leadership</td>
<td>4</td>
</tr>
<tr>
<td>OP 500</td>
<td>Ethics and Compliance in Orthotics and Prosthetics</td>
<td>3</td>
</tr>
</tbody>
</table>

The courses are designed to help students develop critical thinking, decision-making, and interpersonal communication skills. They cover topics ranging from organizational behavior and ethics to personal and organizational management and leadership. Each course is structured to provide a comprehensive understanding of the relevant concepts and their practical applications.
OP 505  Clinical Considerations of Lower Extremity Orthotic Management  3
This course integrates current principles in human movement, pathology, functional assessment and measurement. Principles are then applied through the formulation and implementation of an orthotic treatment plan. The students will research, design, fabricate, and fit functional and accommodative orthotic devices for the lower extremity.

OP 510  Clinical Considerations of Spinal Orthotic Management  3
This course incorporates principles of orthopedic assessment, biomechanics, and growth and development. Principles are then applied through the formulation and implementation of orthotic treatment protocol. Students will design, fabricate, and fit corrective and supportive spinal orthoses for conditions of the spine based on evidence-based standards.

OP 515  Clinical Considerations of Upper Extremity Orthotic Management  3
This course integrates the knowledge gained through rehabilitation, orthopedic and functional assessment and incorporates the information into a treatment plan. Techniques are then applied through the implementation of orthotic treatment protocol. Students will research, design, fabricate, and fit upper extremity orthoses.

OP 520  Clinical Considerations of Trans-Tibial Prosthetic Management  3
This course focuses on the process of patient assessment through the formulation and implementation of a prosthetic treatment plan. It includes trans-tibial shape capturing methods with variations in socket designs and suspension techniques as used in contemporary prosthetic practice. This course utilizes evidence to base clinical decisions and to resolve clinical complications that can affect patients with lower limb amputations.

OP 525  Epidemiological Statistical Analysis  3
Students will examine the concepts, methods, and usage of statistical data within the context of epidemiological research. This course will include statistical analysis including descriptive and inferential statistics in research topics including disease mortality, risk factors, chronic diseases, and cancer and immunity. Statistical computations will form the foundation of this course, with an emphasis placed upon the use of statistics within the epidemiological research context.

OP 530  Research Methods  3
This course examines the various research methodologies used in orthotics and prosthetics. It provides an overview of quantitative and qualitative research methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of research are introduced.

OP 535  Clinical Considerations of Trans-Femoral Prosthetic Management  3
This course emphasizes the process of patient assessment through the formulation and implementation of a prosthetic treatment plan. It integrates anatomy, biomechanics, prosthetic design principles and material science to analyze clinical challenges that can affect patients with high-level lower limb amputations.

OP 540  Clinical Considerations of Upper Extremity Prosthetic Management  3
This course integrates anatomy, patient assessment, biomechanics, and prosthetic design principles to diagnose clinical problems that can affect patients with upper extremity deficiency. Students will design and implement a prosthetic treatment plan, fabricate and fit the trans-radial and trans-humeral prostheses. This course will also cover innovative technologies in upper limb socket design and identify advanced components to enhance upper-limb function.

OP 545  Orthotic and Prosthetic Practice Management  3
This course will examine the general business practices used in the orthotic and prosthetic industry. Topics include record keeping, time management, regulatory compliance, financial statements, human resources, marketing and legal issues. Professional issues including the certification process, personal goal setting and leadership skills assessment are also discussed. Students will apply these principles along with ethical responsibility and critical thinking skills to management practices of business decision making and strategic planning.

OP 590  Master's Capstone  3
The capstone option provides the Orthotic and Prosthetic professional with the opportunity to synthesize the learning, which has taken place throughout the program. It further focuses upon the practical application of knowledge within the Orthotic and Prosthetic industries. The capstone will serve as an assessment of student learning within the Master of Science in Orthotics and Prosthetics program.

OP 595  Master's Thesis  3
The thesis provides the Orthotic and Prosthetic professional with the opportunity to synthesize the learning, which has taken place throughout the program, and to apply research principles to current Orthotic and Prosthetic topics. The thesis will serve as an assessment of student learning within the Master of Science in Orthotics and Prosthetics program.

PHS 112  General Physics I (Trig Based)  4
This algebraic-based course deals with the areas of mechanics and mechanical waves. Physics concepts related to mechanics and mechanical waves are developed mathematically, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics concepts and model practical situations. The course meets for two lecture periods each week and for 2 - 2 period lab sessions each week.

PHS 113  General Physics II (Trig Based)  4
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 course meets for two periods each week and for 2 - 2 period lab sessions each week.
POL 401 Research and Writing in Political Science  2
This course involves the process of writing, research and revising a capstone paper. The course will focus on the principles of research design, data collection, and the writing of a research paper. (Prerequisite: 35 credits of political science)

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 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 chronology 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 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 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 331 Group Counseling & 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 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 350 Forensic Psychology  4
This course will cover a broad range of topics in the field of Forensic Psychology. Psychology of police selection, procedures, and their investigations are examined. The psychology of deception, eyewitness testimony, child victims and witnesses will be covered. Also included in the course is the psychology of jury selection and behavior. Finally, the role of mental illness and psychopathy in deviant behavior is studied. (Prerequisite: 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 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  2
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  4
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 an 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)
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.

PUL 301 Principles of Healthcare Systems
The objective of this course is to provide the students with a basic understanding of the healthcare system. As the participants progress through the course they will build their healthcare vocabulary, strengthen their understanding of healthcare concepts and have the opportunity to experience healthcare decision making through the evaluation of case scenarios.

PUL 322 Compliance and Regulatory Requirements
The focus of this course is to examine the role law plays in the everyday operation of our health care system from the management perspective. Key topics will include: The Affordable Care Act of 2010, Corporate Compliance and Integrity, Fraud and Abuse, health care laws, and health care regulatory agencies. Laws and bills related to health care in the State of Minnesota will be examined and followed.

PUL 330 Multi-Specialties in Respiratory Therapy
This course outlines the diverse disciplines in the Respiratory Therapy profession ranging from acute care to chronic management. It gives Respiratory Therapists the opportunity to develop more understanding of professional diversification of other specialties in their field, including Sleep Medicine, neo-Peds, Specialization, Flight Medicine, Home Care, and others. This seven week extensive course will identify the needs, demand and unique requirements for each specific specialization. Respiratory Studies will be implemented based on current guidelines, practices and procedures of accredited professional standards in Respiratory Care.

PUL 331 Advancement in Critical Care Monitoring
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, post-surgical, cardiac and renal patients. The course will also provide instruction in advanced cardiac life-support.

PUL 332 Advanced Cardiopulmonary Sciences
This course provides students with techniques and methods used to analyze and evaluate the health status of critically ill patients. This course has an emphasis on the respiratory, cardiovascular and renal systems and is beneficial for students who work within a critical care facility.

PUL 342 Healthcare Information Systems
This course examines the intricate interlocking healthcare technology systems from patient self-service to data entry by the practitioner. Additionally, students will explore security, legal and ethical implications associated with electronic healthcare systems. Finally, students will learn about enterprise healthcareinformation and management systems that contribute to ensuring quality patient care.

PUL 400 Health Psychology
This class is designed to help students learn those skills necessary in forging a bridge between the client-learner's thoughts, feelings and actions by integrating thought and behavior into one synergistic approach to the delivery of health education that can accommodate the whole person. Cognitive techniques, such as lecture discussion, readings, presentations, collection of data and specific planning combined with the behavioral components of emotion and action will help in bringing about this synergistic process.

PUL 435 Ethics and Decision Making in Health Care Environments
This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical healthcare decisions will be evaluated. The roles and responsibilities of healthcare professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.

PUL 490 Senior Research Capstone
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
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
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
The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organization's direction in these turbulent waters of changing distribution systems. Students will look at the strategies of health care organizations in an increasingly global and competitive marketplace.

RAD 310 Writing for Healthcare Professionals
Healthcare professionals at all levels must demonstrate professionalism as strong communicators not only verbally, but as writers as well. This course will lay the groundwork of writing expectations in the program and serve to remediate as needed.

RAD 322 Compliance and Regulatory Requirements
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
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 400 Organization Development for HR Professionals
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
This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical healthcare decisions will be evaluated. The roles and responsibilities of healthcare professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms.
of Christian values as well as assumptions drawn from reason and societal norms and expectations.

RAD 440 Legal Environment for Healthcare Managers
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
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
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
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
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
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 455 Special Needs in School-Age Programs
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 & Life Science
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
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
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
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.

SLS 300 Introduction to Professional Selling
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
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
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
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).

SOC 152 Introduction to Sociology
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 252 Social Problems
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
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
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 325 Minnesota Criminal Codes and Statutes
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
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
Through 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
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 357 Class and Community
This course analyzes the nature and functions of American social class and community life. The primary focus is on patterns of social in equality and...
resulting systems of stratification, both of which are evaluated in terms of their consequences for the individual and the community. The debate of rights versus responsibilities forms the basis of inquiry into the individual-community relationship. (Prerequisite: SOC152)

SOC 359 Social Welfare as an Institution
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
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)

SPA 201 Beginning College Spanish I: First Semester
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 202 Beginning College Spanish II
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 205 Intermediate College Spanish I
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 204 Intermediate College Spanish II: Second Semester
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
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
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
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
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)

SPED 573 Fundamentals: Autism Spectrum Disorder
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
A study of strategies and interventions for promoting the development of communication skills and social skills.

SPED 575 Intervention: Autism Spectrum Disorder
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
A study of historical and contemporary issues in education of learners with differentiated needs.

SPED 581 Instructional Strategies: Mild/Moderate Disabilities
An examination of the knowledge and skills needed to learn about and apply instructional strategies in pre-K-12 classroom settings.

SPED 582 Teaching Students with Linguistic Differences or Difficulties
A study of the issues and approaches to educating a culturally and linguistically diverse population and those with reading difficulties.

SPED 583 Collaboration in Inclusive Settings
A study and applied practice in collaboration teaching between general educators and special educators and paraprofessionals in both settings.

SPED 584 Interventions for Students with Emotional and Behavioral Disorders
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
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
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
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 LD
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 595 Applied Experience in EBD
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 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 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 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 497 College Transitions Teaching Assistant 1
Assist new students' successful transition from high school to college through College Transitions course.

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 (THL 100 is not open to students enrolled in or having taken THL 203, THL 206 or THL 303).

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 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 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 THL 205, THL 215)

THL 310 Archaeology and the Bible 4
Archaeology has become an indispensable source for the reconstruction of past cultures and therefore is of direct importance for Biblical studies. The course aims at giving students insight into the material culture of societies in the ancient Levant from the Bronze and Iron ages down to the material context of Early Christianity in the Roman and Byzantine periods. Students will be introduced to basic methods of archaeological work and to important archaeological regions, periods and types of material culture relevant to the world of the Bible and Christianity. Students will use archaeological data to reconstruct contexts for biblical texts. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 215)

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 area churches representing diverse cultural and immigrant groups. This course fulfills the intermediate general education requirement for Theology. (Prerequisite THL 100 or THL 215)

THL 325 Goodness, Justice & Christian Faith 4
In this course, students will examine the ways in which both philosophical and theological frameworks change how we live our individual lives and shape the future of our families, friendships, sports teams, businesses, and political societies. In particular, the course invites students to relate these frameworks to their own thinking about sex and family, war and peace, work and the use of its financial fruits—and more generally, to the moral and political action to which they believe they are called in this life. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 215)

THL 330 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 THL 203 Old Testament, THL 206 New Testament)

THL 336 The Problem of Evil 4
The problem of evil has led human beings to ask difficult questions about God. If God is both all-powerful and completely good (as many religious traditions claim), then why does God allow evil? Or, does evil demonstrate that in fact, there is no God? In this course, students will grapple with classic philosophical, Christian, and...
other religious approaches to these questions. They also will examine how these
different approaches lead to different practical responses to evil in our personal
lives and in our public life together. This course fulfills the intermediate general
education requirement for Theology. (Prerequisite: THL100 or THL215)

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. This course fulfills the intermediate general education
requirement for Theology. (Prerequisite: THL100 or THL215)

THL 344 Martin Luther: Saint & 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. This course fulfills the intermediate
general education requirement for Theology. (Prerequisite: THL100 or THL215)

THL 351 Jesus and Muhammad
4
This course explores the lives, contributions, teachings, and significance of Jesus
and Muhammad through selected reading of the Christian Scriptures, pagan and
Jewish sources, the Qur’an, Ibn Hisham, Al-Waqidi, and some later writers. Students
will gain skill and confidence in reading ancient texts and understanding the
historical, social, and religious trends that shaped the ancient world. This course
fulfills the intermediate general education requirement for Theology. (Prerequisite:
THL100 or THL215)

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 common human
community. This course fulfills the intermediate general education requirement for
Theology. (Prerequisite: THL100 or THL215)

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 or THL215)

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 or THL215)

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 411 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 elective for the major in theology. It does not fulfill
the general education requirement for Theology.

THL 482 Christian Ministry & 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.

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 crew.

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 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 262 Modern Dance Technique I**  
3  
Students will be introduced to the basic movements, concepts, and technique of modern dance with a focus on breath, strength, alignment, and flexibility. Students will learn about the pioneers of modern dance (Loie Fuller, Isadora Duncan, Ruth St. Denis, Doris Humphrey, Martha Graham) as well as the current contributors to the dance form, regarding their stylistic contributions and differences. Reading assignments and quizzes will be given in addition to the technique class. Students will learn and perform a modern dance piece during the semester and perform in a final student showcase.

**THR 263 Jazz Dance Technique**  
3  
This course will introduce and practice the basic movement, dance terminology, and style of jazz dance technique, focusing on strength, stretch, body awareness, rhythmic ability, and coordination. An appreciation and study of the origins and evolution of jazz dance, along with its major contributors, will be emphasized. The technique class will focus on jazz dance vocabulary and steps, isolations, center combinations, and across the floor patterns. Students will learn a choreographed jazz dance and perform in a final student showcase.

**THR 291 Topics in Theatre**  
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 & 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 wearable 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, flapp, cramp roll, Shim Sham, Maxie Ford) while also concentrating on proper articulation and execution of movement. Students work on a choreographed routine and perform in a final student showcase.

**THR 365 Dance History**  
3  
A survey of dance history from origins in ancient civilizations up to the twentieth century, this course will examine the function of dance in a social, political, religious, and cultural context. Through text reading, research projects, and viewing, students will analyze the development of dance, its significance and role in history.

**THR 366 Choreography/Composition**  
3  
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 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 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**  
0  
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 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 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 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.