2016-2017

CONCORDIA UNIVERSITY, ST. PAUL

ACADEMIC CATALOG

UNDERGRADUATE & GRADUATE
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 & Letters, College of Business & Technology, and College of Education & 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

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

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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 Instructional 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>4,380 (Fall 2015)</td>
</tr>
<tr>
<td>Student Population (full-time equivalent)</td>
<td>3,777 (Fall 2015)</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>
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</table>
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 & Letters, the College of Business & Technology, the College of Education & 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.

UNIVERSITY CONTACT INFORMATION

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

Concordia College and University Presidents

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theodore Henry Carl Buenger</td>
<td>1893-1927</td>
</tr>
<tr>
<td>Martin A. H. Graebner</td>
<td>1927-1946</td>
</tr>
<tr>
<td>Willy August Pohlsner</td>
<td>1946-1970</td>
</tr>
<tr>
<td>Harvey A. Stegemoeller</td>
<td>1971-1975</td>
</tr>
<tr>
<td>Gerhardt Wilfred Hyatt</td>
<td>1976-1983</td>
</tr>
<tr>
<td>Alan Frederick Harre</td>
<td>1984-1988</td>
</tr>
<tr>
<td>John Franklin Johnson</td>
<td>1989-1990</td>
</tr>
<tr>
<td>Thomas K. Ries</td>
<td>2011-present</td>
</tr>
</tbody>
</table>

ACADEMIC AFFILIATES

- American Association of Colleges of Teacher Education (AACTE)
- Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE)
- Association of Collegiate Business Schools and Programs (ACBSP)
- Concordia University System (CUS)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Council of Independent Colleges (CIC)
- Higher Learning Commission (HLC)
- Midwestern Association of Graduate Schools (MAGS)
- Minnesota Association of Colleges of Teacher Education (MACTE)
- Minnesota Department of Education (MDE)
- Minnesota Office of Higher Education (OHE)
- Minnesota Private College Council (MPCC)
- National Association for Education of Young Children (NAEYC)
- Council for the Accreditation of Educator Preparation (CAEP)
- National Council for Family Relations (NCFR)
### Traditional Undergraduate Academic Calendar 2016-2017

**FALL SEMESTER 2016**
- August 26-August 28: Move in days/Welcome "Week"
- August 29, Monday: Classes begin for all traditional undergraduate students
- September 2, Friday: Last day to add or drop a first half semester course without record
- September 5, Monday: Labor Day
- September 12, Monday: No Classes
- October 3, Monday: Last day to withdraw from a first half semester course (W)
- October 13-16: Fall break
- October 17, Monday: Classes resume; Midterm/end of first half semester courses
- October 19, Wednesday: Deadline for requesting a P-N
- October 24, Monay: Second half semester courses begin
- October 28, Friday: Last day to add or drop a second half semester course without record
- November 9, Wednesday: Last day to withdraw from a second half semester course (W)
- November 19-November 27, Monday–Sunday: Thanksgiving break
- November 28, Monday: Classes Resume
- December 2, Friday: Last day to withdraw from a second half semester course (W)
- December 16, Friday: Classes end
- December 19–22, Monday–Thursday: Fall semester finals
- December 23, Friday: Residence Hall move out day
- December 28, Wednesday: Grades Due
- December 24, 2016 – January 8, 2017: Semester break

**Spring Semester 2017**
- January 9, 2017, Monday: Classes begin
- January 13, Friday: Last day to add or drop a first half semester course without record
- January 16, Monday: Martin Luther King Day, No Classes
- January 23, Monday: Last day to drop a full semester course without record
- February 13, Monday: Last day to withdraw from a first half semester course (W)
- February 27, Monday: Midterm/end of first half semester courses
- February 28, Tuesday: Deadline for requesting a P-N
- March 1, Wednesday: Second half semester courses begin
- March 7, Tuesday: Last day to add or drop a second half semester course without record
- March 11-19, Saturday-Sunday: Spring Break
- March 27, Thursday: Last day to withdraw from full semester course (W)
- April 11, Tuesday: Last day to withdraw from a second half semester course (W)
- April 13 – April 17, Thursday-Monday: Easter break
- April 18, Monday: Classes resume
- April 28, Friday: Academic Honors Convocation to be announced
- May 1-4, Monday–Thursday: Spring semester finals
- May 5, Friday: Residence Hall Move Out Day
- May 5-6: Baccalaureate Service and Commencement Ceremonies to be announced
- May 10, Wednesday: Grades Due

**Summer School 2017**
- May 15, Monday – June 30, Friday: Summer Session #1 (7 weeks)
- May 29, Monday – Memorial Day: Offices closed, no classes
- July 10, Monday – August 25, Friday: Summer Session #2 (7 weeks)
- July 1, Saturday – July 9, Sunday: Holiday week, no classes

**Thanksgiving break**
- November 22-November 26, Wednesday–Sunday: Thanksgiving break

**Spring Break**
- March 5, Monday: Second half semester courses begin
- March 9, Friday: Last day to add or drop a second half semester course without record
- March 23, Friday: Last day to withdraw from a second half semester course
- March 29 – April 2, Thursday-Monday: Easter break
- April 3, Monday: Classes resume
- April 27, Friday: Spring semester finals
- May 4, Friday: Residence Hall Move Out Day
- May 4 – 5: Baccalaureate Service and Commencement Ceremonies
- May 9, Wednesday: Grades Due

**Summer Session #1 (7 weeks)**
- Summer Session #1 (7 weeks)

**Summer Session #2 (7 weeks)**
- Summer Session #2 (7 weeks)

### Traditional Undergraduate Academic Calendar 2017-2018 (Proposed)

**FALL SEMESTER 2017**
- August 25-August 27: Move in days/Welcome "Weekend"
- August 28, Monday: Classes begin for all traditional undergraduate students
- September 1, Friday: Last day to add or drop a first half semester course without record
- September 4, Monday: Labor Day
- September 11, Monday: No Classes
- October 2, Monday: Last day to withdraw from a first half semester course (W)
- October 13-15: Fall break
- October 16, Monday: Classes resume; Midterm/end of first half semester courses
- October 18, Wednesday: Deadline for requesting a P-N
- October 23, Monday: Second half semester courses begin
- October 27, Friday: Last day to add or drop a second half semester course without record
- November 7, Tuesday: Last day to withdraw from a first half semester course (W)
- November 19-November 26, Wednesday–Sunday: Thanksgiving break
- November 27, Monday: Classes Resume
- December 9, Monday: Last day to withdraw from a second half semester course (W)
- December 12, Friday: Classes end
- December 14–15, Monday–Tuesday: Fall semester finals
- December 20, Wednesday: Residence Hall move out day
- December 24, 2017 – January 7, 2018: Grades Due

**Spring Semester 2018**
- January 12, Friday: Last day to add or drop a first half semester course without record
- January 15, Monday: Martin Luther King Day, No Classes
- January 22, Monday: Last day to drop a full semester course without record
- February 12, Monday: Last day to withdraw from a first half semester course (W)
- February 23, Friday: Midterm/end of first half semester courses
- February 24 – March 4, Saturday–Sunday: Spring Break
- March 5, Monday: Second half semester courses begin
- March 9, Friday: Last day to add or drop a second half semester course without record
- March 23, Friday: Last day to withdraw from a second half semester course
- March 29 – April 2, Thursday-Monday: Easter break
- April 3, Monday: Classes resume
- April 27, Friday: Spring semester finals
- May 4, Friday: Residence Hall Move Out Day
- May 4 – 5: Baccalaureate Service and Commencement Ceremonies
- May 9, Wednesday: Grades Due

**Summer Session #1 (7 weeks)**
- Summer Session #1 (7 weeks)

**Summer Session #2 (7 weeks)**
- Summer Session #2 (7 weeks)
CALENDAR FOR COHORT-DELIVERED PROGRAMS

2016-2017

Semester One
Cohort Course 1) Monday, September 5 – Friday, October 21
Cohort Course 2) Monday, October 24 – Friday, December 16
(Nov 19-27 No Chat Week)

Semester Two
Cohort Course 1) Monday, January 9 – Friday, February 24
Break Week: Monday, February 27 – Friday, March 3
Cohort Course 2) Monday, March 6 – Friday, April 28
(April 8 – 16 No Chat Week)

Semester Three
Cohort Course 1) Monday, May 15 – Friday, June 30
Cohort Course 2) Monday, July 10 – Friday, August 25

2017-2018 (Proposed)

Semester One
Cohort Course 1) Monday, September 4 – Friday, October 20
Cohort Course 2) Monday, October 23 – Friday, December 15
(Nov 18 – 26 No Chat)

Semester Two
Cohort Course 1) Monday, January 8 – Friday, February 23
Break Week: February 24 – March 4
Cohort Course 2) Monday, March 5 – Friday, April 27
(March 24 – April 1 No Chat)

Semester Three
Cohort Course 1) Monday, May 14 – Friday, June 29
Cohort Course 2) Monday, July 9 – Friday, August 24

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:

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 undergraduate re-accreditation was completed in 2014 and is in place through 2019. The graduate re-accreditation was completed in 2015 and is in place through 2020.

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

MASTER OF SCIENCE IN ORTHOTICS AND PROSTHETICS PROGRAM
The master of science in Orthotics and Prosthetics is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the National Commission on Orthotic and Prosthetic Education.

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

NURSING PROGRAMS
Accreditation of the Nursing Program by the HLC and CCNE is currently in process.

PHYSICAL THERAPY PROGRAM
The doctorate in Physical Therapy program was granted Candidate for Accreditation status in August, 2014 by the Commission on Accreditation in Physical Therapy Education (CAPTE). The status will be reviewed again in 2017.

Commission on Accreditation in Physical Therapy Education (CAPTE)
American Physical Therapy Association
1111 North Fairfax Street, Alexandria, VA 22314-1488
(800) 999-2782.

TEACHER EDUCATION PROGRAMS
All professional teacher education licensure programs have been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1969. The College of Education & Science at Concordia University is accredited with probation by the Council for the Accreditation of Educator Preparation (CAEP) for a period of 2 years, from fall 2015 to fall 2017. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

Additionally, all teacher licensure programs are approved by the Minnesota Board of Teaching with the most recent approval completed in 2015 and through 2022. All graduate programs in education are fully accredited by the National Council for Accreditation of Teacher Education (NCATE).

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

Council for the Accreditation of Educator Preparation, 1140 19th Street, NW, Suite 400, Washington, DC 20036; (202) 223-0077.

Minnesota Board of Teaching, 1500 Highway 36 West, Roseville, MN 55113-4266; (651) 582-8833.
ENROLLMENT (FALL, 2015 CENSUS)
University Headcount  4380
University Fulltime Equivalent 3777
Traditional Undergraduate Headcount 1421
Traditional Undergraduate Fulltime Equivalent 1331
Degree Completion Undergraduate Headcount 1146
Degree Completion Undergraduate Fulltime Equivalent 675
Graduate Headcount 1813
Graduate Fulltime Equivalent 1771

COLLEGES AND SCHOOLS
College of Arts & Letters
College of Business & Technology
College of Education & Science
School of Continuing Studies
School of Graduate Studies

ACADEMIC DEGREES
Bachelor of Arts (B.A.)
Bachelor of Fine Arts (B.F.A.)
Bachelor of Science (B.S.)
Bachelor of Science in Nursing (B.S.N.)
Bachelor of Business Administration (B.B.A.)
Master of Arts (M.A.)
Master of Arts in Teaching (M.A.T.)
Master of Business Administration (M.B.A.)
Master of Fine Arts (M.F.A.) *seeking HLC Approval
Master of Science (M.S.)
Educational Specialist (Ed.S.)
Educational Doctorate (Ed.D.)
Doctor of Physical Therapy (D.P.T.)

GRADUATE PROGRAMS
Business Administration (M.B.A.)
Business Administration with Cybersecurity emphasis (M.B.A.)
Business Administration with Health Care Management emphasis (M.B.A.)
Creative Writing (M.F.A.) *seeking HLC approval
Criminal Justice Leadership (M.A.)
Classroom Instruction with Reading Endorsement (K-12) (M.A.)
Cybersecurity Risk Management Certificate (no M.B.A.)
K-12 Reading Endorsement (no M.A.)
Differentiated Instruction (M.A.)
Doctor of Education (Ed.D.)
Doctor of Physical Therapy (DPT)
Early Childhood (M.A.)
Educational Leadership (M.A.)
Educational Specialist (Ed.S.) in Educational Leadership
Educational Technology (M.A.)
Exercise Science (M.S.)
Family Science (M.A.)
Human Services with emphasis in Forensic Mental Health (M.A.); certificate also available
Human Resource Management (M.A.)
Information Technology Management (M.S.) *seeking HLC approval
Leadership and Management (M.A.)
Orthotics and Prosthetics (M.S.)
Public Policy (M.A.) *seeking HLC approval
Sport Management (M.A.)
Strategic Communication Management (M.A.)
Special Education (Emotionally Behaviorally Disordered; Specific Learning Disabilities; Autism Spectrum Disorder) (M.A.)
Teaching (M.A.T. with K-6 Teaching License)

UNDERGRADUATE PROGRAMS
MAJORS – TRADITIONAL UNDERGRADUATE
(Bachelor of Arts unless noted)
Accounting (B.S., B.B.A.)
Applied Science and Mathematics (B.S.)
Art Education/Teaching (Grades K – 12)
Art Studio
Biology (B.A. and B.S.)
Business Management
Chemistry
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
Computer Science (B.S.)
Criminal Justice
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)
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 Science
Finance (B.S.)
Graphic Design (B.A. and B.F.A.)
History
Marketing (B.A. and B.S.)
Mathematics (B.A. and B.S.)
Music (Tracks: Performance, Theory/Composition, History/Literature)
Music Business
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
Sociology
Sport Management
Sport 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
Early Childhood Education
Interscholastic Coaching
Leadership
Parent Coaching

MAJORS – DEGREE COMPLETION UNDERGRADUATE
(Bachelor of Arts unless noted)
Accounting
Business
Child Development
Computer Science (B.S.)
Criminal Justice
Exercise Science
Family Science
Health Care Administration
Hospitality Management
Human Resource Management
Information Technology Management
Marketing
Nursing (B.S.)
Organizational Management and Leadership
Psychology
Pulmonary Science (B.S.)
Radiologic Science Leadership (B.S.)
Sport Management

MINORS
Accounting

Art History
Art Studio
Bible Translation
Biblical Languages
Biology
Business Management
Chemistry
Communication Studies
Community Arts
Community Health Science
Computer Science
Criminal Justice
Dance
Design
Education
English
Environmental Science
Exercise Science
Family Science
Finance
Gerontology
Health Care Administration
History
Hmong Studies
Human Resources Management
Information Technology Management
International Studies
Leadership
Lutheran Theology
Marketing
Marketing Management
Mathematics
Music
Non-Profit Management
Photography
Political Science
Psychology
Religion
Sales and Business Development
Sociology
Spanish
Sport Management
Sport Psychology
Theatre
Writing
Writing/Communication
CAMPUS
Concordia University is located in the Midway district of Saint Paul, Minnesota, on Marshall Avenue between Snelling and Lexington, immediately south of United States Interstate 94, which joins Saint Paul and Minneapolis, often referred to as the “Twin Cities.”

The 51-acre campus includes residence halls; classrooms; a science building; a music building; an art center and student union; a theatre arts center; a library technology center; a chapel; a cafeteria; a gymnasium and health and fitness center; and administration and faculty complexes. These facilities are conveniently located and many of them are interconnected. Athletic fields and university-owned apartment buildings are nearby. All teaching, activity, and ground level housing areas are accessible to those with disabilities.

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

FACILITIES

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

BUENGER EDUCATION CENTER (BEC)
The BEC is named in honor of Dr. Theodore Buenger, Concordia's first president, who served in that capacity from 1893 - 1927, and continued as a faculty member until 1943. The BEC offers faculty offices, as well as a 4,000-square-foot event room. The BEC event room seats between 175 – 225 people and is commonly used for networking events, receptions, banquets, lectures, and club events.

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

CONCORDIA ART CENTER
The 23,000-square-foot Student Union was remodeled and renamed the Concordia Art Center in 2009 and houses facilities for the university’s Art Department. In addition to faculty offices, there is working space for students enrolled in graphic design, ceramics, photography, printmaking, painting, and other art studies. The CAC also houses two educational art galleries: The Concordia Gallery and the H. Williams Teaching Gallery.

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

WINGET STUDENT LIFE CENTER
The Winget Student Life Center is located at the northern end of the campus’ six main buildings which form a corridor. It includes a dining hall on the second floor 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.

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

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

GRAEBNER MEMORIAL CHAPEL
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 Cooperator Libraries in Consortium (CLICnet), provides 1.5 million Holdings representing up to one million unique titles.

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

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

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

THEATRE ARTS CENTER
The Concordia Theatre Arts Center, which is connected to the Buetow Music Center, was completed at 35,000-square-feet in 1994. The new facility supports theatre education and experiences for students, as well as community audiences. It houses the 350-seat flexible proscenium E.M. Pearson Theatre; rehearsal, dance, costume, and scenery studios; theatrical classrooms; a 100-seat Westlund black box theatre laboratory; elevator orchestra pit; state-of-the-art lighting and sound control systems; and offices.

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.

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
• 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, 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
- create unity among students of multi-cultural heritage within Concordia University and the surrounding community

For more information about UMOJA, contact the organization’s advisor, Adrian Perryman, Assistant Director of Academic Advising at perryman@csp.edu or (651) 641-8843.

**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 Tsang (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

CHUSA’s advisor is Lee Pao Xiong, Director of the Center for Hmong Studies, who can be reached at xiong@csp.edu or at (651) 641-8870.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT – CONFIDENTIALITY**

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

Concordia University observes the following principles:

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

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

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

**OTHER STUDENT 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 not disclosed to anyone except:

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

**CONCORDIA UNIVERSITY CANDIDATES' PASS RATES ON MINNESOTA STATE TESTS FOR LICENSING TEACHERS**
The Higher Education Act, Title II, Section 207 (1998), requires all institutions that prepare teachers to report their candidates' pass rates on state licensing tests. In Minnesota, teacher candidates are required to pass the MTLE Basic Skills Tests, which contains three subtests: reading, writing and mathematics. Candidates are also required to pass examinations related to subject matter content and pedagogy. The pass rates for Concordia University teacher education candidates and the pass rates for all candidates in Minnesota for 2013/14 and 2014/15 are given in the chart below.

* Pass rates are only shown in content areas where 10 or more Concordia students have taken the test.

**Concordia University Candidates**

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>#</th>
<th>Pass rate</th>
<th>Year</th>
<th>#</th>
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<td>35</td>
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<td>35</td>
<td>91%</td>
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<tr>
<td>Elem Subtest 1</td>
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<td>100%</td>
<td></td>
<td>27</td>
<td>93%</td>
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<tr>
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<td></td>
<td>26</td>
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<td>26</td>
<td>81%</td>
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ADMISSION: UNDERGRADUATE TRADITIONAL PROGRAMS

GENERAL ADMISSION INFORMATION
Candidates for undergraduate admission to Concordia University must be graduates of a regionally accredited high 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. The priority deadline for admission is December 1 and the final deadline is August 1.

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

FIRST-YEAR STUDENTS
1. Complete the Undergraduate Application for Admission 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 ACT 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
St. Paul, Minnesota 55104-5494

Students may also submit an on-line application at www.csp.edu. Correspondence includes all matters and inquiries connected with admission, such as application forms, letters of recommendation, ACT scores, transcripts and fees. Remittances should be made payable to Concordia University, 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.

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 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. 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 70 on the computer-based test.
   b. Score of at least 70 on the Michigan test.
   c. Completed level 112 from English Language Services (ELS).

Based on these test results Concordia University’s testing program results, and the student’s classroom performance during the early part of the semester, tutorial needs of the student are determined by the director of the academic support programs, in consultation with appropriate faculty personnel.

d. IELTS overall band score of 5.5 or higher (International English Language Testing System).
e. Completion of Level 6 at an approved English school.
3. Demonstrate ability to meet the expenses of university fees, tuition, room and board, transportation and personal expenses. I-20 forms will be issued only after the application is accepted by the Office of Undergraduate Admission and the first semester is paid in full.
4. Submit health and immunization records as required by law.

International students are admitted for the fall and spring terms only.
5. Any transcripts provided must be evaluated by an outside agency for American equivalents.

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

Minnesota High School juniors and seniors from public, private, and home schools may apply for admission to Concordia University’s Post-Secondary Enrollment Options (PSEO) program. A limited number of students are initially accepted on a space available basis. Students with a 3.5 unweighted grade point average (GPA) or higher are encouraged to apply. The application deadline is May 1 each year.
Application procedures include submitting the following:
1. PSEO Application
2. Official High School Transcript
3. Writing Sample
4. Guidance Counselor Letter of Recommendation
5. Minnesota Postsecondary Enrollment Options Program Notice
6. 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 sessions in December for spring semester and May for summer.

ADMISSION: UNDERGRADUATE DEGREE COMPLETION PROGRAMS

LEARNING CONCEPT

The goal of the adult undergraduate programs is to link learning directly to a student’s present or planned career activities – connecting coursework to life experience. This educational model is designed specifically with adults in mind.

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

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

GENERAL ADMISSION INFORMATION

Candidates for undergraduate admission to Concordia University, Saint Paul, must be graduates of a regionally accredited high school or home school or hold the 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 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
3. Verification of a cumulative grade point average (CGPA) of 2.0 or better.
4. Statement of goals covering employment history and long-term academic and professional goals (1 to 2 pages, double-spaced)

A partial list of additional requirements includes:
- BS in Pulmonary Science and Radiological Science Leadership: Students must have earned an associate’s degree in Respiratory Therapy (Pulmonary Science) or in Radiologic Technology (Radiologic Science Leadership) to be considered for admission.
- BS in Nursing: Program applicants must have a cumulative grade point average (CGPA) of 2.5 or better. Prior to registration for NUR courses, students must meet programmatic specific health and practice requirements as outlined in the Nursing Student Handbook.

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 (traditional freshmen and transfer):
   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. Submit evidence of one or more of the following (adult undergraduate and graduate):
   a. Completion of Level 112 at an English Language School (ELS) or Accelerated Level at Global Language Institute (GLI)
   b. Completion of Level 6 at an approved English school
   c. TOEFL-iBT score of 78 or TOEFL PBT score of 547
   d. An aquated score of 80 or better on the Michigan Test
   e. IELTS overall band score of 6 or higher (International English Language Testing System)

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
Concordia University, Saint Paul
1282 Concordia Avenue
Saint Paul, Minnesota 55104-5494

Students may also submit an online 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 ON CAMPUS STUDENTS
Minnesota State Law (statute 135A.14) requires that on campus 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 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.

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

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. The CLEP credit policy is posted on www.csp.edu.
ADMISSION: GRADUATE PROGRAMS

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

ACADEMIC REQUIREMENTS AND PROCEDURES
1. Submission of Graduate Application for Admission
2. Submission of $50 application fee for select programs (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 and MA in Early Childhood
  - Students must be currently working or volunteering in the program "field"

APPLICATION CONTACTS
Persons seeking admission to graduate programs should direct all correspondence to:
Office of Graduate Admission
Concordia University, Saint Paul
1282 Concordia Avenue
St. Paul, Minnesota 55104-5494

Students 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 Adult Undergraduate and Graduate Admissions Committee. Appeals may be made to the Vice President for Academic Affairs.

APPEAL OF POLICY AND PROCEDURE
Students not approved for graduate admission may appeal the admission decision. Steps for appeal include:
1. All appeals must be initiated within 30 calendar days after the contested judgment was made. All appeals must be processed within 60 calendar days after the initial appeal was filed
2. Students consult directly with the Director of Graduate Admission.
   The formal appeal process will be offered and explained in detail
3. Students submit a formal written appeal to be reviewed by the 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 STUDENTS
Minnesota State Law (statute 135A.14) requires that students must submit their immunization records to have on file at the university prior to attending their first semester. Students who do not submit these records will have a HOLD placed on their academic records until this requirement is met.

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

REQUIRED immunizations are:
1. Tdap (Tetanus-Diptheria-Pertussis) must be given less than 10 years ago.
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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 students first term, signed by student (or parent/guardian) and NOTARIZED.
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If there is an outbreak of the disease of objection, the student will need to be immunized at that time or excluded from classes until the outbreak is over.

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

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

Concordia University Academic Catalog
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 of 820 or a combined score of 19 on the ACT. The required SAT or ACT score must be achieved under national testing conditions on a national testing date.

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

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

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

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

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

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

Returning student-athletes are governed by the following rules:

1. A student must be enrolled, attending classes, and be a student in good standing, in a minimum of 12 credit hours at the time of participation. Courses below “100” in the number system and repeated courses do not count toward satisfying the “normal progress” rule.

2. All participants must be making normal progress toward a degree. This is defined as earning 24 semester credits in the previous two semesters before participating in the activity. A maximum of one repeat course per term previously passed with a grade of “D” (or the equivalent) may be counted toward satisfying the 12-hour current enrollment rule. Repeated courses previously passed with a grade of “C” or better cannot be applied to meet either the 12-hour enrollment rule or the 24-credit rule.

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

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

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

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

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

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

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

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

The university does NOT provide special insurance coverage for athletes. Student-athletes assume the risks associated with competition and practice.
TUITION AND FEES 2016-2017

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

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

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

*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.

<table>
<thead>
<tr>
<th></th>
<th>Fall/Spring Semesters</th>
<th>Academic Year</th>
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</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$10,625</td>
<td>$21,250</td>
</tr>
<tr>
<td>Residence Hall / Food Services</td>
<td>$4,250</td>
<td>$8,500</td>
</tr>
<tr>
<td>Totals</td>
<td>$14,875</td>
<td>$29,750</td>
</tr>
</tbody>
</table>

Undergraduate
(per credit hour, for students registered for 6-11 credits) $885
(per credit hour, for students registered for 1-5 credits) $460
Summer School (2017) 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) $10,625

OPTIONAL FEES
Parking No charge
Single Room (additional charge per semester) $1,175
Room Charge (per day for early-arrival students) $30
Extra institutional credit (includes credit by examination-per credit hour) $270
Colloquy tuition rate (per credit hour) $270
Private Music Instruction (private lessons) $215
Private Music Instruction (honors lessons) $430
Science Lab Fees (varies by course) $25-$50
Fine Art Fees (varies by course) $25-$50
Biology and Chemistry Research Fee (per credit hour) $100

REQUIRED FEES
Application for admission $30
Transcripts $7 each
Credentials $8 each

DEPOSITS

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Tuition Deposit</td>
<td>$100</td>
</tr>
<tr>
<td>The tuition deposit is due prior to your orientation date, is non-refundable after May 1, and is applied toward the first semester costs.</td>
<td></td>
</tr>
<tr>
<td>Residence Hall and Apartment Down Payment</td>
<td>$125</td>
</tr>
<tr>
<td>The residence hall down payment is paid by students when applying for housing. The down payment is credited to fall semester room and board charge. It is not refundable after May 1.</td>
<td></td>
</tr>
</tbody>
</table>
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 2016:
- Through September 4: 100% Refund
- Sept. 5 - Sept 12: 75% Refund
- Sept. 13 - Sept. 19: 50% Refund
- Sept. 20 - Sept. 26: 25% Refund
- After September 26: No Refund

Dates for the various refund periods for traditional students withdrawing from the university during spring term 2017:
- Through January 16: 100% Refund
- January 17 – January 23: 75% Refund
- January 24 – January 30: 50% Refund
- January 31 – February 6: 25% Refund
- After February 6: 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 2016 – Traditional Term August 29 – December 22, 2016

Classes that meet the entire semester:
Last day to add full semester course: September 2, 2016
Last day to add a full semester Internship or Independent Study: September 12, 2016
Last day to drop a full semester course without academic record: September 12, 2016
Last day to withdraw (W) from a full semester course: November 9, 2016

Classes that meet the first half of the semester:
Last day to add first half semester course: September 2, 2016
Last day to drop a first half semester course without academic record: September 2, 2016
Last day to withdraw (W) from a first half semester course: October 3, 2016

Classes that meet the second half of the semester:
Last day to add second half semester course: October 28, 2016
Last day to drop second half semester course without academic record: October 28, 2016
Last day to withdraw (W) from a second half semester course: December 2, 2016

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 2017 – Traditional Term January 9 - May 4, 2017

Classes that meet the entire semester:
Last day to add full semester course: January 13, 2017
Last day to add a full semester Internship or Independent Study: January 23, 2017
Last day to drop a full semester course without academic record: January 23, 2017
Last day to withdraw (W) from a full semester course: March 27, 2017

Classes that meet the first half of the semester:
Last day to add first half semester course: January 13, 2017
Last day to drop a first half semester course without academic record: January 13, 2017
Last day to withdraw (W) from a first half semester course: February 13, 2017

Classes that meet the second half of the semester:
Last day to add second half semester course: March 7, 2017
Last day to drop second half semester course without academic record: March 7, 2017
Last day to withdraw (W) from a second half semester course: April 11, 2017

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 2016-2017
### GRADUATE PROGRAMS

#### PER CREDIT FEES FOR GRADUATE PROGRAMS (2016-2017)

<table>
<thead>
<tr>
<th>College of Arts &amp; Letters</th>
<th></th>
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<tbody>
<tr>
<td>MA in Public Policy</td>
<td>$475</td>
</tr>
<tr>
<td>MA in Creative Writing</td>
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</table>

<table>
<thead>
<tr>
<th>College of Business &amp; Technology</th>
<th></th>
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</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>MA in Strategic Communication 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 Cybersecurity</td>
<td>$625 (MBA 9 core courses) $1100 (5 cybersecurity classes)</td>
</tr>
</tbody>
</table>

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<table>
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<tr>
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<tbody>
<tr>
<td>Master of Business Administration with Emphasis in Health Care Management</td>
<td>$625</td>
</tr>
<tr>
<td>Cybersecurity Risk Management Certificate</td>
<td>$1100</td>
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</table>

<table>
<thead>
<tr>
<th>College of Education &amp; Science</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>MA in Criminal Justice Leadership</td>
<td>$475</td>
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<tr>
<td>MA in Education: Early Childhood</td>
<td>$378</td>
</tr>
<tr>
<td>MA in Education: Classroom Instruction with K-12 Reading Endorsement</td>
<td>$378</td>
</tr>
<tr>
<td>MA in Education: Differentiated Instruction</td>
<td>$378</td>
</tr>
<tr>
<td>MA in Education: Educational Leadership</td>
<td>$378</td>
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<tr>
<td>MA in Education: Educational Technology</td>
<td>$378</td>
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<tr>
<td>MA in Education: Special Education SLD</td>
<td>$378</td>
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<tr>
<td>MA in Education: Special Education EBD</td>
<td>$378</td>
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<tr>
<td>MA in Education: Special Education ASD</td>
<td>$378</td>
</tr>
<tr>
<td>MA in Family Science</td>
<td>$378</td>
</tr>
<tr>
<td>MA in Human Services with Emphasis in Forensic Mental Health</td>
<td>$475</td>
</tr>
<tr>
<td>MA in Sport Management</td>
<td>$475</td>
</tr>
<tr>
<td>MA in Teaching (with K-6 License)</td>
<td>$440</td>
</tr>
<tr>
<td>MS in Exercise Science</td>
<td>$475</td>
</tr>
<tr>
<td>MS in Information Technology Management</td>
<td>$475</td>
</tr>
<tr>
<td>MS in Orthotics and Prosthetics</td>
<td>$515</td>
</tr>
<tr>
<td>Ed.S in Education</td>
<td>$405</td>
</tr>
<tr>
<td>Doctor of Physical Therapy</td>
<td>$810</td>
</tr>
<tr>
<td>Doctorate in Education</td>
<td>$615</td>
</tr>
</tbody>
</table>

Application Fee $50

### 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 (2016-2017)

| Nursing (B.S.N.) | $299* |
| Associate of Arts | $420 |
| Continuing Studies |  |
| Accounting |  |
| Business |  |
| Child Development |  |
| Communication Studies |  |
| Computer Science |  |
| Criminal Justice |  |
| Exercise Science |  |
| Family Science |  |
| Health Care Administration |  |
| Hospitality Management |  |
| Human Resource Management |  |
| Information Technology in Management |  |
| Marketing |  |
| Organizational Management and Leadership |  |
| Psychology |  |
| Pulmonary Science Leadership (B.S.) |  |
| Radiologic Science Leadership (B.S.) |  |
| Sport Management |  |

Application Fee $30

Auditing (per class) $175

* Subject to change

### 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.

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 SAFAP according to federal guidelines, including possible retroactive fund disbursements should disqualification be impending based on the standards indicated below:

Qualitative

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

Quantitative

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

Maximum Timeframe (MTF):

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

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

Maximum Time-Frame:

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

Financial Aid Warning:

A student failing to meet the minimum cumulative qualitative or quantitative standards, or close to violating the Maximum Time Frame Standard of academic progress shall be placed on financial aid warning. A 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 Committee.
Continuation of Students on Financial Aid Probation Status:
A student on probation who meets a term 2.0 GPA Undergraduate and/or 3.00 Graduate standard and the 67% earned percentage standard during the probationary term and has met all other terms set forth by the university for continuation of academic success as defined by the SAP Appeal Committee, may be permitted to retain enrollment and financial aid eligibility under a continued probation status, until such time as: (a) the student has met the cumulative standards and is therefore reinstated in good academic standing, or (b) the student fails to meet both the cumulative standards and the term standards, and is therefore suspended, or (c) it is determined it is not possible for the student to meet the cumulative standards within the maximum timeframe allowed, and is therefore suspended.

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

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

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

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

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

QUALIFYING EXTENUATING CIRCUMSTANCES
Students have the right to appeal Financial Aid Warning and/or Suspension in the case of extenuating circumstance(s) including, but not limited to:
- Death of an immediate family member. Immediate shall be defined as: child, spouse, biological parent or legal guardian.
- Serious Illness. Serious illness shall be defined as lasting longer than 20% of the term in duration or one that required hospitalization.
- Other extenuating circumstance of relevant nature.

To appeal, send a letter of explanation as outlined above including supporting documentation (i.e. Obituary, letter(s) from health professionals, etc.) to:
Director of Financial Aid
Concordia University, Saint Paul
1282 Concordia Avenue
Saint Paul, MN 55014

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

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 & Letters or the College of Education & 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: http://www.csp.edu/tuition-financial-aid/forms-worksheets/

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

FINANCIAL AID FOR SUMMER SCHOOL
Financial aid eligibility for Summer Semester for Traditional Undergraduate Students may be limited. Students are encouraged to connect with the Student Financial Services Office to determine summer aid eligibility if applicable.
FINANCIAL AID AND WITHDRAWING/DROPPING FROM CONCORDIA UNIVERSITY

If a learner has received Financial Aid and subsequently withdraws and/or drops from some or all courses at Concordia University, then the school or the student may be required to return all or some of the federal funds awarded to the student. If a student receives financial assistance from a grant, scholarship, or loan source outside of the family, all or some of an expected Refund Check may be returned to the grant, scholarship, and/or loan source from which the assistance was received. All students needing to Withdraw from the University must initiate an official Change of Status with the Registrar’s office.

STUDY ABROAD

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

FINANCIAL AID PROGRAMS AVAILABLE

* Denotes undergraduate students only

FEDERAL

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

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

STATE OF MINNESOTA

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

SCHOLARSHIPS

ATHLETIC SCHOLARSHIPS

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

UNIVERSITY MERIT SCHOLARSHIPS

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

PRESIDENTIAL STUDENT OF COLOR MERIT SCHOLARSHIP

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

LUTHERAN HERITAGE SCHOLARSHIP

The Lutheran Heritage Scholarship is available to new, full-time, first-year and transfer students from Lutheran Church – Missouri Synod (LCMS) congregations who meet regular admissions standards. This scholarship is renewable with the appropriate GPA.

UNIVERSITY CHURCH VOCATION SCHOLARSHIP

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

CHURCH ASSURANCE

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

NEED-BASED GRANTS

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

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

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

LCMS FORWARD IN REMEMBRANCE MUSIC SCHOLARSHIP

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

LCMS FORWARD IN REMEMBRANCE SCHOLARSHIP

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

LCMS MINORITY SCHOLARSHIP

A program administered directly by the LCMS providing scholarships to minority church vocation students.
SCHOLARSHIPS – ENDOWED FUNDS

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

**AmeriCorps Alumni Scholarship**
AmeriCorps alumni admitted to Concordia University, St. Paul will be awarded a $5,000 scholarship. The scholarship can be applied toward tuition on any bachelor's or master's level program and will be distributed evenly across the student's course of study. Students must maintain good academic standing including GPA requirements. Scholarship cannot be combined with other institutional discounts/scholarships, such as military, community college partnership(s) and employee discounts. Program participation will be evaluated on an annual basis. Requires annual submission of FAFSA. Not to exceed the cost of tuition less any other grant or scholarship aid.

**Concordia Colleague Advantage**
Employees and staff members of partnering institutions are eligible to receive a $2,000 tuition discount and priority admission status when they enroll in any accelerated undergraduate or graduate degree program at Concordia University, St. Paul. Students have the opportunity to learn on campus in a face-to-face setting or online.

**Concordia Partnership Advantage Scholarship**
The Concordia Partnership Advantage Scholarship is offered to the Degree Completion students that are employed by one of our partnering organizations. A $2,000 tuition discount is awarded to qualified students exclusively upon acceptance when they enroll in any undergraduate or graduate degree program.

**Transfer Advantage Scholarship**
The Transfer Advantage Scholarship is awarded to any transfer students who have completed the Minnesota Transfer Curriculum (MnTC) or an Associate of Arts degree from an accredited institution meet Concordia's general education requirements. Concordia University also accepts individual goal areas completed within the MnTC. Eligible students are awarded $2,000 which is evenly dispersed over the length of program.
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 or students from the 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
Katharine Berwald Art Major/Studio Art Annual Scholarship
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 F. 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
Bredenhof 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 Dannenh Scholarship – pre-ministerial and/or church work students
Richard A. and Hilda Danowsky, Sr. Scholarship – pre-ministerial students; junior or senior
Director of Christian Education Scholarship – Director of Christian Education students
Rev. Professor William A. Dobberfuhr Scholarship – pre-ministerial students
Kenneth Duerr Scholarship – church work students
Earth Science Scholarship – earth science students; high cumulative GPA
Pastor Henry F. and Marie C. Egges Ministerial Scholarship – LCMS pre-ministerial students
Paul W. Eggert Scholarship – church work students
Emery and Almeda Eickhoff Scholarship – church work students
Environmental Science Scholarship – environmental science students; high cumulative GPA
Fred O. Erbe Memorial Scholarship – pre-ministerial or teacher education church work students; from specific parishes in Iowa
Donald and Leone Erickson Scholarship – teacher education church work students; preference given to students of Trinity Lutheran Church of Lake Johanna, Arden Hills, MN
Leonard C. Ewald-Norman Brandt Memorial Scholarship – church work students
Forward in Remembrance Scholarship
Michael Gangelhoff Scholarship – church work students
Arnold W. and Sylvia A. Georg Scholarship – pre-ministerial students
Edward and Clara Gesch Scholarship – church work students
Omar E. and Verna R. Glessing Scholarship – church work students
Lester A. Gottschalk Scholarship – teacher education church work students
Mr. and Mrs. Herbert Grimm Scholarship – church work students; preference given to pre-ministerial students
Leona M. Groth Scholarship – revolving scholarship; church work students and pre-med students
Rev. Dr. Richard L. Guehna Scholarship – pre-ministerial students
Alvina Haack Ministerial Scholarship – pre-ministerial students; German descent with high academic standards
Julie Halbmaier Scholarship – Concordia School of Accelerated Learning students
Halvorson/Sohe Memorial Scholarship – general; financial need and/or high academic students
Mabel M. Harmel Memorial Scholarship – church work students
William Randolph Hearst Scholarship – general; economically disadvantaged students of color
Walter and Leone Helmkamp Scholarship – church work students
Hispanic Outreach Scholarship – Hispanic students
Otto and Sophia Holtz Scholarship – outdoor/environmental biology teacher education students
Dr. Gerhardt W. Hyatt Memorial Scholarship – general; deserving students
Mark and Gayle Janzen Scholarship – second career returning students; preferably over age 25 willing to speak the Gospel of Jesus Christ
Lorraine and Michael Johnson Scholarship – female students; preference given to Director of Christian Education students
Walfred and Julia Johnson Scholarship – church work students
Kaden Family Scholarship – church work students
Warren and Marilyn Kluckman Scholarship – church work students
Otto F. and Gertrude B. Krause Scholarship – Director of Parish Music students
Martin H. and Alma H. Kretzschmar Scholarship – pre-ministerial students
William H.O. Kroll Scholarship – church work students
Frieda W. Krueger Scholarship – church work students
Elsie Kruse Scholarship – pre-ministerial students
Theodore and Caroline Kuhn Scholarship – pre-ministerial students
Edward A. Lange Writing Award – students excelling in writing
Dr. Paul Lassanske Scholarship – church work students
Kenneth O. and Kathleen D. Lenz Scholarship – church work students
Rev. Dr. Martin W. and Lucille E. Lieske Scholarship – church work students
Rev. Walter Luedtke Scholarship – pre-ministerial students
Dr. Ernest A. Lussky Scholarship – church work students
Dr. Martin Luther Scholarship – pre-ministerial and teacher education church work students
Lutheran Brotherhood Scholarship for Lutheran Students – Lutheran students; financial need; Lutheran
Charlotte Mack Scholarship – Director of Christian Outreach students
Dr. and Mrs. Paul Martens Scholarship – church work students
Harold Mattfeld Family Scholarship – church work students
Dr. R. Brownell and Ann McGrew Scholarship – Hoffmann Institute
Rev. Dr. August Mennicke Scholarship – church work students; music or psychology emphasis
Dr. Gerhardt and Dr. Lorna Meyer Scholarship – church work students; priority given to teacher education students
Pastor Gerhard and Augusta Michael Scholarship – church work students
Rev. Dr. Marvin and Melba Middendorf Scholarship – pre-ministerial students
Thomas and Chris Milbarth Football Fund – Athletic students participating in football; minimum 2.5 GPA
Rev. Fred and Frieda Miller Scholarship – pre-ministerial students
Minority Student Scholarship – minority students
William Moenkenmoeller Scholarship – general; deserving students
Mr. and Mrs. B.A. Mosling Scholarship – pre-ministerial students; or other church work students
H.F.C. Mueller Scholarship – pre-ministerial male students and teacher education female students
Dr. Luther Mueller Scholarship – church work students; priority given to teacher education students
Theodore F. Neils, Sr. Scholarship – worthy students
Paul and Diane Netsch Scholarship – pre-ministerial students
Richard E. Norris Scholarship – band program students majoring in instrumental music education
Marvin T. Nystrom Scholarship – U.S. citizens with financial need; minimum 3.0 GPA
Dr. Stanley and Eleanor Oexmann 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 Pocrnich Scholarship – teacher education students; early childhood or elementary
Esther Podewils Hoffmann Institute Scholarship Endowment – Hoffmann Institute students
Richard D. and Joyce Peterson Peters Scholarship – church work students; preference given to minority students
W.A. Poeher 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. Schluter Scholarship – general
Victor and Harriet Schmidt Scholarship – church work students
Fritz Schneider Scholarship – church work students
Mr. and Mrs. Herman Scholl Scholarship – church work students
Ray Schrader Family Scholarship – church work students
Mr. and Mrs. Edward C. Schroeder Scholarship – general; financial need and academic leadership students
Ted and Edna Schroeder Scholarship – general; financial need students
Arthur J. Schuette Scholarship – church work students
Leigh and Rose Schulze Church Work Scholarship – church work sophomore, junior or senior students
Steven Schutte Scholarship – church work teacher education students
Rev. Earl O. and Mrs. Ruth Schwerman Scholarship – pre-ministerial students
Rev. Paul and Regina Seltz Scholarship – church work students
Sohn Ministerial Scholarship – pre-ministerial students
Rev. Harold Schweigert Endowment Fund – church work students; preference to students of Saint Peter’s Evangelical Lutheran Church, Edina, MN
Gary and Eileen Specketer Scholarship – pre-ministerial students
John and Elsie Stach Scholarship – general; 3.0 overall GPA and 3.25 GPA in 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 Chemistry 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. Tiemann Pre-ministerial Scholarship – pre-ministerial students
Dr. and Mrs. Leon Titus Band Scholarship – active band member students
Carl and Wilhelmina Toensing Scholarship – church teacher and/or church music program students; seniors
Carol Anne Trapp Scholarship – pre-ministerial students
Thomas Trapp Pre-Ministerial Scholarship – pre-ministerial students
Treichel Family Scholarship – minority; financial need students from Saint Paul, MN
Linus Ulbricht Memorial Scholarship – general
Martin and Loretta Vanseth Scholarship – church work students
General John and Avis Vessey Scholarship – Hoffmann Institute students
Kristin Aleta Vetter Memorial Scholarship – general; Lutheran Church of the Triune God students, Brooklyn Center
Leroy Vogel Scholarship – pre-ministerial students
Volkert Family Scholarship – church work students
Mr. Hubert and Mrs. Audrey Voth Scholarship – church work students
Harvey C. Wagner Family Scholarship – church work students
Erlo Warnke Math/Science Scholarship – math or science students; sophomore or juniors with high GPAs
SCHOLARSHIPS – ANNUAL GIFTS
Annual gift scholarships are those gifts to the university designated specifically for scholarship purposes during the current year. The money is awarded to students according to criteria determined by the donor and Concordia University.

Nettie G Adamek Memorial – female students; financial need
Charles and Ellora Alliss Scholarship – general; full-time undergraduate students
Concordia Publishing House Scholarship – church music students
Fine Arts Scholarship – art, drama or music students; junior or senior
Carmen P. Henschen Scholarship – general; financial need
Donald L. Hohenstein Memorial Fund for Church Musician Awards – church work music students
Kopp Investment Advisors President Scholarship – teacher education minority students; financial need
LCMS Evangelism Scholarship – Director of Christian Outreach students

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

STUDENT SERVICES

ACADEMIC ADVISING
FOR STUDENTS IN TRADITIONAL PROGRAMS
To help traditional undergraduate students make informed decisions regarding their educational and career goals, Concordia University provides ongoing academic advising and support by university faculty and other advising professionals. New students are assigned a faculty advisor based on indicated interests or intended academic majors. Advisors provide guidance and support around setting career goals, choice of major, course selection, class scheduling, degree requirements and other academic concerns. Peer Advisors provide additional assistance to first-year students and incoming transfer students. For more information about faculty advising in the traditional programs, contact the Director of Advising at (651) 603-6271.

FOR STUDENTS IN ADULT UNDERGRADUATE PROGRAMS AND GRADUATE PROGRAMS
Students enrolled in graduate and adult 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 Director of Advising 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.
Concordia University Academic Catalog

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/student-accessibility-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 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 of 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 CSP Seminar – The CSP Seminar 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 on the top floor of the Winget Student Center, 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 50-minute appointment by stopping by the Center, calling (651) 603-6233, or visiting their website: info.csp.edu/writingcenter.

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. Meal plan flex points do not carry over at semester. Refunds are not made for meals missed during the week or for weekends.

Additional information regarding services and expectations that pertain specifically to residential students is included in the 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 Residence 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 regulations which are based on policies established by the Board of Regents and the faculty.
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 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.

**FOOD SERVICE**

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**

- AIGA Minnesota Concordia Student Group
- Art and Design Club
- 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
- Drumline
- DCESnet – anyone with church work interest
- EXTREME Club – Rock climbing, etc.
- History Club
- Investment Club
- Lacrosse Club
- Mathematics Club
- Pep Band
- Psychology Club
- Science Club – Concordia Science Organization (CSO)
- SEASA – Southeast Asian Student Association
- Sigma Tau Delta - International English Honor Society
- StAC – Student Alumni Council
- S.T.A.G.E. Student Theatre Association for Greater Education
- Student Senate/Concordia Activities Board-Elected to represent students, voice their concerns, and take action on their behalf
- Teachers of Tomorrow
- 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
- Tri Pi Math Club
- Sword – Campus newspaper
- UMOJA-United Minds in Joint Action; Develops unity, a deeper consciousness, and a greater sense of service among African-American students
- Veterans Club
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

MINISTRY OPPORTUNITIES
- Campus Ministry Center
- CBS – Campus Bible Studies
- 908 – 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 ENSEMBLES
The Christus Chorus, Jubilate choir, Concert Band, Blue Rondo (Jazz Ensemble), Shades of Harmony Multicultural Gospel Choir, Chapel Band, Handbell Ensemble, CSP Ringers, Chamber/String Ensemble, Percussion Ensemble, Vox 9 (Vocal Jazz Ensemble), Opera Workshop, Christmas Concert orchestra, Musical Theatre pit orchestra and vocal ensembles are open to those students who meet eligibility requirements for the respective organization. Auditions for new students are normally held during 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 school instruments are available for use.

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. Auditions are open to everyone.

- New York and London Theatre tours
- Theatre productions

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
- Lacrosse, Women
- Soccer, Women
- Softball, Women
- Track, Men (indoor and outdoor)
- Track, Women (indoor and outdoor)
- Volleyball, Women

OTHER ACTIVITIES & 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 community engagement.

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 community engagement.

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, language, exhibits, lectures, and conferences.
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. Assist other scholars with research 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. Through its Hoffmann Mentoring Initiative, students across the campus develop skills and have experiences in urban and/or cross cultural outreach and service.

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

College of Arts & Letters
David Lumpp, Dean

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

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

ENGLISH AND MODERN LANGUAGES
- Debra Belk, 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
- Nathan Kennedy
- David Mennicke, Chair
- Monica Murray
- Shari Speer

THEATRE AND DANCE
- Jan Puffer
- Mark Rosenwinkel, Chair

THEOLOGY AND MINISTRY
- Suzanne Hequet
- Mark A. Koschmann
- Heath Lewis
- David Lumpp
- Mark Schuler, Chair
- Rhoda Schuler

College of Business & Technology
Kevin Hall, Dean
Craig Lien, Associate Dean

SCHOOL OF UNDERGRADUATE BUSINESS
DEPT OF BUSINESS ADMINISTRATION - TRADITIONAL & COHORT
- Kimberly Craig
- Michael Dorner
- Phillip Hampton
- Nancy Harrower
- Carol Klempek
- Christine Kudelka
- Renata Mayrhofer, Chair
- Jason Rahn
- Tom Ries
- Jean Rock, Chair
- Joel Schuessler
- Heather Wegwerth

MATHEMATICS AND COMPUTER SCIENCE
- Sarah Jahn
- Rachel Krueger
- Robert Krueger, Chair
- Derek K. Wise

SCHOOL OF GRADUATE BUSINESS
DEPARTMENT OF GRADUATE BUSINESS ADMINISTRATION
- Richard Brynteson
- Bruce Corrie
- Thomas Hanson
- Christine Kudelka
- Craig Lien, Chair

DEPARTMENT OF GRADUATE BUSINESS MANAGEMENT
- Kevin Hall
- Steven Manderscheid
- Tom Ries
- Jean Rock, Chair

College of Education & Science
Lonn David Maly, Dean

DOCTOR OF EDUCATION
- Don Helmstetter, Director
- Stephen O’Connor
- Jerry Robicheau

DOCTOR OF PHYSICAL THERAPY
- Megan Dowdal-Osborn
- Shani Johnson
- Jeanne Lojovich
- Peter Rundquist, Director
- Sanjay Sarkar
- Lyndsey Vandenbergs
- Matthew Vraa

KINESIOLOGY AND HEALTH SCIENCES
- Matthew Buns
- Katie Fischer, Chair
- Samuel Haag
- Lana Huberty
- Eric LaMott
- Steve Ross

NURSING
- Joanne Christian, Chair
- Heather Moulzolf
- Jodi Zastrow

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

SOCIAL AND BEHAVIORAL SCIENCES
- Kristin Bransford
- Michael Connor
- Elizabeth Glynn
- Debra Huntley
- Samuel Lotegeluaki
- Miriam Luebke
- Stephen Morgan, Co-Chair
- Michael Walcheski, Co-Chair

TEACHER EDUCATION (INITIAL/UNDERGRADUATE AND ADVANCED/GRADUATE)
- Oluwatoyin Akinde Fakuajo
- Sally Baas, Director of the Southeast Asian Teacher Licensure program
- Richard Benson
- Phyllis Burger
- Cheryl Chapman
- Lynn Gehrke
- Diane Harr, Coordinator of Special Education
- Lonn Maly, Chair
- Michele Pickel
- Kelly Sadlovsky, Chair
- Suzanne Starks
- Barbara Wissink
ADMINISTRATIVE ORGANIZATION AND FACULTY

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Rev. Dean Nadasdy (ex officio), Woodbury, MN
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Dr. Eric LaMott, Provost and Chief Operating Officer
Dr. Cheryl Chatman, Executive Vice President
Rev. Dr. Michael Dorner, Vice President of Finance
Mr. Mark Hill, Vice President for Advancement
Dr. Marilyn Reineck, Vice President for Academic Affairs

ACADEMIC AFFAIRS
Dr. Marilyn Reineck, Vice President for Academic Affairs
Dr. Miriam Luebke, Associate Vice President for Assessment and Accreditation
Dr. Bruce Corrie, Associate Vice President for University Relations and International Programs
Professor Lonn David Maly, Dean – College of Education & Science
Dr. Kevin Hall, Dean - College of Business & Technology
Rev. Dr. David A. Lumpp, Dean – College of Arts & Letters
Dr. Michael Walcheski, Associate Vice President for Graduate Studies
Dr. Paul Hillmer, 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. Dr. Michael Dorner, Vice President for Finance
Ms. Mary Arnold, Director of Human Resources
Ms. PaNhia Thor, Controller

ADMINISTRATION
Dr. Eric E. LaMott, Provost 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. Chad Mastel, Bookstore Director

ACADEMIC SERVICES
Ms. Melissa Fletcher, Director of Student Accessibility Services
Ms. Andrea Mayer, Career Services
Ms. Gretchen Walther, Director of Academic Advising
Ms. Wendy Vargas, Director of Student Success Center

UNIVERSITY ENROLLMENT
Ms. Kim Craig, Associate Vice President for Graduate and Adult Degree Completion Admission
Ms. Kristin Vogel, Associate Vice President for Undergraduate Admission

FINANCIAL AID
Ms. Jeannie Peck, Director of Financial Aid

MARKETING & COMMUNICATIONS
Mr. Jason DeBoer-Moran, Director of University Marketing and Communication

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

Oluwatoyin Akinde Fakuajo, Term Faculty of Teacher Education (2014)  
Ed.D., St. Mary's University of Minnesota, 2011  
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B.S., University of Ibadan, 1999

Sally Baas, Associate Professor of Teacher Education (2004)  
Ed.D., Saint Mary's University, Winona, MN, 2011; Ed.S., University of Wisconsin, River Falls, WI, 2000; M.S. Ed., University of Wisconsin, River Falls, WI, 1990; B.S., Ball State University, Muncie, IN, 1969

Leanne Bakke, Associate Professor of Science (2006)  
Ph.D., Michigan State University, East Lansing, MI, 2002; B.S., Valparaiso University, Valparaiso, IN, 1996

Debra J. Beilke, Professor of English (1997)  
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Richard Benson, Instructor of Teacher Education (2000)  
M.A., Saint Mary's University, Minneapolis, MN, 2005; B.A., Concordia College, Saint Paul, MN, 1994

Kristin Bransford, Professor of Social and Behavioral Sciences (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

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Phyllis Burger, Instructor of Teacher Education (2014)  
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Cheryl Chatman, Professor of Teacher Education (2001)  
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Josanne Christian, Instructor of Nursing (2014)  
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Michael H. Conner, Term Faculty of Social and Behavioral Sciences (2006)  
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Bruce P. Corrie, Professor of Graduate Business Administration (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 Business Administration (2014)  
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Basma Ibrahim Devries, Professor of Communication Studies (2001)  
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Michael H. Dorner, Assistant Professor of Business Administration (2006)  
Ph.D., University of Minnesota, 2014; 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

Megan Dowdal-Osborn, Assistant Professor of Physical Therapy (2014)  
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Eric Dregni, Associate Professor of English (2008)  

John DuFresne, Term Faculty of Graphic Design (2013)  
M.A., Minnesota State University, Mankato, MN 1989; B.F.A., University of Wisconsin, Superior, WI, 1983

Katie Fischer, Instructor of Kinesiology and Health Sciences (2011)  
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Theresa FitzPatrick, Term Faculty of English (2009)  
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 Teacher Education (2001)  

Elizabeth Glynn, Term Faculty of Social and Behavioral Sciences (2013)  
M.A., Concordia University, Saint Paul, MN, 2011; B.A., Concordia University Saint Paul, MN 2009

Samuel Haag, Assistant Professor of Kinesiology and Health Sciences (2012)  
Ph.D., University of Minnesota, Twin Cities, MN, 2011; M.S., University of Wisconsin, La Crosse, WI, 2008; B.S., Southwest Minnesota State University, Marshall, MN 2006

Nancy A. Hackett, Professor of English (1988)  
Ph.D., University of Iowa, Iowa City, IA, 1983; M.A., University of Iowa, Iowa City, IA, 1976; B.A., University of Iowa, Iowa City, IA, 1973

Kevin Hall, Assistant Professor of Graduate Business Management (2006)  
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Philip Hampton, Term Faculty of Business Management (2012)
M.B.A., University of Saint Thomas, Saint Paul, MN, 1999; B.A., Clark Atlanta University, 1992

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Benjamin Harrison, Assistant Professor of Science (2013)
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Nancy Harrower, Associate Professor of Business Administration (2009)

Donald Helmsatter, Associate Professor of Education and Doctoral Programs (2010)
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 and Ministry (2012)
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 and Political Science (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 and Health Sciences (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 and Design (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 Social and Behavioral Sciences (2014)
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)
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

Shani Johnson, Assistant Professor of Physical Therapy (2015)
D.S.P.T., Andrews University, Berrien Springs, MI, 2012; M.P.T., University of Iowa, Iowa City, IA, 1992; B.A. University of Nebraska, Omaha, NE, 1988

Nathan Kennedy, Term Faculty of Music (2013)

Carol Klempla, Term Faculty of Business Administration (2005)
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B.S., Wesleyan University, Lincoln, NE

Christine Kudelka, Term Faculty of Business Administration (2006)
M.A., Concordia University, Saint Paul, MN, 2005; B.A., Kean University, Union, NJ, 1973

Eric E. LaMott, Professor of Kinesiology and Health Sciences (1995)
Ph.D., University of Minnesota, Minneapolis, MN, 1994; M.S., Boise State University, Boise, ID, 1990; B.S., Boise State University, Boise, ID, 1987

M.A., Gonzaga University, Spokane, WA, 2014; B.A., Concordia University, Seward, NE, 2006

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Miriam E. Luebke, Professor of Social and Behavioral Sciences (1994)
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David A. Lumpp, Professor of Theology and Ministry (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

Taylor Mach, Term Faculty of Science (2014)

Lonn D. Maly, Assistant Professor of Teacher Education (1996)
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Steven V. Manderscheid, Professor of Graduate Business Management (2004)
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Renata Mayrhofer, Instructor of Business Administration (2006)
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David L. Mennicke, Professor of Music (1989)

Stephen T. Morgan, Professor of Social and Behavioral Sciences (1997)
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Heather Moulzolf, Term Faculty of Nursing (2014)
D.N.P., St. Catherine University, St. Paul, 2015; M.A., St. Catherine University, St. Paul, MN, 2002; B.A. St. Catherine University, St. Paul, MN, 1996

Monica Murray, Associate Professor of Music (1994)
J.D., William Mitchell College of Law, Saint Paul, MN, 2005; D.M.A., University of Minnesota, Minneapolis, MN, 1993; M.M., Indiana University, Bloomington, IN, 1987; B.A., Saint Olaf College, Northfield, MN, 1983

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Michele Pickel, Associate Professor of Teacher Education (1998)
Ph.D., University of Missouri - Kansas City, Kansas City, MO, 2003; M.Ed., Southwest Oklahoma State University, Weatherford, OK, 1987; B.A., Concordia College, Saint Paul, MN, 1977

Jan Puffer, Term Faculty of Dance (2015)
B.F.A., Florida State University, Tallahassee, FL, 1981

Jason Rahn, Instructor of Business Administration (2014)

Marilyn Reineck, Professor of Communication Studies (1980)
Ph.D., University of Minnesota, Minneapolis, MN, 1995; M.A., University of Nebraska, Lincoln, NE, 1980; B.S., Concordia College, Seward, NE, 1973.

Thomas Ries, Professor of Graduate Business Administration (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 and Doctoral Programs (2013)
Ph.D., University of Minnesota, Minneapolis, MN, 1994; M.S., St. Cloud State University, St. Cloud, MN; B.S., Moorhead State University, Moorhead, MN

Jean Rock, Associate Professor of Graduate Business 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

Steve Ross, Associate Professor of Kinesiology and Health Sciences (2015)
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Peter Rundquist, Associate Professor of Physical Therapy (2013)
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Matthew Ryan, Assistant Professor of English (2007)
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J.D., Thomas M. Cooley Law School, Lansing, MI, 1995; B.A., Indiana University, Bloomington, IN, 1989

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Sanjay Sarkar, Assistant Professor of Physical Therapy (2015)
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Thomas Saylor, Professor of History and Political Science (1995)
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Joel Schuessler, Associate Professor of Business Administration (1999)
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Mark T. Schuler, Professor of Theology and Ministry (1994)

Rhoda Schuler, Term Faculty of Theology and Ministry (2008)
Th.D., Luther Seminary, Saint Paul, MN, 2002; M.A., Saint John's University, Collegeville, MN, 1993; B.A., Valparaiso University, Valparaiso, IN, 1977.

Shari Speer, Term Faculty of Music (2003)

Suzanne Starks, Associate Professor of Teacher Education (2005)

Lyndsey Vandenbarg, Instructor of Physical Therapy (2015)
D.P.T., Mayo School of Health Sciences, College of Medicine, Mayo Clinic, Rochester, MN, 2008; B.A., Concordia University, St. Paul, St. Paul, MN, 2004

Cate Vermeland, Term Faculty of Art and Design (2004)
M.F.A., University of Minnesota, Minneapolis, MN, 1993; B.A., University of Minnesota, Minneapolis, MN, 1983

Matthew Vraa, Instructor of Physical Therapy (2013)
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 Social and Behavioral Sciences (1998)  
Ph.D., Western Michigan University, Kalamazoo, MI, 1998; M.A., Western Michigan University, Kalamazoo, MI, 1993; B.A., Concordia College, Saint Paul, MN, 1983

Carolyn Wanamaker, Assistant Professor of Science (2014)  
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Heather Wegwerth, Instructor of Business Administration (2016)  

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Alan D. Winegarden, Professor of Communication Studies (1988)  

Derek K. Wise, Assistant Professor of Mathematics (2015)  
Ph.D., Mathematics, University of California, Riverside CA, 2007; M.S., Mathematics, University of California, Riverside, CA, 2004; B.S., Physics, Abilene Christian University, Abilene, TX, 1998; B.A., Mathematics, Abilene Christian University, Abilene, TX, 1998.

Barbara Wissink, Assistant Professor of Teacher Education (2012)  
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Lee Pao Xiong, Instructor of History and Political Science (2005)  
M.A., Hamline University, Saint Paul, MN, 1997; B.A., University of Minnesota, Minneapolis, MN, 1990

Mary Ann Yang, Associate Professor of Science (2011)  
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Jodi Zastrow, Instructor of Nursing (2015)  
M.S.N., Walden University, Minneapolis, MN, 2008; B.S.N., Mankato State University, MN, 1996

GRANT PROGRAM FACULTY
Cynthia Croft  
State Special Needs Director, Project Exceptional.  
Director, Center for Inclusive Child Care  
M.A., Concordia University, Saint Paul, MN; 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)  
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, general education courses, and electives courses totaling a minimum of 128 credits.

**Bachelor of Fine Arts degree** consists of an intensive major in the visual or performing arts of typically 77 to 80 credits, general education courses, and elective 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. One semester hour credit represents 35 hours of engaged time.

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

An **emphasis** consists of 12 to 19 credits taken in courses in one area or related areas of study.

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** consists of two seven-week course sessions May - August.

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

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

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

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

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

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

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

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

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

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

Additional attendance guidelines and requirements for degree completion undergraduate students:
- If a student misses 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, documented work training, 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.
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 6th business day of the term. See financial policies for further information.

Withdrawal from the University
Students who desire to discontinue from the university, take a leave of absence, or changing their cohort must discuss their plans with their advisor. Traditional undergraduate students will contact the Director of Academic Advising at (651) 603-6271 or advising@csp.edu for an exit interview. It is the student’s responsibility to fulfill all necessary obligations by contacting the following: financial aid office, student accounts, library/information services/help desk, security, and offices issuing special equipment, such as laptops, instruments, keys, and athletic equipment. Students who officially withdraw from school will receive refunds and grades according to the standard schedule. Students who discontinue without notice will be liable for any financial obligations.

Students who are asked to leave Concordia University as a result of administrative dismissal or academic disqualification, may appeal. Contact the Director of Academic Advising, (651) 603-6271 or advising@csp.edu

GRADING SYSTEM – UNDERGRADUATE PROGRAMS

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
<th>Grade Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Above Average</td>
<td>3.67</td>
</tr>
<tr>
<td>A-</td>
<td>Above Average</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>Average</td>
<td>2.67</td>
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<tr>
<td>B-</td>
<td>Average</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>Below Average</td>
<td>1.67</td>
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<tr>
<td>C-</td>
<td>Below Average</td>
<td>1.33</td>
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<tr>
<td>D</td>
<td>Below Average</td>
<td>0.67</td>
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<tr>
<td>P</td>
<td>Pass</td>
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</tr>
<tr>
<td>N</td>
<td>No pass</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Continuing registration for more than one term</td>
<td></td>
</tr>
</tbody>
</table>

REQUESTING AN "IN PROGRESS" GRADE
An In-Progress grade may be given to students who have missed part of their assigned work due to circumstances which are beyond their control and who are otherwise doing satisfactory work. Note that any in-progress grade could affect the students’ probationary and disqualification status (See Satisfactory Progress Policy). Process:
- Prior to the end of the term the student files a form with the professor requesting an "I" grade and indicating a planned completion date.
- Students and instructors develop an agreement including the guidelines for completion of the necessary coursework. In degree completion programs, an "in-progress" grade should be removed within two weeks.
- In traditional programs, an in-progress should be completed and removed by the seventh week of the following semester in which the "I" grade was incurred or at a date set by the professor on the form provided. In degree completion undergraduate programs and graduate programs, all course requirements must be completed within four weeks from the last day of class.
- The grade of "I" will be changed to the grade of "F" by the registrar unless an instructor assigns a passing grade or requests an extension beyond the normal time limit.
- Permission may be granted by the instructor to extend the time of an "I" grade to a maximum of one year.
- 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 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. (See full policy details in the Financial section on pages 25-26)

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

Concordia University Academic Catalog 44
CONCORDIA UNIVERSITY ACADEMIC CATALOG

APA OFFICIAL HARD COPY OF 2023-2024 ACADEMIC CATALOG

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

"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).

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

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.)

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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.

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.

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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.
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 outcome examinations required for general education and/or majors and minors.
7. Submit an online application for graduation/program completion upon reaching 80 credits, or when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
8. Be approved as a candidate for a degree by the faculty, upon the recommendation of the Registrar.

NOTE: Additional requirements for Teacher Education majors include completion of state tests, human relations activity hours, and current certification in CPR and First Aid.

BACHELOR OF BUSINESS ADMINISTRATION DEGREE (B.B.A.)
Admission to the degree program for the Accounting Bachelor of Business Administration (BBA) major:

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 majors also earn at least B, C or C, B in ACC 201 and ACC 202.

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

1. Complete 128 total credits applicable to graduation.
2. Complete all requirements for the degree within eight (8) years of entering Concordia University. The 128 credits consist of general education courses, basic business core courses, major courses, elective courses, and all necessary prerequisites.
3. Complete all upper-level (300- and 400-level) basic business core courses and all major courses in residence.
4. Earn a cumulative grade point average of 2.00 or above, a cumulative grade point average of 2.00 or better in the major and a 2.50 in all minors.
5. Complete all assessment activities and outcomes examinations required for general education and/or majors and minors.
6. Submit an online application for graduation/program completion upon reaching 80 credits, or when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
7. Be approved as a candidate for a degree by the faculty, upon the recommendation of the Registrar.

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 FINE ARTS DEGREE (B.F.A.)
The Bachelor of Fine Arts (B.F.A.) degree 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 all general education requirements.
3. Complete all upper-level (300- and 400-level) courses that are part of the business core only if the student took the course at an accredited institution of higher education.
4. Complete, if desired, an area of emphasis to complete the total number of credits required for graduation.
5. Earn a minimum cumulative grade point average of 2.00 at Concordia University.
6. Submit an online application for graduation/program completion upon reaching 80 credits, or when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
7. Be approved as a candidate for a degree by the faculty, upon the recommendation of the Registrar.

If you are not already registered for all remaining requirements, you will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
BACHELOR OF SCIENCE DEGREE (B.S., B.S.N.)
The Bachelor of Science (B.S.) and Bachelor of Science in Nursing (B.S.N.) degrees from Concordia University carry 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
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. Submit an online application for graduation/program completion upon reaching 80 credits, or when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
8. Be approved as a candidate for a degree by the faculty, upon the recommendation of the Registrar.

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 -- Develop content into a well-organized oral presentation; use appropriate language and nonverbals to enhance the fluency of the presentation; effectively incorporate citations into the presentation; effectively tailor the presentation to the audience and respond appropriately to audience feedback.

Quantitative Reasoning -- Translate verbal or written assertions into quantitative data; read, analyze, and interpret quantitative data, such as graphs, charts, or statistics; and support conclusions using quantitative data.

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

Aesthetic Values -- Relate how artistic expressions reflect philosophical, religious, and social thought in human communities; and recognize major forms of artistic expression in their culture.

Civic Values -- Understand the value of 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 -- Pose critical questions about global issues and articulate arguments from a variety of global perspectives; Identify and evaluate a variety of underlying cultural values that influence the diversity of ethics among cultures/countries; Describe and interpret various aspects of other cultures relative to their own culture.

Interpersonal Values -- Display effective interpersonal skills during interactions with others such that they accept and deliver constructive criticism; effectively resolve conflicts; demonstrates active listening strategies and other factors that contribute to positive relationships.

Physical Values -- Demonstrate an understanding of and consistently implement health-conscious behaviors.

Spiritual Values -- Identify and analyze narratives, theological themes, and literary types of the biblical texts; relate the Bible to Christian teachings and practice, particularly as these have been conveyed in the Lutheran tradition; state the central place of the Gospel in the teaching, life, and witness of the Christian church; respect those with differing religious traditions and experiences while being faithful to personal beliefs and practices.
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-CHIROPRACTIC
Our “3+3” partnership with Northwestern Health Sciences University (Bloomington, MN) will enable Concordia students to earn both a bachelor’s and doctorate in chiropractic in just six years. Students will spend their first three years at Concordia, St. Paul, and the final three years at Northwestern.

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
Physics: PHS 221, PHS 222

For further information, contact the coordinator of pre-engineering studies, Dr. Leanne Bakke at (651) 641-8750 or bakke@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
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.

Professional Church Work Programs

Through its Department of Theology and Ministry in the College of Arts & 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.
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)

- SSS125 Learning to Lead (4 credits)
- Communication (4 credits)
- Writing (4 credits)
- Literature (4 credits)
- Health and Physical Education (3 credits)
- Social/Behavioral Science (4 credits)
- History/Political Science (4 credits)
- Fine Arts (minimum of 2 different areas: Music, Theatre or Art (4 credits)
- Mathematics (3 credits)
- Global Studies (4 credits)
- Physical Science (3-4 credits)
- Biology (3-4 credits)
- RLG 415 Biblical Christianity (4 credits)
- Specialization or Elective Credits (to reach 64 required credits)

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:

- CHD 310 Growth and Development of Children 4
- CHD 330 Best Practices in Early Childhood 4
- CHD 320 Role of the Early Childhood Educator 4

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

- CHD 435 Developmentally Appropriate Practices in ECE 3
- CHD 440 Children’s Play and Learning 3
- CHD 430 Infants and Toddlers 3
- CHD 445 Language Development/Literacy 3

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 2016-17

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<td>Per credit hour</td>
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### GENERAL EDUCATION CURRICULUM

#### WITH UNIVERSITY OUTCOMES

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<th>University Outcomes »</th>
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<th>Aesthetic</th>
<th>Civic</th>
<th>Critical Thinking</th>
<th>Interpersonal</th>
<th>Information Literacy</th>
<th>Oral Communication</th>
<th>Physical</th>
<th>Quantitative Reasoning</th>
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<td>COM103A Interpersonal Communication</td>
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<td>LITEARTS (4-5 credits) - 2 courses from different departments (ART, MUS, THR) required</td>
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<td>LITERATURE (4 credits required)</td>
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<td>MAT101A Contemporary Mathematics</td>
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<td>MAT110A Introduction to Probability &amp; Statistics</td>
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<td>MAT135A Calculus I</td>
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<td>MATH200A Foundations of Elementary Mathematics*</td>
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<td>CHE141A Household Chemistry</td>
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<td>ENV120A Intro to Environmental Science</td>
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<tr>
<td>SOC202A Introduction to Sociology</td>
<td>4</td>
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<tr>
<td>THEOLOGY (7 - 8 credits required; 3 - 4 credits Introductory, 4 credits Intermediate)</td>
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<tr>
<td>THL100A The Biblical Heritage of Christianity</td>
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<tr>
<td>THL206A New Testament *</td>
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<td>Intermediate (4 credits required)</td>
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<tr>
<td>THL110A Archaeology &amp; the Bible</td>
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<tr>
<td>THL320A Global Christianity</td>
<td>4</td>
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<tr>
<td>THL325A Christian Ethics for the Professional</td>
<td>4</td>
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<td>THL336A Evil Meets Good</td>
<td>4</td>
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<tr>
<td>THL342A Athens &amp; Jerusalem: Philoso &amp; Christianity</td>
<td>4</td>
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<td>THL344A Martin Luther: Saint &amp; Sinner</td>
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<td>THL351A Jesus and Mohammad</td>
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<td>THL352A Is God Green?</td>
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<td>THL353A Varieties of Beliefs</td>
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<td>THL356A One Nation Under God?</td>
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<tr>
<td>THL371A Mission of God</td>
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<td>WRITING (4 credits required)</td>
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<td>ENG120A College Writing</td>
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</table>

* Denotes course with religion content, may not be appropriate for all students.

- **Aesthetic**
- **Civic**
- **Critical Thinking**
- **Interpersonal**
- **Information Literacy**
- **Oral Communication**
- **Physical**
- **Quantitative Reasoning**
- **Spiritual**
- **Writing**
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 (4 credits required; two courses from two different areas – Art, Music, and Theatre)
The fine arts curriculum increases students’ awareness, understanding and critical appreciation of varied aesthetic expression; and seeks to foster their creative talents.

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

HISTORY AND POLITICAL SCIENCE (4 credits required)
History offerings help students understand historical sources on their own terms and to recognize the interplay of political, intellectual, social, economic and cultural factors in the development of civilizations. It thereby provides one method whereby present-day circumstances can be better understood and evaluated. Political science courses help students understand their own government and the role of each citizen in the democratic process. Applied globally, political science pertains to the relationships between different governments and peoples and explores how their interests and welfare are connected by many of the same factors examined by historians.

HIS 212 Introduction to History 4
HIS 231 USA to 1877 4
HIS 233 USA Since 1877 4
HMG 110 Introduction to Hmong History 4
POL 131 American Government 4

COMMUNICATION (4 credits required)
Communication courses pertain to the study of verbal and nonverbal messages between communicators in interpersonal, group, public, intercultural and mass media contexts. Communication theory and analysis informs student choice of ethical as well as effective strategies and skills used to relate and respond to ideas.

COM 103 Interpersonal Communication 4
COM 212 Public Speaking 4

GLOBAL STUDIES (4 credits required)
Very broadly construed, global courses help students recognize global interdependence and/or cultural connections; as such, they enhance students’ ability to work constructively with a people, language, or culture other than their own.

COM 309 Intercultural Communication 4
ECO 101 America in the Global Economy: Macroeconomics 4
ED 290 Language and Society 4
ENG 376 World Literature II 4
GRK 211 Beginning Greek I 4
HIS 121 World History 4
HIS 267 Introduction to Latin America 4
HMG 201 Hmong Culture and Society 4
SPA 101 Beginning College Spanish I 4
SPA 102 Beginning College Spanish II 4
POL 243 Contemporary Global Problems 4

International Study programs
SOCIAL AND BEHAVORIAL 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>
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</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>
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</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>
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</thead>
<tbody>
<tr>
<td>KHS 110</td>
<td>Health and Human Movement</td>
<td>3</td>
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</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.

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 155</td>
<td>Introduction to Literature</td>
<td>4</td>
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</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)
Incoming students are initially placed in math courses according to their math ACT scores. Students who do not have a current math ACT score or those who would like to change their placement will need to take the Math Placement Exam.

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

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

PHYSICAL SCIENCE (MINIMUM 3 CREDITS REQUIRED)

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHE 115</td>
<td>General Chemistry I</td>
<td>4</td>
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<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>
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<tr>
<td>ESC 160#</td>
<td>Earth Science #</td>
<td>4</td>
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<tr>
<td>PHS 112</td>
<td>General Physics I (Trigonometry-based)</td>
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<tr>
<td>PHY 221</td>
<td>General Physics I (Calculus-based)</td>
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</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 Lutheran Theology.

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

INTRODUCTORY (3-4 CREDITS)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THL 100</td>
<td>The Biblical Heritage of Christianity</td>
<td>4</td>
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<tr>
<td>THL 206</td>
<td>New Testament *</td>
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INTERMEDIATE (3-4 CREDITS)

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>THL 310</td>
<td>Archeology and the Bible</td>
<td>4</td>
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<tr>
<td>THL 320</td>
<td>Global Christianity</td>
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<tr>
<td>THL 325</td>
<td>Goodness, Justice and Christian Faith</td>
<td>4</td>
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<tr>
<td>THL 336</td>
<td>The Problem of Evil</td>
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<tr>
<td>THL 342</td>
<td>Athens and Jerusalem: Philosophy and Christianity</td>
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</table>
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 353  Varieties of Beliefs  4
THL 357  Christianity and the Media in Contemporary Culture  4
THL 371  Mission of God  4
THL 431*  Lutheran Doctrine *  3
* Church work only

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 embracing 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
UNDERGRADUATE MAJORS

ACCOUNTING MAJOR: 40 CREDITS (BA ADULT)

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

Prerequisites: 14 credits
ACC 201 Principles of Accounting I 4
ACC 202 Principles of Accounting II 4
ACC 311 Intermediate Accounting I 4
ECO 102 Microeconomics 2

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

Required: 40 credits (and in sequence)
MAN 350 Managing in the Global Economy 4
BUS 340 Business Analytics I 4
BUS 440 Business Analytics II 4
FIN 301 Corporate Finance I 4
LAW 411 Federal Income Tax 4
ACC 312 Intermediate Accounting II 4
ACC 411 Advanced Accounting 4
ACC 412 Auditing 4
ACC 413 Cost Accounting 4
MAN 450 Managing Finance and Business Strategy 4

ACCOUNTING MAJOR: 54 CREDITS (BS TRADITIONAL)

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

Prerequisites from General Education
ECO 101 Macroeconomics 4
MAT 110 Introduction to Probability and Statistics 3
Required: 52 credits
First Year
CSC 121 Basics of Technology in Business 2
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
FIN 301 Corporate Finance I 4
MAN 301 Organizational Behavior 4
MAR 301 Principles of Marketing 4
Fourth Year
ACC 413 Cost Accounting 4
MAN 401 Business Strategy and Ethics 4
MAN 499 Senior Outcomes Exam 0
Choose two of the following:
ACC 411 Advanced Accounting 4
ACC 412 Auditing 4
ACC 440 Forensic Accounting 4
LAW 411 Federal Income Tax 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
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
MAN 499 Senior Outcomes Exam 0

APPLIED SCIENCE AND MATHEMATICS: 54 CREDITS (BS TRADITIONAL)

Program Overview - Although the BS in Applied Science and Mathematics is an academic major in its own right, it is specifically designed to enable students to matriculate into a graduate program in engineering.

Prerequisites from General Education
BIO 120 Unity of Life 4
CHE 115 General Chemistry I 4
Required: 54 credits
EGR 101 Engineering Seminar 1
BIO 130 Diversity of Life 4
CHE 116 General Chemistry II 4
CHE 341 Thermodynamics 4
EGR 201 Engineering Software I 4
MAT 135 Calculus I 4
MAT 145 Calculus II 5
MAT 375 Differential Equations & Linear Algebra 4
PHS 221 General Physics I (Calc-based) 4
PHS 222 General Physics II (Calc-based) 4
EGR 401 Engineering Software II 4
EGR 425 Statics and Dynamics 4
EGR 250 Electronics 4
SCI 435 Research and Techniques 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, community arts, and more in order to prepare students for careers, or simply for
enhanced appreciation of the field. Several highly qualified and active professors offer an advantageous student-to-faculty ratio. These teachers provide an educational environment that is both challenging and supportive. The impressive four-story Concordia Art Center gives students 24-hour access to a wide range of facilities and tools to aid their learning. Concordia has large studios for painting, sculpture, printmaking, and ceramics. There is a dazzling Mac lab for design, and the department teaches both digital and traditional photography. The equipment matches the studios. For example printmakers can do screen, intaglio, lithography and relief; while clay artists can fire in electric, gas, raku, and wood kilns, among others.

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

ART 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.

*Note: For admission to the Teacher Education Professional Program, candidates must score 200 or higher on each of the three MTLE subtests in order to be admitted. Candidates must score 220 or higher on each of the three MTLE subtests in order to be placed into student teaching experience.

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

Required Content Courses (41 credits) (2.75 GPA Required in content courses; minimum C- grade required in all content courses)
ART 111 Drawing I 3
ART 221 Painting I 3
ART 241 Photography I 3
ART 261 Ceramics I 3
ART 102 2-D Design 3
ART 251 Sculpture I 3
ART 282 Graphic Design I 3
ART 311 Figure Drawing 3
ART 472 19th and 20th Century Art and Design 4
ART 331 Relief Printmaking OR
ART 332 Screen Printmaking OR
ART 333 Intaglio Printmaking OR
ART 334 Lithography OR
ART 431 Mixed Media Graphics 3

Choose one:
ART 411 Advanced Drawing 4

Choose one:
ART 202 Digital Imagery 3
ART 241 Photography I 3

Choose one:
ART 331 Relief Printmaking 3
ART 332 Screen Printmaking 3
ART 333 Intaglio Printmaking 3
ART 334 Lithography 3

Choose one:
ART 370 Mexican Art and Culture 2 to 4
ART 374 Art of Mexico 4
ART 375 Art of Asia 4
ART 376 Ethnographic Art 4

Electives: additional courses to total 56 credits
Any 200-level or above Art course not used to meet the above requirements

300 or 400 level studio course 6

Required Education Courses (44-48 credits)
PSY 210 Child Psychology and PSY 220 Adolescent Psychology OR 8
PSY215 Child & Adolescent Development 4
ED 201 Introduction to and Foundations of Education (+15 hours of HR Activity) 3
ED 330 Human Diversity and Relations (+15 hours of HR Activity) 2
ED 336 Educational Psychology 3
ED 346 Effective Middle School Teacher 2
ED 347 Effective Secondary Teacher 2
ED 439 The Inclusive Classroom (+15 hours HR Activity) 2
ED 487 Reading Across the Content Areas 3
KHS 470 Health Education for Teachers (+15 hours of HR Activity) 2
ED 447 Teaching Elementary Art 1
ART 387 Art in Secondary Education 2
ART 487 Art Ed Capstone 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.

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 251 Sculpture I 3
ART 271 Survey of Western Art I 3
ART 272 Survey of Western Art II 3
ART 311 Figure Drawing 3
ART 472 19th and 20th Century Art and Design 4
ART 491 Theories in Contemporary Art 3
ART 499 Art Senior Seminar 1 to 2
Choose one:
ART 221 Painting 1 OR 3
ART 411 Advanced Drawing 4

Choose one:
ART 202 Digital Imagery 3
ART 241 Photography I 3

Choose one:
ART 331 Relief Printmaking 3
ART 332 Screen Printmaking 3
ART 333 Intaglio Printmaking 3
ART 334 Lithography 3

Choose one:
ART 370 Mexican Art and Culture 2 to 4
ART 374 Art of Mexico 4
ART 375 Art of Asia 4

ART 376 Ethnographic Art 4

Electives: additional courses to total 56 credits
Any 200-level or above Art course not used to meet the above requirements

BIOLOGY MAJOR: 39 CREDITS (BA TRADITIONAL)

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

Prerequisites from General Education
BIO 120 Biology I: The Unity of Life 4
CHE 115 General Chemistry I 4
MAT 110 Introduction to Probability and Statistics OR 3
MAT 125 Pre-calculus OR 3
MAT 135 Calculus 4

Required: 22 credits
BIO 130 Biology II: The Diversity of Life 4
BIO 210 Genetics 4
BIO 330 Cell Biology 4
SCI 450 Special Topics (2 courses of 1 credit each) 2
SC435 Research and Techniques 4
OR
BIOLOGY MAJOR: 54 TO 55 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

BIOL 120 Biology I: The Unity of Life 4
CHE 116 General Chemistry 4
MAT 125 Pre-Calculus OR
MAT 135 Calculus 4
Required: 37 to 38 credits

Biology Core: 18

BIOL 130 Biology II: The Diversity of Life 4
BIOL 210 Genetics 4
BIOL 330 Cell Biology 4
SCI 450 Special Topics (2 courses of 1 credit each) 2
SCI 435 Research and Techniques 4
OR
SCI 456 Research in Science 4
OR
BIOL 498 Internship in Biology 4

Chemistry Requirement: 12 credits

CHE 116 General Chemistry II 4
CHE 221 Organic Chemistry 4
CHE 328 Biochemistry 4

Mathematics Requirement: 3 to 4 credits

MAT 110 Introduction to Probability and Statistics OR 3
MAT 230/330 Probability and Statistics (Calculus-based) 4

Physics Requirement: 4 credits

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

Electives: Minimum 17 credits (at least 2 courses must be 300/400 level)

BIOL 220 Plant Biology 4
BIOL 330 Animal Biology and Physiology 4
BIOL 350 Microbiology 4
BIOL 315 Human Anatomy and Physiology I 4
BIOL 316 Human Anatomy and Physiology II 4
BIOL 320 Ecology 4
BIOL 340 Science Issues and Ethics 4
BIOL 350 Medical Terminology 4

BIO 415 Biology of Aging 3
BIO 430 Immunology 3
BIO 440 Human Gross Anatomy 4
BIO 460 Neuroscience 4
BIO 497 Biology Teaching Assistant 1 to 4
KHS 473 Biomechanics 4
PSY 310 Physiological Psychology 4

BUSINESS MANAGEMENT MAJOR: 44 CREDITS (BA TRADITIONAL)

Program Overview – Students will develop business skills in leadership, team-building, and project management. They will explore core business principles in marketing, finance, management, law, economics and accounting with an emphasis on international perspectives and ethics. Students investigate various dimensions of business decisions by delving into case studies and working with area businesses to develop solutions to situations they may later 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: 44 credits

First Year

ECO 102 Microeconomics 2
MAN 120 Basics of Business 4
CSC 121 Basics of Technology in Business 2

Second Year

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

Third Year

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

Third or Fourth Year (Choose 2 of the following 3 courses)

MAN 350 Managing in a Global Economy 4
MAN 370 Non-profit Leadership and Management 4
MAN 410 Managing Talent, Change and Negotiations 4

Fourth Year

MAN 401 Business Strategy and Ethics 4
MAN 460 Managing Teams, Communications and Projects 4
MAN 499 Senior Outcomes Exam 0

CHEMISTRY MAJOR: 40 CREDITS (BA TRADITIONAL)

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.
Concordia University Academic Catalog

Required Education Courses (39 credits)

- PHS 222 General Physics II (calc-based) OR 4
- CHE 328 Biochemistry 4
- CHE 116 General Chemistry II 4
- CHE 222 Organic Chemistry II 4
- CHE 230 Environmental Chemistry 3
- CHE 221 Organic Chemistry I 4
- CHE 326 Analytical Chemistry 4
- CHE 347 Effective Secondary Teacher 2
- CHE 353 Teaching Grades 9 –12 Science 2
- CHE 439 The Inclusive Classroom (+15 hours HR Activity) 2
- CHE 326 Analytical Chemistry I 4
- CHE 222 Organic Chemistry II 4
- CHE 115 General Chemistry I 4
- CHE 341 Thermodynamics 4
- SCI 435 Research and Techniques 4
- OR
- SCI 456 Research in Science 4
- OR
- CHE 498 Internship 4
- Electives (4 credits)
  - EGR 200 Introduction to Engineering 4
  - CHE 230 Environmental Chemistry 3
  - CHE 330 Dietary Biochemistry 4
  - CHE 431 Advanced Inorganic Chemistry 3
  - SCI 450 Special Topics 1
  - CHE 497 Chemistry TA (instructor consent required) 1-4

Chemistry Education/Teaching (Grades 9 –12) Major: 72 Credits

(Continued)

CHEMISTRY EDUCATION/TEACHING (GRADES 9 –12) MAJOR: 72 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 9 through 12 chemistry. Passage of standardized examinations of content and public policy.

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<th>Course Code</th>
<th>Course Title</th>
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**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 self-designed 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/keybard 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 Lutheran Theology 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 credits
- MUS 111 Class Piano I: 2 credits
- MUS 112 Class Piano II: 2 credits
- MUS 115 Beginning Guitar I: 1 credit

**Prerequisites from General Education**

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

**Required: 42 credits**

- CHM 320 Listening to Life: Western Classical Music/Global and Pop: 2 credits
- Electives: 0 to 3 credits to total 48 to 52 for the major

- MUS 115 Beginning Guitar I: 1 credit
- Required: 37 credits

- MUS 101 Basic Musicianship: 2 credits
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: Lutheran Theology Minor 24

Additional Requirements: Students must attend eight 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 2.75 GPA is required in music coursework, as well as a minimum of 2.5 GPA in each area of performance, history/literature, and theory/composition. Performance audition in February of sophomore year (first year for transfers). Pass Keyboard Proficiency Exam prior to internship. Take Senior Music Outcomes exam when Musicianship/Music History courses are completed.

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

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

*Note: For admission to the Teacher Education Professional Program, candidates must score 200 or higher on each of the three MTLE subtests in order to be admitted. Candidates must score 220 or higher on each of the three MTLE subtests in order to be placed into student teaching experience.

Prerequisites from General Education:

COM 103  Interpersonal Communication 4
PSY 101  Introduction to Psychology 4
ENG 120  College Writing 4
ENG 155  Introduction to Literature 4

Required Content Courses: 45 credits (2.75 GPA Required in content courses; minimum C- grade required in all content courses)

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

Choose one course in each pairing

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

Required Education Courses (42 credits)

ED 201  Introduction to and Foundations of Education (+15 hours HR Activity) 3
PSY 220  Adolescent Psychology 4
ED 336  Educational Psychology 3
ED 330  Human Diversity and Relations (+15 hours HR Activity) 2
ED 346  Effective Middle School Teacher 2
ED 347  Effective Secondary Teacher 2
ED 355  Teaching 9 – 12 Communication Arts/Literature 2
ED 439  The Inclusive Classroom (+15 hours HR Activity) 2
ED 477  Teaching Grades 5 – 8 Communication Arts/Literature 1
ED 487  Reading Across the Content Areas 3
KHS 470  Health Education for Teachers (+15 hours HR Activity) 2
ED 47201  Student Teaching Grades 5 – 12 Communication Arts/Literature 16

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.

Prerequisites from General Education:

COM 103  Interpersonal Communication 4
COM 309  Intercultural Communication 4

Required: 44 credits

COM 205  Small Group Communication 4
COM 212  Public Speaking 4
COM 222  Mass Communication 4
COM 325  Social Media & Public Relations 4
COM 403  Family Communication 4
COM 441  Communication Research Methods 4
COM 442  Communication Theory 4
COM 443  Persuasive Communication 4
COM 478  Organizational Communication 4
COM 490  Senior Seminar 2
COM 498  Communication Internship 6

*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

ART 241  Photography I 3
ART 341  Photography II 3
ART 282  Graphic Design I 3
ART291  Adobe Creative Suite 3
ART 342  Digital Photography 2
ART 382  Graphic Design II 3
ART 383  Web Design I 3
ART 441  Advanced Photography 4

Public Relations and Marketing

MAR 301  Principles of Marketing 4
MAR 312  Consumer Behavior and Marketing Communications 4
MAR 313  Advertising and Promotion 4
MAR 470  Social Media Marketing 2
MAR 471  Global Marketing 2

Sport Management

KHS 390  Sport Management 4
KHS 392  Sport Marketing and Fundraising 4
KHS 393  Planning & Managing Sport Facilities 4
KHS 394  Sport Business 4

Writing

ENG 221  Journalism 4
ENG 222  Journalism Practicum 1 to 4
ENG 227  Column Writing 2
ENG 228  Review Writing 2
ENG 320  Writing in the Workplace 2
ENG 420  Writing Persuasively on Contemporary Issues 4

COMMUNITY ARTS MAJOR: 44 CREDITS (BA TRADITIONAL)

Program Overview – In the Community Arts major, students are prepared to connect service in community with their interests in the arts. Students network with art professionals and build an awareness of contemporary trends in community art initiatives. Successful students have futures in a variety of art-centered careers or in graduate school. (See also the general information about the Department of Art and Design under the Art Studio major.)
**COMPUTER SCIENCE MAJOR: 55 CREDITS (BS ONLINE ONLY)**

Program Overview: Designed to teach students to analyze problems and design solutions using computer science techniques. Students learn and practice interpersonal skills related to the discipline as well, including project management techniques, teamwork and communication with stakeholders. Covers key skill areas in computer science, such as web design, user experience, object-oriented programming, security considerations and core web technologies. The curriculum also includes relevant technology topics such as database management, system design and distributed architecture.

Required: 30 credits

- MAT 110 Introduction to Probability and Statistics 3 credits
- CSC 115 Introduction to Computer Science 4
- CSC 135 Modern Web Design 4
- CSC 175 Math for Computer Science 4
- CSC 235 Object-Oriented Programming 4
- CSC 245 Server-Side Development 4
- CSC 246 Advanced Web Development 4
- MAT 200 Discrete Mathematics 3

Electives: 8 additional credits

- CSC 245 Advanced Web Development 4
- CSC 255 Development/Operations 4
- CSC 340 Distributed System Architecture 4
- CSC 450 Capstone 4

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

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

Required: 28 credits

- SOC 152* Introduction to Sociology 4
- SOC 256* Introduction to Criminal Justice 4
- SOC 351* Juvenile Justice 4
- SOC 352* Police and Community 4
- SOC 353 Class and Community 4
- SOC 498 Criminal Justice Internship 8

Electives: choose 16 credits from among the following

- PSY 101* Introduction to Psychology 4
- PSY 360* Abnormal Psychology 4
- SOC 203 Correctional Ministry 2
- SOC 253* Marriage and the Family 4
- SOC 255 Careers in Criminal Justice and Private Security 2
- SOC 325 Minnesota Criminal Codes and Statutes 2
- SOC 354 Sociology of Law 4
- SOC 358 Minority Groups 4
- SOC 359 Social Welfare as an Institution 4
- SOC 451 Social Psychology 4
- SOC 452 Social Organization 4

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

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

- ENG 120 College Writing
- First Responder or other approved first aid course

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

Program Overview – This program's objective is to enhance interest, experience, and knowledge in the field of criminal justice. Professionalism, ethics, and leadership remain central themes throughout the program. Individual and organizational dynamics are explored from a "systems thinking" perspective, focusing on criminal justice. The study of history, research, and trends impacting the criminal justice system are examined as they interrelate with a changing society. This program is designed for students working in the criminal justice field who desire to improve the work they do, to position themselves for promotional opportunities, and to facilitate life transition.
ART 101  Approaching Art  2

*Note: For admission to the Teacher Education Professional Program, candidates are also required.

ED 201   Introduction to and Foundations of Education (+15 hours HR Activity)  3
ED 342  Teaching Literacy  4
ED 356  Teaching Elementary Science and Environ. Education  3
ED 357  Teaching Elementary Social Studies  2
ED 360  Content and Methods for K – 6 Mathematics  3
ED 446  Teaching of Elementary Music  1
ED 447  Teaching of Elementary Art  1
ED 448  Teaching Methods in Elem/MS Movement Education  1
ED 571.02  K – 6 Practicum  4
ED 571.03 Student Teaching K – 6  16

ENDORSEMENTS TO BE ADDED TO ELEMENTARY EDUCATION MAJORS

Grades 5–8 Social Studies Endorsement: 30 credits
Prerequisite 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 115  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 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 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 115  Introduction to Probability and Statistics  3
MAT 135  Calculus I  4
MAT 220  Discrete Mathematics  3
MAT 305  Foundations of Geometry  3

Grades 5–8 Social Studies Endorsement: 30 credits
Prerequisite to Student Teaching: 6 credits
ED 346  Effective Middle School Teacher  2
ED 476  Teaching Grade 5–8 Social Studies  1
ED 487  Reading Across the Content Areas  3
Student Teaching Clinical (Partial): 4 credits
ED 471.05  Student Teaching Clinical: Grade 5–8  4
Specialty in Middle Level Social Studies: 20 credits
GE 101  Human Geography  2

KHS 470  Health Education for Teachers  2
ED 439 The Inclusive Classroom (+15 hours HR Activity) 2
or
ECE 425 Young Child with Special Needs (+15 hours HR Activity) 2

DIRECTOR OF CHRISTIAN EDUCATION – SEE CHURCH MUSIC MAJOR

DIRECTOR OF CHRISTIAN OUTREACH – SEE CHURCH MUSIC MAJOR

DIRECTOR OF PARISH MUSIC – SEE CHURCH MUSIC MAJOR

ECE 425  Young Child with Special Needs (+15 hours HR Activity)  2
ECE 424 Language Development and Emergent Literacy  (+15 hours HR Activity) 3
ENGLISH MAJORS (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 members who are dedicated to relationship-based education through discussion, debate, course presentations, one-on-one consultations with professors, and supervised writing projects.

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 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 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.

Choose one course in each pairing

- ENG 324 Teaching Writing 1:1
- or
- ENG 338 History and Principles of the English Language
- ENG 365 British Literature I
- or
- ENG 366 British Literature II
- or
- ENG 375 World Literature I
- or
- ENG 376 World Literature II
- or
- ENG 385 American Literature I
- or
- ENG 386 American Literature II
- or
- ENG 440 Literary Theory
- or
- ENG 490 Seminar in Literature
- or
- ENG 425 Creative Writing II
- or
- ENG 326 Topics in Writing (must take twice)

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

Preliminary Requirements

- ENG 120 College Writing 4
- or
- COM 103 Comm. Fundamentals: Interpersonal 4
- or
- ENG 155 Introduction to Literature 4
- or
- ENG 131 Introduction to History 4
- or
- HIS 121 American Government 4
- or
- HIS 122 World History 4
- or
- ENG 200 Legal Language 4

Choose one course in each pairing

- ENG 324 Teaching Writing 1:1
- or
- ENG 338 History and Principles of the English Language
- ENG 365 British Literature I
- or
- ENG 366 British Literature II
- or
- ENG 375 World Literature I
- or
- ENG 376 World Literature II
- or
- ENG 385 American Literature I
- or
- ENG 386 American Literature II
- or
- ENG 440 Literary Theory
- or
- ENG 425 Creative Writing II
- or
- ENG 326 Topics in Writing (must take twice)

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 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.

Choose one course in each pairing

- ENG 324 Teaching Writing 1:1
- or
- ENG 338 History and Principles of the English Language
- ENG 365 British Literature I
- or
- ENG 366 British Literature II
- or
- ENG 375 World Literature I
- or
- ENG 376 World Literature II
- or
- ENG 385 American Literature I
- or
- ENG 386 American Literature II
- or
- ENG 440 Literary Theory
- or
- ENG 425 Creative Writing II
- or
- ENG 326 Topics in Writing (must take twice)

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

Preliminary Requirements

- ENG 120 College Writing 4
- or
- COM 103 Comm. Fundamentals: Interpersonal 4
- or
- ENG 155 Introduction to Literature 4
- or
- ENG 131 Introduction to History 4
- or
- HIS 121 American Government 4
- or
- HIS 122 World History 4
- or
- ENG 200 Legal Language 4

Choose one course in each pairing

- ENG 324 Teaching Writing 1:1
- or
- ENG 338 History and Principles of the English Language
- ENG 365 British Literature I
- or
- ENG 366 British Literature II
- or
- ENG 375 World Literature I
- or
- ENG 376 World Literature II
- or
- ENG 385 American Literature I
- or
- ENG 386 American Literature II
- or
- ENG 440 Literary Theory
- or
- ENG 425 Creative Writing II
- or
- ENG 326 Topics in Writing (must take twice)

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 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.

Choose one course in each pairing

- ENG 324 Teaching Writing 1:1
- or
- ENG 338 History and Principles of the English Language
- ENG 365 British Literature I
- or
- ENG 366 British Literature II
- or
- ENG 375 World Literature I
- or
- ENG 376 World Literature II
- or
- ENG 385 American Literature I
- or
- ENG 386 American Literature II
- or
- ENG 440 Literary Theory
- or
- ENG 425 Creative Writing II
- or
- ENG 326 Topics in Writing (must take twice)

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

Preliminary Requirements

- ENG 120 College Writing 4
- or
- COM 103 Comm. Fundamentals: Interpersonal 4
- or
- ENG 155 Introduction to Literature 4
- or
- ENG 131 Introduction to History 4
- or
- HIS 121 American Government 4
- or
- HIS 122 World History 4
- or
- ENG 200 Legal Language 4

Choose one course in each pairing

- ENG 324 Teaching Writing 1:1
- or
- ENG 338 History and Principles of the English Language
- ENG 365 British Literature I
- or
- ENG 366 British Literature II
- or
- ENG 375 World Literature I
- or
- ENG 376 World Literature II
- or
- ENG 385 American Literature I
- or
- ENG 386 American Literature II
- or
- ENG 440 Literary Theory
- or
- ENG 425 Creative Writing II
- or
- ENG 326 Topics in Writing (must take twice)
ENGLISH WITH EMPHASIS IN LITERATURE MAJOR: 41 CREDITS (BA TRADITIONAL)

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

Prerequisites from General Education

COM 103 Comm. Fundamentals: Interpersonal or COM 212 Public Speaking and Performance
ENG 120 College Writing
ENG 155 Introduction to Literature

Required: 37 to 39 credits

ENG 220 Applied Grammar
ENG 227 Column Writing
ENG 228 Review Writing
ENG 230 Writing in the Workplace
ENG 234 Teaching Writing 1 & 1
ENG 236 Topics in Writing
ENG 330 Young Adult Literature
ENG 338 History and Principles of the English Language
ENG 487 Topics in Literature

ENG 338 History and Principles of the English Language 2
ENG 348 Second Language Acquisition 4
ENG 385 Shakespeare 4
ENG 386 British Literature I or ENG 386 British Literature II 4
ENG 387 World Literature I or ENG 387 World Literature II 4
ENG 388 American Literature I or ENG 388 American Literature II 4
ENG 420 Persuasive Writing on Contemporary Issues 4
ENG 440 Literary Theory 4
ENG 490 Seminar in Literature 4
ENG 498 Internship in English 2 to 4
ENG 499 Framing the Literary Tradition 1

Choose one course in each pairing

ENG 221 Journalism or ENG 325 Creative Writing
ENG 365 British Literature I or ENG 365 British Literature II 4
ENG 375 World Literature I or ENG 375 World Literature II 4
ENG 385 American Literature I or ENG 385 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

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
ENG 120 College Writing
ENG 155 Introduction to Literature

Required: 37 to 39 credits

ENG 220 Applied Grammar
ENG 227 Column Writing
ENG 228 Review Writing
ENG 230 Writing in the Workplace
ENG 234 Teaching Writing 1 & 1
ENG 236 Topics in Writing
ENG 330 Young Adult Literature
ENG 338 History and Principles of the English Language 2
ENG 487 Topics in Literature 4

ENGLISH AS A SECOND LANGUAGE EDUCATION/TEACHING MAJOR (GRADES K – 12): 62-66 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.

*Note: For admission to the Teacher Education Professional Program, candidates must score 200 or higher on each of the three MTLE subtests in order to be admitted. Candidates must score 220 or higher on each of the three MTLE subtests in order to be placed into student teaching experience.

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

General Education and Pre-requisite Courses: (8 credits)
PSY 101 Introduction to Psychology 4
ED 290 Language and Society 4

Required Content Courses: (13 credits, 2.75 GPA Required in content courses; minimum C- grade required in all content courses)
ENG 220 Applied Grammar 2
ENG 338 History and Principles of the English Language 2
ED 348 Second Language Acquisition 4
ED 382 Teaching Students with Linguistic Differences 3
ED 485 Assessment of English as a Second Language Students 2

Required Education Courses: (27-31 credits)
PSY 215 Child Psychology 4
PSY 220 Adolescent Psychology 4
PSY 215 Child & Adolescent Development 4
ED 201 Introduction to and Foundations of Education (3)
ED 330 Human Diversity and Relations (3)
ED 336 Educational Psychology (3)
ED 342 Teaching Literacy (4)
ED 345 Effective Elementary Teacher (2)
ED 346 Effective Middle School Teacher (2)
ED 439 The Inclusive Classroom (3)
ED 487 Reading Across the Content Areas (3)
KHS 470 Health Education for Teachers (2)
KHS 575 Epidemiological Statistical Analysis (3)
KHS 570 Ethics and Policy in Sport and Exercise Science (3)
KHS 595 Clinical Exercise Assessment (3)
KHS 498 Kinesiology Internship (12)

BA + MS Exercise Science Coursework:
KHS 220 Research Methods (4)
KHS 300 Applied Nutrition (4)
KHS 311 Functional Anatomy (4)
KHS 394 Sport 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 Senior Seminar (1)
KHS 498 Kinesiology Internship (12)

EXERCISE SCIENCE 3+2 OPTION (BA + MS EXERCISE SCIENCE):
The 3+2 program allows high-performing students to have the ability to shorten their timeline for completion of a master's degree. Admission to the 3+2 program requires: 1) Completion of 64 credits or an associate's degree, 2) a 3.00 CGPA, 3) a written essay, and 4) an interview (telephone or in person) with the department. The undergraduate and graduate degrees will be conferred simultaneously upon conclusion of the master's degree to ensure all student outcomes have been met. Interested students should contact the department or their academic advisor for specific information regarding the 3+2 program.

BA + MS Exercise Science Coursework:
KHS 220 Research Methods (4)
KHS 300 Applied Nutrition (4)
KHS 311 Functional Anatomy (4)
KHS 400 Health Psychology (4)
KHS 436 Motor Development, Control & Motor Learning (4)
KHS 473 Biomechanics (4)
KHS 474 Exercise Physiology (4)
KHS 475 Applied Exercise Prescription (4)
KHS 498 Kinesiology Internship (12)
KHS 570 Ethics and Policy in Sport and Exercise Science (3)
KHS 605 Nutrition and Metabolism (4)
KHS 610 Research Methods (3)
KHS 575 Epidemiological Statistical Analysis (3)
KHS 600 Exercise Physiology (3)
KHS 595 Clinical Exercise Assessment (3)
KHS 615 Exercise Prescription (3)
KHS 590 Psychology of Sport and Exercise (3)
KHS 580 Mechanisms of Skilled Neuromuscular Behavior (3)
KHS 585 Biomechanics in Exercise Science (3)
KHS 620 Master's Capstone (3) or KHS615 Master's Thesis (6)

EXERCISE SCIENCE MAJOR: 49 CREDITS (BA TRADITIONAL, BA ADULT ONLINE)
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: 49 credits
KHS 220 Research Methods (4)
KHS 300 Applied Nutrition (4)
KHS 311 Functional Anatomy (4)
KHS 394 Sport 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 Senior Seminar (1)
KHS 498 Kinesiology Internship (12)

Electives: choose 12 credits from the following
KHS 498 Kinesiology Internship (12)

EXERCISE SCIENCE MAJOR: 49 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, sport 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 Research Methods (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 Senior Seminar (1)
KHS 498 Kinesiology Internship (12)

Electives: choose 12 credits from the following
KHS 498 Kinesiology Internship (12)

EXERCISE SCIENCE MAJOR WITH ATHLETIC TRAINING EMPHASIS: 49 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.

Prerequisites from General Education
ED 201 Introduction to and Foundations of Education (3)
ED 347 Effective Secondary Teacher (2)
ED 389 ESOL: Teaching English to Speakers of Other Languages (4)
ED 472.09 Student Teaching in K – 12 English as a Second Language (16)

Required: 49 credits
KHS 220 Research Methods (4)
KHS 300 Applied Nutrition (4)
KHS 311 Functional Anatomy (4)
KHS 394 Sport 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 Senior Seminar (1)
KHS 498 Kinesiology Internship (12)

Electives: choose 12 credits from the following
KHS 498 Kinesiology Internship (12)

FAMILY SCIENCE MAJOR: 50 CREDITS (BA TRADITIONAL)
Program Overview – Students graduating with a Family Science major develop lifelong skills in scientific thinking and understanding human thought, behavior, and family interaction. The educational outcomes in combination with the internship experience prepare students to enter a career of choice or graduate school.

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 SCIENCE 3+2 OPTION (BA + MA FAMILY SCIENCE)**

The 3+2 program allows high-performing students to have the ability to shorten their timeline for completion of a master's degree. Admission to the 3+2 program requires: 1) Completion of 64 credits or an associate's degree, 2) a 3.00 CGPA, 3) a written essay, and 4) an interview (telephone or in person) with the department. The undergraduate and graduate degrees will be conferred simultaneously upon conclusion of the master's degree to ensure all student outcomes have been met. Interested students should contact the department or their academic advisor for specific information regarding the 3+2 program.

**BA + MA Family Science Coursework:**

**Prerequisites from General Education:**
- PSY 101 Introduction to Psychology 4
- SOC 152 Introduction to Sociology 4

**Required:**
- COM 403 Family Communication 4
- FAS 200 Introduction to Family Life Education 3
- FAS 400 Family Systems, Structures and Relationships 4
- 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
- FAS 507 Seminar in Family Studies 3
- 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
- FAS 598 Internship 9
- ED 510 Seminar C 3

**FAMILY SCIENCE MAJOR: 39 CREDITS (BA ADULT; ONLINE ONLY)**

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

**Prerequisites from General Education**
- PSY 101 Introduction to Psychology or SOC 152 4

**Required:**
- FAS 200 Introduction to Family Life Education 3
- FAS 440 Overview of Contemporary Families 3
- FAS 401 Family Systems 3
- FAS 442 Family Decision Making and Resource Management 3
- FAS 451 Family Communication and Relationships 3
- FAS 453 Intimate Relationships 3
- FAS 446 Methodology in Family Life Education 3
- FAS 447 Growth and Development in Children 3
- FAS 220 Adolescent Development 3
- FAS 448 Development in Adulthood 3
- FAS 443 Parent Education 3
- FAS 444 Family Law and Public Policy and Applied Ethics 3
- FAS 490 Portfolio and Synthesis 3

**FINANCE MAJOR: 50 CREDITS (BS TRADITIONAL)**

Program Overview – Majors in Finance involves studying the management of large amounts of money. Students learn how to make financial decisions for organizations via planning, raising funds, making investments and controlling costs. Students gain knowledge and skills that are important for any business or organization. Because the finance program is designed to be responsive to the needs of the marketplace, it will be a relevant major for those considering a variety of careers such as stockbroker, investment banker, securities analyst, credit manager, or other financial specialist.

**Prerequisites from General Education**
- ECO 101 Macroeconomics 4
- MAT 110 Introduction to Probability and Statistics 3

**Required: 50 credits**
- ECO 102 Microeconomics 2
- MAN 120 Basics of Business 2
- CSC 121 Basics of Technology in 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
- MAN 499 Senior Outcomes Exam 0

**GRAPHIC DESIGN MAJOR: 49 CREDITS (BA TRADITIONAL)**

Program Overview – Creative professions like graphic design provide satisfying and rewarding careers for talented and strategy-minded visual artists and communicators. The Concordia graphic design major offers a unique emphasis on the art and craft of typography and applied graphic design practice. Interwoven throughout this program are communication and interactive studies and the practices of new and emerging digital media.

Whether engaging traditional or new media, the design principles one acquires through training and practice remain the same. Early sequential courses are structured to stress advanced craft, theory, process, and technical skills to ensure refined success in later project work. Advanced courses and the senior project capstone experience can be customized to reflect the individual interests one may have in such areas as institutional branding and identity, new media, web development and interactivity, package design, publication design, advertising, illustration, signage and exhibition design, sustainability, spirituality, or social change.

Graphic design majors are taught by an experienced faculty of active professionals with close ties to the vibrant Twin Cities creative community. As noted above, there is 24-hour access to a state-of-the-art Macintosh computer lab with the latest Adobe software and large format digital printing, plus direct exposure to some of the most recognized graphic designers and design firms in the country.

**Required: 49 credits**
- ART 102 2D Design 3
- ART 105 Color Theory 3
- ART 111 Drawing I 3
- ART 241 Photography I 3
- ART 282 Graphic Design I 3
ART 284 Graphic Imagery 4
ART 383 Web Design 4
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

GRAPHIC DESIGN MAJOR: 80 CREDITS (BFA TRADITIONAL)

Program Overview – The BFA in Graphic Design degree provides an intensive four year curricular experience configured to prepare students for seamless entry into the graphic design profession. The program builds on the strengths of the BA in Graphic Design (see above) with the substantial addition of advanced studio, theory, and contextual coursework. The number of credits and classes required for this professional degree typically involves advanced planning and adherence to a prescribed program planning sequence:

Required: 80 credits
ART 102 2D Design 3
ART 103 3D Design 3
ART 105 Color Theory 3
ART 111 Drawing I 3
ART 211 Illustration 3
ART 241 Photography I 3
ART 271 Survey of Western Art I 3
ART 272 Survey of Western Art II 3
ART 282 Graphic Design I 3
ART 284 Graphic Imagery 4
ART 311 Figure Drawing 3
ART 382 Graphic Design II 3
ART 383 Web Design I 4
ART 384 Typography I 3
ART 472 19th and 20th Century Art and Design 4
ART 482 Graphic Design III 4
ART 483 Web Design II 3
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 XXX Printmaking Elective 3
ART XXX Studio Electives 7

HEALTH EDUCATION TEACHING MAJOR (GRADES 5-12):

ART 250 Leadership Communication 4
ART 220 Epidemiological Foundations 4
ART 400 Health Care Finance 4
ART 330 Communication Strategies for Conflict Management 4
ART 350 Health Care Diversity and Global Issues 4
ART 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

58 CREDITS (BA TRADITIONAL)

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades 5 through 12 health. Students have an opportunity to blend theory and practice through a series of content courses, methods courses, field experiences, and clinical practice. Passage of standardized examinations of content and pedagogy are also required.

*Note: For admission to the Teacher Education Professional Program, candidates must score 200 or higher on each of the three MTLE subtests in order to be admitted. Candidates must score 220 or higher on each of the three MTLE subtests in order to be placed into student teaching experience.

General Education Prerequisite:
PSY 101 Introduction to Psychology 4
Required Content Courses (21 credits, 2.75 GPA Required in content courses; minimum C- grade required in all content courses)
KHS 200 Community Safety and First Aid/CPR 1
KHS 220 Research Methods 4
KHS 300 Applied Nutrition 4
KHS 310 Drug Education 2
KHS 320 Human Life Experience 3
KHS 400 Health Psychology 4
KHS 410 Health Methods and Strategies 3
Required Education Courses (37 credits)
ED 201 Introduction to and Foundations of Education (+15 hours of HR Activity) 3
ED 250 Adolescent Psychology 4
ED 330 Human Diversity and Relations (+3 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 (+15 hours HR Activity) 3
ED 472.06 Student Teaching in Health 16

HISTORY MAJOR: 44 CREDITS (BA TRADITIONAL)

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

Required. 28 to 32 credits
HIS 212 Introduction to History 4
HIS 231 USA to 1877 4
HIS 233 USA since 1877 4
HIS 267 Introduction to Latin America 4
HIS 285 European History, 1789 to Present 4
HIS 401 Research and Writing in History 2
HIS 487 Readings Seminar (Topics in History) 2
HIS 498 History Internship 4 to 8
Required. 4 credits; (Global) Choose one of the following
HIS 111 Western Civilization to 1648 4
HIS 113 Western Civilization since Reformation 4
HIS 121 World History 4
HIS 221 World Culture: Greece and Rome 4
Electives to total 44 credits: 4 to 12 credits of upper-level (300 to 400) HIS or POL courses

HOSPITALITY MANAGEMENT MAJOR:

40 CREDITS (BA TRADITIONAL; ONLINE ONLY)

Program Overview – The Hospitality Management major consists of 40 credit hours and is offered fully online. The online Hospitality Management degree is designed for busy adult students who are interested in obtaining their degree and...
require the flexibility of attending class on their schedule. The online Hospitality Management degree program combines the building blocks of customer service, management and marketing with the practical tools that students need to succeed in the hospitality, leisure, tourism and travel industry.

**REQUIRED: 40 credits (and in sequence)**

**BUS 380**  Principles of Ethical Management  
4  
**BUS 382**  Human Resource Management and Employment Law  
4  
**BUS 384**  Applied Accounting and Finance  
4  
**BUS 386**  Marketing in the Global Environment  
4  
**BUS 388**  Analytics and Technology  
4  
**MKM 450**  Innovation and Systems Thinking  
4  
**HSM 452**  Integrated Promotional Strategy in Hospitality  
4  
**MCK 454**  New Media Literacy and Social Media  
4  
**HSM 456**  Hospitality Business Management  
4  
**MKM 490**  Business Strategy Plan  
4  

**HUMAN RESOURCE MANAGEMENT MAJOR: 40 CREDITS (BA ADULT)**

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

**REQUIRED: 40 credits (and in sequence)**

**BUS 380**  Principles of Ethical Management  
4  
**BUS 382**  Human Resource Management and Employment Law  
4  
**BUS 384**  Applied Accounting and Finance  
4  
**BUS 386**  Marketing in the Global Environment  
4  
**BUS 388**  Analytics and Technology  
4  
**HRM 400**  Recruitment, Selection, and Onboarding  
4  
**HRM 405**  Strategic Compensation Systems  
4  
**HRM 410**  Organization Development  
4  
**HRM 470**  Strategic Human Resources  
4  
**HRM 440**  Human Resources Plan  
4  

**INFORMATION TECHNOLOGY IN MANAGEMENT MAJOR: 40 CREDITS (BA ADULT)**

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

**REQUIRED: 40 credits (and in sequence)**

**BUS 380**  Principles of Ethical Management  
4  
**BUS 382**  Human Resource Management and Employment Law  
4  
**BUS 384**  Applied Accounting and Finance  
4  
**BUS 386**  Marketing in the Global Environment  
4  
**BUS 388**  Analytics and Technology  
4  
**HRM 400**  Recruitment, Selection, and Onboarding  
4  
**HRM 405**  Strategic Compensation Systems  
4  
**HRM 410**  Organization Development  
4  
**HRM 470**  Strategic Human Resources  
4  
**HRM 440**  Human Resources Plan  
4  

**LIFE SCIENCE EDUCATION/TEACHING MAJOR (GRADES 9-12): 74-75 CREDITS - (BA TRADITIONAL)**

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential in life science (grades 9 through 12). Passage of standardized examinations of content and pedagogy are also required.

*Note: For admission to the Teacher Education Professional Program, candidates must score 200 or higher on each of the three MTLE subtests in order to be admitted. Candidates must score 220 or higher on each of the three MTLE subtests in order to be placed into student teaching experience.

**REQUIRED: 40 credits (and in sequence)**

**MAT 110**  Introduction to Probability & Statistics  
3  
**MAT 125**  Precalculus  
4  
**AND**

**MAT 110**  Introduction to Probability & Statistics  
3  
**MAT 125**  Precalculus  
4  
**AND**

**MAT 230**  Probability and Statistics  
4  

*Students choose a trig-based (MAT 125 & MAT 110) or a calculus based (MAT 135 & MAT 230) sequence.

**Required Course Content:** 32 credits  
(2.75 GPA Required in content courses; minimum C- grade required in all content courses)

**BIO 130**  Biology I: The Diversity of Life  
4  
**BIO 210**  Genetics  
4  
**BIO 220**  Plant Biology  
4  
**BIO 230**  Animal Biology and Physiology  
4  
**BIO 300**  Microbiology  
4  
**BIO 330**  Molecular Cell Biology  
4  
**SCI 456**  Research in Science  
4  
**CHE 116**  General Chemistry II  
4  

**REQUIRED EDUCATION COURSES: 39 credits**

**PSY 220**  Adolescent Psychology  
4  
**ED 201**  Introduction to and Foundations of Education  
3  
**ED 336**  Educational Psychology  
3  
**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 459**  The Inclusive Classroom (+15 hours HR Activity)  
2  
**ED 487**  Reading Across the Content Areas (+15 hours HR Activity)  
3  
**KHS 470**  Health Education for Teachers  
2  
**ED 472/11**  Student Teaching Grades 9 – 12 Life Science  
16  

**MARKETING MAJOR: 44 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 (7 credits):**

**ECO 101**  Macroeconomics  
4  
**MAT 110**  Intro to Probability & Statistics  
3  

**Required Courses (44 credits):**

**ECO 102**  Microeconomics  
4  
**MAN 120**  Basics of Business  
2  
**ACC 201**  Principles of Accounting I  
4  
**MAN 201**  Business Analytics  
2  
**FIN 301**  Corporate Finance I  
4  
**MAN 301**  Organizational Behavior  
4  
**MAN 302**  Operations & Quality Mgmt.  
2  
**MAR 301**  Principles of Marketing  
4  
**MAN 401**  Business Strategy and Ethics  
4  
**MAR 413**  Marketing Research  
4  
**MAR 414**  Marketing Strategy  
4  

Choose 8 of the following 12 credits:

**MAR 312**  Consumer Behavior  
4
MATH 110 Introduction to Probability and Statistics 3

Required Courses (52 credits):

MATHEMATICS MAJOR: 41 CREDITS (BA 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, students apply their learning in the science sequence of their choice and obtain real-world experience with an internship.

Required: 45 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 275 Foundations of Geometry 3
MAT 305 Foundations of Geometry 3
MAT 375 Differential Equations and Linear Algebra 4
MAT 450 Abstract Algebra OR 4
MAT 450 Abstract Algebra OR 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 1 to 4

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

*Note: For admission to the Teacher Education Professional Program, candidates must score 200 or higher on each of the three MTLE subtests in order to be admitted. Candidates must score 220 or higher on each of the three MTLE subtests in order to be admitted. Candidates must score 200 or higher on each of the three MTLE subtests in order to be placed into student teaching experience.

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
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-trainingkeyboard 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, Chamber (String) Ensemble, Pep Band, Drumline, Handbell Ensemble, Beginning Handbells, 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
- **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
Additional Requirements: Students must attend eight 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 2.5 GPA is required in music courses.

Business Electives: 20 credits chosen from:
- MAR 301 Principles of Marketing 4
- MAR 312 Consumer Behavior (pre-requisite MAR 301) 4
- MAR 313 Advertising and Promotion (pre-requisite MAR 301) 4
- MAR 413 Marketing Research (pre-requisite MAR 301) 4
- MAR 414 Marketing Strategy (pre-requisite MAR 301) 4
- MAR 470 Social Media Marketing 2
- ACC 201 Principles of Accounting I 4
- MAN 301 Organizational Behavior 4
- MAN 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 EDUCATION/TEACHING MAJOR (GRADES K – 12 AND INSTRUMENTAL AND/OR VOCAL): 93 – 104 CREDITS (BA TRADITIONAL)**

Program Overview – Students majoring in Secondary Education at Concordia will develop the skills and insights to become effective middle school or high school teachers and life-long learners. A variety of specialties are available that allow students to customize their major to the subject area in which they would like to teach. Because of Minnesota’s rigorous teacher licensure standards, students graduating from the state’s colleges and universities are favorably regarded nationwide. Students have an opportunity to blend theory and practice through a series of content courses, methods courses, field experiences, and clinical practice.

*Note: For admission to the Teacher Education Professional Program, candidates must score 200 or higher on each of the three MTLE subtests in order to be admitted. Candidates must score 220 or higher on each of the three MTLE subtests in order to be placed into student teaching experience.

Prerequisites from General Education:
- MUS 121 Listening to Life: Global and Popular Music 2
- PSY 101 Introduction to Psychology 4

Prerequisites: if determined in assessments by music department
- MUS 101 Basic Musicianship 2
- MUS 111 Class Piano I 2
- MUS 112 Class Piano II 2
- MUS 115 Beginning Guitar I 1

K – 12 Music Teaching Major: 38 Credits

Complete content major with 2.75 GPA
- MUS 201 Musicianhip I 4
- MUS 202 Musicianhip II 4
- MUS 261 Beginning Conducting 2
- MUS 301 Musicianship III 4
- MUS 302 Musicianship IV 4
- MUS 321 Music History I 3
- MUS 322 Music History II 3
- MUS 323 Music History III 3
- MUS 360 String Techniques and Pedagogy 1
- MUS 361 Woodwind Techniques and Pedagogy 1
- MUS 362 Brass Techniques and Pedagogy 1
- MUS 365 Electronic Media Techniques and Pedagogy 2
- MUS 366 Vocal Techniques and Pedagogy 1
- MUS 367 Percussion Techniques and Pedagogy 1
- MUS 444 Instrumental Arranging 1
- MUS 445 Choral Arranging 1
- MUS 840 2 semesters of private piano @ 1 credit each 2

Recital Attendance: Eight programs in portfolio per year; performance audition in February of second year (in first year for transfers). Submit music Portfolio Progress Report to Chair, Music Department by November 1 each year. Document in the portfolio four public performances, including a small ensemble. Pass Keyboard Proficiency Examination before student teaching (document in portfolio). Take Music Senior Outcomes Examination when Music History/Musicianship courses are completed. A minimum of a 2.75 GPA is required in music coursework, as well as a minimum of 2.5 GPA in each area of performance, history/literature, theory/composition and pedagogy.

Tracks: Choose one or both of the following tracks:

**Vocal and Classroom K – 12 Track: 12 to 19 credits**
- MUS 369 Art of Accompanying 1
- MUS 425 Choral Literature 4
- MUS 456 Choral Conducting and Methods 2
- MUS 713/714 7 semesters choral ensemble required 0 to 7
- MUS 860 7 semesters private voice lessons @ 1 credit each 7

**Instrumental and Classroom K – 12 Track: 12 to 19 credits**
- MUS 368 Jazz Improvisation 1
- MUS 436 Instrumental (Band) Literature 2
- MUS 457 Instrumental Conducting and Methods 2
- MUS 720/730: 7 semesters instrumental ensemble required 0 to 7
- MUS 800: 7 semesters private instrumental lessons @1 credit each 7

Prerequisites to Admission to Teacher Education: 10 to 14 credits
- ED 201 Introduction to and Foundations of Education (+15 hours of HR Activity) 3
- PSY 210 Child Psychology 4
- PSY 220 Adolescent Psychology 4
- PSY 215 Child and Adolescent Developmental 4
- ED 336 Educational Psychology 3

**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 Human Diversity and Relations (+ 15 hours HR Activity) 2
- ED 346 Effective Middle School Teacher 2
- ED 347 Effective Secondary Teacher 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

**ORTHOTICS AND PROSTHETICS MAJOR: 61 CREDITS (BS TRADITIONAL)**

Program Overview - Majors in Orthotics and Prosthetics involves the study

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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 have the educational preparation to become an ABC certified assistant.

Required Courses taken at Century College: (28 credits)

- OPCA 2070 Clinical Applications of Trans-Tibial Prostheses II 4
- OPCA 2060 Clinical Applications of Trans-Tibial Prostheses I 3
- OPCA 2050 Clinical Applications of Upper Extremity Orthoses 3
- OPCA 2040 Clinical Applications of Spinal Orthoses 4
- OPCA 2030 Clinical Applications of Lower Extremity Orthoses 4
- OPCA 2020 Clinical Applications of Trans-Femoral Prostheses 4
- OPCA 2010 Clinical Applications of Upper Extremity Orthoses 3
- OPCA 2000 Clinical Applications of Lower Extremity Orthoses 4
- OPCA 1990 Clinical Internship 1

**GRADES K – 12 PHYSICAL EDUCATION AND GRADES 5 – 12 HEALTH TEACHING MAJOR**

**MAJOR REQUIRED COURSES:** 82 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 specialists 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.

*Note: For admission to the Teacher Education Professional Program, candidates must score 200 or higher on each of the three MTLE subtests in order to be admitted. Candidates must score 220 or higher on each of the three MTLE subtests in order to be placed into student teaching experience.*

**Prerequisites:**

- PSY 101 Introduction to Psychology 4
- Required Content Courses (32 credits)
  - 2.75 GPA Required in content courses; minimum C- grade required in all content courses
  - KHS 200 Community Safety and First Aid/CPR 1
  - KHS 220 Research Methods 4
  - KHS 300 Applied Nutrition 4
  - KHS 310 Drug Education 2
  - KHS 320 Human Life Experience 3
  - KHS 400 Health Psychology 4
  - KHS 420 Program Administration 2
  - KHS 436 Motor Development, Control & Motor Learning 4
  - KHS 473 Biomechanics 4
  - KHS 474 Exercise Physiology 4
- Required Education Courses (50 credits)
  - ED 201 Introduction to and Foundations of Education (+15 hours of HR Activity) 3
  - PSY 220 Adolescent Psychology 4
  - ED 336 Educational Psychology 3
  - ED 330 Human Diversity and Relations (+15 hours HR Activity) 2
  - ED 346 Effective Middle School Teacher 2
  - ED 347 Effective Secondary Teacher 2
  - ED 439 The Inclusive Classroom (+15 hours HR Activity) 2
  - ED 487 Reading Across the Content Areas (+15 hours HR Activity) 3
  - KHS 330 Elementary Methods Block I 4
  - KHS 335 MS/Secondary Methods Block II for Health and PE 4
  - KHS 410 Health Methods and Strategies 3
  - KHS 481 Adaptives 2
  - ED 472.06 Student Teaching in Health and Physical Education 16

**PSYCHOLOGY MAJOR:** 44 CREDITS (BA TRADITIONAL)

Program Overview – Students graduating with a Psychology major develop lifelong skills in scientific thinking and understanding human thought, behavior, and interaction. The educational learning in combination with the internship experience prepare students to enter a career of choice or graduate school.

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

- MAT 110 Intro to Statistics 3

**Required Psychology Courses (20 credits):**

- PSY 101 Introduction to Psychology 4
- PSY 210 Child Psychology and Development 4
- ED 336 Educational Psychology 3
- COM 403 Family Communication 4
- FAS 400 Family Systems, Structures and Relationships 4
- ECE 321 Pre-Primary Education 3
- ECE 324 Language Development and Emergent Literacy (+ 15 hours HR Activity) 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
- COM 205 Group Communication and Facilitation 3
- ED 418 Adult Education and Development 4
- FAS 300 Methods and Materials for Family Education 3
- ED 330 Human Diversity and Relations (+15 hours HR Activity) 2
- KHS 470 Health Education for Teachers 2
- ED 464 Student Teaching Parent and Family Education 8

**PARENT AND FAMILY EDUCATION (LICENSEURE): 53 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.

*Note: For admission to the Teacher Education Professional Program, candidates must score 200 or higher on each of the three MTLE subtests in order to be admitted. Candidates must score 220 or higher on each of the three MTLE subtests in order to be placed into student teaching experience.*

**Prerequisites from General Education:**

- PSY 101 Introduction to Psychology 4
- Required: 53 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 3
- COM 403 Family Communication 4
- FAS 400 Family Systems, Structures and Relationships 4
- ECE 321 Pre-Primary Education 3
- ECE 324 Language Development and Emergent Literacy (+ 15 hours HR Activity) 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
- COM 205 Group Communication and Facilitation 3
- ED 418 Adult Education and Development 4
- FAS 300 Methods and Materials for Family Education 3
- ED 330 Human Diversity and Relations (+15 hours HR Activity) 2
- KHS 470 Health Education for Teachers 2
- ED 464 Student Teaching Parent and Family Education 8
PSY 300 Cognition, Learning and Memory 4
PSY 310 Physiological Psychology 4
PSY 320 Sensation and Perception 4
Clinical Courses (choose 4 credits)
PSY 330 Introduction to Counseling 4
PSY 360 Abnormal Psychology 4
PSY 370 Intro to Personality Theories 4
Developmental Courses (choose 4 credits)
PSY 210 Child Psychology 4
PSY 220 Adolescent Psychology 4
SOC 354 Themes Adult Development & Aging 4
PSY 230 Lifespan Development Psychology 4

Electives: 12 additional credits from the following

FAS 400 Family Systems, Structures and Relationships 4
KHS 435 Sport Psychology 4
PSY 210 *Child Psychology and Development 4
PSY 220 *Adolescent Psychology 4
PSY 230 *Lifespan Developmental Psychology 4
PSY 300 *Cognition, Learning and Memory 4
PSY 310 *Physiological Psychology 4
PSY 320 *Sensation and Perception 4
PSY 340 Introduction to Industrial/Organizational Psychology 4
PSY 350 Forensic Psychology 4
PSY 360 *Abnormal Psychology 4
PSY 370 *Introduction to Personality Theories 4
PSY 490 Psychology Topic Seminar 4
* 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

**Required:**

Psychology: 24 credits
PSY 101 Introduction to Psychology 4
PSY 380 Research Methods with Statistical Applications 4
PSY 498 Psychology Internship 8
PSY 490 Research Methods 4

Mind-Brain: 8 credits from the following
PSY 300 Cognition, Learning, and Memory 4
PSY 310 Physiological Psychology 4
PSY 320 Sensation and Perception 4

Clinical: 8 credits from the following
PSY 330 Introduction to Counseling 4
PSY 360 Abnormal Psychology 4
PSY 370 Introduction to Personality Theories 4

Developmental: 4 credits from the following
PSY 210 Child Development and Psychology 4
PSY 220 Adolescent Psychology 4
SOC 354 Themes in Adult Development and Aging 4

Mathematics and Science: 19 credits
BIO 120 Biology I: The Unity of Life 4
BIO 210 Genetics 4
CHE 115 General Chemistry I 4
MAT 110 Introduction to Probability and Statistics 3
MAT 125 Pre-Calculus 4
or
MAT 135 Calculus I 4

General Electives: 16 credits (300 or 400 level Psychology courses) 16

**PUBLIC POLICY MAJOR: 40-41 CREDITS (BA TRADITIONAL)**

Program Overview - The Public Policy major will equip students with sufficient intellectual tools to prepare them for professional work in the public sector. Majors will be trained to seek positions in organizations which deal with public policy issues: government agencies, trade associations, lobbying organizations, nonprofit groups, regulatory agencies, and NGOs. This major will provide students with the factual, analytical, practical, and theoretical skills necessary for contemporary policy design, implementation, and evaluation.

Prerequisites from General Education:
ECO 101 Macroeconomics 4
MAT 110 Introduction to Probability and Statistics 4
POL 131 American Government 4
SOC 152 Introduction to Sociology 4

Required: 40 to 41 credits
ECO 102 Microeconomics 2
MAR 301 Principles of Marketing 4
POL 241 Contemporary World Problems 4
POL 337 Parties, Campaigns and Elections 4
PSY 380 Research Methods 4
PSY 490 Seminar-Topics 4
or
POL 487 Reading/Topics Seminar 2
SOC 451 Social Psychology 4
SOC 357 Class and Community 4
POL/SOC/PSY 498 Internship 12

**PULMONARY SCIENCE MAJOR: 44 CREDITS (BS ADULT)**

Program Overview – The Concordia University, St. Paul Pulmonary Science program is conveniently offered in an online format. The Pulmonary Science degree completion program is designed to assist Registered Respiratory Therapists to complete their Bachelor of Science degree at Concordia University, St. Paul in an accelerated format. Because most students are working fulltime as Registered Respiratory Therapists, this program is cohort-based and students only take one class at a time. 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 4
Concordia University Academic Catalog

ED 347  The Effective Secondary Teacher  2
ED 346  The Effective Middle School Teacher  2
ED 330   Human Diversity and Relations (+15 hours HR Activity)  2
ED 336  Educational Psychology  3
PSY 220 Adolescent Psychology  4
HMG 255 People and Culture of China  4
HMG 254 People and Culture of Southeast Asia  4
HIS 285 Intro to Latin America  4
HIS 267 Intro to Latin America  4
HIS 258 European History since 1789  4
POL 131 American Government  4
SOC 152 Introduction to Sociology  4
SOC 452 Social Organization  4
SOC 253 Marriage and the Family  4
SOC 491 Social Psychology  4
SOC 451 Social Psychology  4
PSY 380 Lifespan Developmental Psychology  4
PSY 350 Criminal Justice  4
HIS 233 USA since 1877  4
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

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.

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  4
SOC 451 Social Psychology  4
SOC 452 Social Organization  4
SOC 253 Marriage and the Family  4
SOC 358 Minority Groups  4
SOC 256 Introduction to Criminal Justice  4
SOC 359 Sociology of Social Welfare  4
SOC 498 Sociology Internship  8
Electives: 12 credits
SOC 251 Social Psychology  4
HMG 255 People and Culture of China  4
HMG 254 People and Culture of Southeast Asia  4
SOC 256 Introduction to Criminal Justice  4
SOC 325 Minnesota Criminal Codes and Statutes  4
SOC 351 Juvenile Justice  4
SOC 350 Sociology of Social Welfare  4
SOC 451 Social Psychology  4
SOC 452 Social Organization  4
SOC 380 Research Methods with Statistical Applications  4

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.

*Note: For admission to the Teacher Education Professional Program, candidates must score 200 or higher on each of the three MTLE subtests in order to be admitted. Candidates must score 220 or higher on each of the three MTLE subtests in order to be placed into student teaching experience.

Required Content Courses (42 credits)
(2.75 GPA Required in content courses; minimum C- grade required in all content courses)
ECO 101 America in Global Economy: Macroeconomics  4
ECO 102 Macroeconomics  4
PSY 101 Introduction to Psychology  4
HIS 212 Introduction to History (General Education)  4
HIS 231 USA to 1877  4
HIS 232 USA since 1877  4
HIS 267 Intro to Latin America  4
HIS 285 European History since 1789  4
POL 131 American Government  4
SOC 152 Introduction to Sociology  4
Electives: 4 social science courses at 300 or 400 level
Required Education Courses (42 credits)
ED 201 Introduction to and Foundations of Education (+15 hours HR Activity)  3
PSY 220 Adolescence Psychology  4
ED 336 Educational Psychology  3
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 (+15 hours HR Activity)  3
KHS 470 Health Education for Teachers  2
KHS 472.05 Student Teaching Grades 5 – 12 Social Studies  16

SPORT MANAGEMENT MAJOR: 45 CREDITS (BA TRADITIONAL; BA ADULT ONLINE)

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

Required: 45 credits
KHS 220 Research Methods  4
KHS 390 Sport Management  4
KHS 391 Law and Sport  4
KHS 392 Sport Marketing and Fundraising  4
KHS 393 Planning and Managing Sport Facilities  4
KHS 394 Sport Business  4
KHS 473 Biomechanics  4
KHS 474 Exercise Physiology  4
KHS 490 Senior Seminar  1
**Concordia University Academic Catalog**

**SPORT MANAGEMENT 3+2 OPTION (BA + MA SPORT MANAGEMENT)**

The 3+2 program allows high-performing students to have the ability to shorten their timeline for completion of a master’s degree. Admission to the 3+2 program requires: 1) Completion of 64 credits or an associate’s degree, 2) a 3.00 CGPA, 3) a written essay, and 4) an interview (telephone or in person) with the department. The undergraduate and graduate degrees will be conferred simultaneously upon completion of the master’s degree to ensure all student outcomes have been met. Interested students should contact the department or their academic advisor for specific information regarding the 3+2 program.

**BA + MA Sport Management Coursework:**
- KHS 220 Research Methods 4
- KHS 390 Sport Management 4
- KHS 391 Law and Sport 4
- KHS 392 Marketing and Fundraising in Sport 4
- KHS 393 Planning and Managing Sports Facilities 4
- KHS 394 Sport Business 4
- KHS 498 Kinesiology Internship 12
- KHS 545 Ethics and Policy in Sport Management 3
- KHS 550 Sport Sales 3
- KHS 530 Research Design Methods 3
- KHS 505 Organizational Leadership and Development 3
- KHS 510 Human Resource Management 3
- KHS 535 Sport Marketing 3
- KHS 520 Managerial Finance 3
- KHS 525 Managing/Planning Sport Facilities 3
- KHS 540 Legal Aspects of Sport 3
- KHS 515 Management and Leadership 3
- KHS 565 Capstone 3

**SPORT PSYCHOLOGY MAJOR: 45 CREDITS (BA TRADITIONAL)**

Program Overview – The Sport Psychology major focuses on current psychology and kinesiology as foundational concepts in sport psychology. This 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, sport management and sport psychology. Students learn sport and psychological theory and have numerous opportunities to bridge theory into practical applications.

Required: 45 credits
- KHS 220 Research Methods 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.

Required: 32 credits
- THR 101 Introduction to Theatre 2
- THR 111 Theatre in Practice I 1
- THR 112 Theatre in Practice II 2
- THR 221 Acting I 4
- THR 241 Script Analysis 4
- THR 251 Stagecraft 4

**THEOLOGY MAJOR: 42 CREDITS (BA TRADITIONAL)**

Program Overview – Students in the major in theology will (a) be able to summarize the contents and evangelical message of the biblical text, as this Word of God focuses on Jesus Christ; (b) come to an awareness of the basic assumptions about reality foundational to Christianity, understood from the perspective of the Christian gospel; (c) acquire a familiarity with the history of Christianity and Christian theology in its various contexts and expressions; (d) come to understand the larger body of Christian teaching in relationship to the New Testament gospel; and (e) grow in an ability to apply a Lutheran theological perspective to the study of historical, doctrinal, and societal issues.

Required: 22 credits
- HBR 413 Readings in Poetry 2
- HBR 411 Readings in Prose 2
- THL 201 Old Testament 3
- THL 241 Church History 3
- THL 371 Mission of God 4
- THL 431 Lutheran Doctrine I 3
- THL 432 Lutheran Doctrine II 3
- THL 342 Athens and Jerusalem 4
- THL 496 Senior Thesis 2

Electives: 20 credits
- ARC 250 Near Eastern Archaeology 4
- ARC 351 Field Archaeology 4
- GRK 212 Biblical Greek II 4
- 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 311 Biblical Hebrew I 4
- HBR 312 Biblical Hebrew II 4
- HBR 411 Readings in Prose 2
- HBR 413 Readings in Poetry 2
- TRL 219 Principles of Biblical Interpretation 3
- THL 310 Archaeology and the Bible 4
- THL 320 Global Christianity 4
- THL 325 Goodness Justice and Christian Faith 4

**Prerequisite:**
- THL 206 New Testament 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>THL 336</td>
<td>The Problem of Evil</td>
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<td>THL 344</td>
<td>Martin Luther: Saint and Sinner</td>
<td>4</td>
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<tr>
<td>THL 351</td>
<td>Jesus and Muhammad</td>
<td>4</td>
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<tr>
<td>THL 352</td>
<td>Is God Green?</td>
<td>4</td>
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<td>THL 353</td>
<td>Varities of Belief</td>
<td>4</td>
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<td>THL 356</td>
<td>One Nation Under God?</td>
<td>4</td>
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<td>THL 357</td>
<td>Christianity and the Media in Contemporary Culture</td>
<td>4</td>
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<tr>
<td>THL 409</td>
<td>Studies in Biblical Theology (repeatable)</td>
<td>2</td>
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<td>THL 441</td>
<td>Lutheran Confessional Writings</td>
<td>3</td>
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<td>THL 460</td>
<td>Worship for Lutherans</td>
<td>3</td>
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<tr>
<td>THL 488</td>
<td>Independent Study</td>
<td>4</td>
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</tbody>
</table>
UNDERGRADUATE MINORS

* = AVAILABLE ONLINE

**ACCOUNTING MINOR: 20 CREDITS**
Required: 16 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
Choose ONE of the following:
ACC 413 Cost Accounting  4
ACC 411 Advanced Accounting 4
ACC 412 Auditing 4
LAW 411 Federal Income Tax 4

**ART HISTORY MINOR: 24 CREDITS**
Prerequisites
ART 101 Approaching Art 2
ART 111 Drawing I 3
Choose 24 credits from the following courses:
ART 271 Survey of Western Art I 3
ART 272 Survey of Western Art II 3
ART 473 History of Photography 3
ART 481 Topics in Art 1 to 4
Foreign language 4

**ART STUDIO MINOR: 23 CREDITS**
Prerequisite:
ART 101 Approaching Art 2
Required: 6 credits
ART 102 2D Design 3
ART 111 Drawing I 3
Electives (17 credits)
Any 200 level or above ART course

**BIBLICAL LANGUAGES MINOR: 22 CREDITS**
Required: 16 credits
GRK 211 Biblical Greek I 4
GRK 212 Biblical Greek II 4
HBR 311 Biblical Hebrew I 4
HBR 312 Biblical Hebrew II 4
Electives: 6 credits
GRK 312 Matthew 2
GRK 314 Mark 2
GRK 316 Luke 2
GRK 412 Galatians and Romans 2
GRK 414 Corinthians 2
GRK 416 General Epistles 2
HBR 411 Readings in Prose 2
HBR 413 Readings in Poetry 2

**BIOLOGY MINOR: 26 CREDITS**
Prerequisites from General Education
BIO 120 Biology I: The Unity of Life 4
CHE 110 Chemistry in Perspective 3
or
CHE 115 General Chemistry I 4
Required: 8 credits
BIO 130 Biology II: The Diversity of Life 4
BIO 210 Genetics or BIO 330 Cell Biology 4
Electives: 18 credits (at least four courses with at least two 300 or 400 level)
BIO 200 Outdoor Biology 2

**BUSINESS MINOR: 20 CREDITS**
Required: 20 credits
BUS 380 Principles of Ethical Management 4
BUS 382 Human Resources Management and Employment Law 4
BUS 384 Applied Accounting and Finance 4
BUS 386 Marketing in the Global Environment 4
BUS 388 Analytics and Technology 4

**BUSINESS MANAGEMENT MINOR: 22 CREDITS (TRADITIONAL)**
Required: 22 credits
Prerequisite
ECO 101 Macroeconomics 4
Required courses (6 credits)
MAN 120 Basics of Business 2
MAN 301 Organizational Behavior 4
Choose 8 credits of the following
ACC 201 Principles of Accounting I 4
LAW 401 Legal Environment of Business 2
MAN 302 Operations and Quality Management 2
MAR 301 Principles of Marketing 4
FIN 301 Corporate Finance I 4
MAR 312 Consumer Behavior 4
MAN 498 Management Internship 4
Choose 8 credits of the following
MAN 350 Managing in the Global Environment 4
MAN 410 Managing Talent, Change, & Neg 4
MAN 460 Managing Teams, Comm, & Projects 4

**CHEMISTRY MINOR: 21 CREDITS**
Required: 15 to 16 credits
CHEM 115 General Chemistry I 4
CHEM 116 General Chemistry II 4
CHEM 221 Organic Chemistry 4
CHEM 230 Environmental Chemistry 3
or
CHEM 326 Analytical Chemistry I 4
Electives: 5 to 6 credits
CHEM 222 Organic Chemistry II 4
CHEM 230 Environmental Chemistry 3
CHEM 326 Analytical Chemistry I 4
CHEM 327 Analytical Chemistry II 4
CHEM 328 Biochemistry 4
CHEM 431 Advanced Inorganic Chemistry 3
SCI 435 Research and Techniques 4
SCI 456 Research in Science 4
CHEM 498 Internship in Chemistry 1 to 4
CHEM xxx Chemistry Elective 1 to 4

**COMMUNICATION STUDIES MINOR: 24 CREDITS**
Prerequisite from General Education:
COM 103 Interpersonal Communication 4
COM 309 Intercultural Communication 4
Required (24 credits)
COM 205 Group Communication 4
COM 222 Mass Communication 2
COM 526 Social Media & Public Relations 4
COM 212 Public Speaking 4
COM 403 Family Communication 4
COM 478 Organizational Communication 4
COMMUNITY ARTS MINOR: 24 CREDITS

Required: 11 credits
ART 111 Drawing I 3
ART 300 Community Arts 4
ART 498 Community Arts Internship 4

Electives: 13 credits
ART 102 2D Design 2
ART 103 3D Design 2
ART 221 Painting I 3
ART 241 Photography I 3
ART 251 Sculpture I 3
ART 261 Ceramics I 3
ART 202 Digital Imagery 3
ART 232 Screen Printmaking 3
ART 282 Graphic Design I 3
ART 321 Painting II 3
ART 331 Relief Printmaking 3
ART 332 Screen Printmaking 3
ART 333 Intaglio Printmaking 3
ART 341 Photography II 3
ART 342 Digital Photography 2
ART 351 Sculpture II 3
ART 361 Ceramics II 3
ART 370 Mexican Art and Culture 2-4
ART 375 Art of Asia 4
ART 376 Ethnographic Art 4
ART 431 Mixed Media Graphics 3
ART 435 Advanced Printmaking 4
ART 472 19th and 20th Century Art and Design 4
ART 481 Topics in Art 2-4
THR 111 Theatre in Practice I 1
THR 251 Stagecraft 4

COMMUNITY HEALTH SCIENCE MINOR: 20 CREDITS

HCR 350 Health Care Diversity and Global Issues 4
KHS 300 Applied Nutrition 4
KHS 310 Drug Education 2
KHS 320 Human Life Experience 3
KHS 400 Health Psychology 4
KHS 410 Health Methods and Strategies 3

COMPUTER SCIENCE MINOR: 20 CREDITS

Required: Choose 20 credits
CSC 115 Introduction to Computer Science 4
CSC 135 Modern Web Design 4
CSC 175 Math for Computer Science 4
CSC 210 Microsoft Excel Core 4
CSC 225 Object-Oriented Programming 4
CSC 235 Server-Side Development 4
CSC 245 Advanced Web Development 4
CSC 301 Programming and Problem Solving 4
CSC 310 Computer Architecture and Operating Systems 4
CSC 340 Database Design 3

CRIMINAL JUSTICE MINOR: 24 CREDITS

Required: 16 credits
SOC 152 Introduction to Sociology 4
SOC 256 Introduction to Criminal Justice 4
SOC 351 Juvenile Justice 4
SOC 352 Police and Community 4

Electives: 8 credits
PSY 101 Introduction to Psychology 4
SOC 253 Marriage and the Family 4
SOC 325 Minnesota Criminal Codes and Statutes 2
SOC 354 Sociology of Law 4
SOC 357 Class and Community 4
SOC 358 Minority Groups 4
SOC 359 Sociology and Social Welfare 4
SOC 451 Social Psychology 4

DANCE MINOR: 24 CREDITS

Required: 24 credits
THR 160 Introduction to Dance 3
THR 201 Dance for the Musical Theatre 3

THR 262 Modern Dance Technique 3
THR 263 Jazz Dance Technique 3
THR 364 Tap Dance Technique 3
THR 365 Dance History 3
THR 366 Choreography/Composition 3
THR 367 Ballet Technique 3

DESIGN MINOR: 24 CREDITS

Prerequisites from General Education
ART 101 Approaching Art 2
ART 102 2D Design 3

Required: 4 credits
ART 111 Drawing I 3
ART 472 19th and 20th Century Art and Design 4

Electives: 20 credits
ART 103 3D Design 3
ART 105 Color Theory 3
ART 111 Drawing I 3
ART 202 Digital Imagery 3
ART 211 Illustration 3
ART 241 Photography I 3
ART 282 Graphic Design I 3
ART 284 Graphic Imagery 4
ART 291 Intro to Adobe Office Suite 3
ART 311 Figure Drawing 3
ART 332 Screen Printmaking 3
ART 341 Photography II 3
ART 342 Digital Photography 2
ART 382 Graphic Design II 3
ART 383 Web Design I 3
ART 384 Typography I 4
ART 431 Mixed Media Graphics 3
ART 441 Advanced Photography 4
ART 482 Graphic Design III 4
ART 483 Web Design II 3
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
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 (ECE321, ECE325, ECE 326, ED 345, ED 346, or ED 347) 2 to 4
Upper level education courses to total 22 credits (ECE, ED, MUS 356, 9 to 11
MUS 36x, MUS 456, MUS 457, ART 387, or ART 487)

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 376 World Literature II 4
ENG 385 American Literature I 4
or
ENG 386 American Literature II 4
Choose 8 credits from 300 or 400 level English courses 8

ENVIRONMENTAL SCIENCE MINOR: 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
ESC120 Observational Geology or 3
ESC 160 Earth Science 4
BIO 220 Plant Biology 4
BIO 230 Animal Biology 4
BIO 230a Ecology 4
BIO340 Science Issues and Ethics 4
CHE 230 Environmental Chemistry 3
ENE 498 Internship in Environmental Science 1-4
OCE 499 HECUA Program in Environmental Sustainability 16

EXERCISE SCIENCE MINOR: 20 CREDITS
Required: 16 credits
KHS 311 Functional Anatomy 4
KHS 436 Motor Development, Control, and Motor Learning 4
KHS 473 Biomechanics 4
KHS 474 Exercise Physiology 4
Electives: 4 credits
Choose 1 of the following:
KHS 300 Applied Nutrition 4
KHS 400 Health Psychology 4
KHS 472 Athletic Training, Injury Prevention & Safety 4
KHS 475 Applied Exercise Prescription 4

FAMILY SCIENCE MINOR: 24 CREDITS
Prerequisites from General Education:
PSY 101 Introduction to Psychology 4
SOC 152 Introduction to Sociology 4
Required: 15 credits
COM 403 Family Communication 4
FAS 300 Methods and Materials of Family 3
FAS 400 Family Systems, Structures and Relationships 4
SOC 253 Marriage and Family 4
Electives: 9 credits
Choose one of the following three courses:
PSY 210 Child Psychology and Development 4
PSY 220 Adolescent Psychology 4
SOC 353 Themes in Adult Development and Aging with A Lifespan Perspective 4
Choose 5 credits from among the following:
HMG 254 People and Culture of Southeast Asia 4
HMG 255 People and Culture of China 4
KHS 320 Human Life Experience 3
PSY 210 Child Psychology and Development 4
PSY 220 Adolescent Psychology 4
PSY 240 Psychology and Family on Video 3
SOC 353 Themes in Adult Development and Aging with A Lifespan Perspective 4
SOC 358 Minority Groups 4
SOC 359 Social Welfare as a Institution 4

FINANCE MINOR: 20 CREDITS
Required: 12 credits (and in sequence)
ACC 201 Principles of Accounting I 4
FIN 301 Corporate Finance I 4
FIN 302 Corporate Finance II 4
Choose 2 courses (8 credits):
ECO 401 Global Economics 4
FIN 411 Investments and Capital Markets 4
FIN 420 Financial Development, Fundraising, and Grant Writing 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
HCR 435 Ethics and Decision Making in HC 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 HC 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 4
HIS 402 Readings Seminar: Topics in History 4
Electives: Choose one course in each of the following pairs: 8 credits
HIS 231 U.S. since 1877 4
or
HIS 233 U.S. 1789 to Present 4
HIS 267 Introduction to Latin America 4
or
HIS 285 European History since 1789 4
Electives: 8 credits
Choose any 300 or 400 level History (HIS) or Political Science (POL) courses

HMONG STUDIES MINOR: 24 CREDITS
Required: 10 credits
HMG 101 Introduction to Hmong Studies 2
HMG 110 Introduction to Hmong History 2
HMG 201 Hmong Culture and Society 4
Electives: 14 credits
COM 309 Intercultural Communication 4
FAS 400 Family Systems, Structure and Relationships 4
HIS 339 Race and Ethnicity in American History 4
HIS 393 Modern China, 1911 – Present 4
HMG 202 Hmong Literature and Art 4
HMG 254 People and Culture of Southeast Asia 4
HMG 255 People and Culture of China 4
HMG 301 Hmong Cosmology and Beliefs 4
HMG 327 Reading and Writing for Hmong 2
HMG 328 Reading and Writing for Hmong – Intermediate 2
POL 243 Contemporary Global Problems 4
SOC 357 Class and Community 4
SOC 358 Minority Groups 4

HOSPITALITY MANAGEMENT MINOR: 20 CREDITS
Required: 20 credits (and in sequence)
BUS 386 Marketing in the Global Environment 4
MMK 450 Innovation and Systems Thinking 4
HSM 452 Integrated Promotional Strategy in Hospitality 4
MMK 454 New Media Literacy and Social Media 4
HSM 456 Hospitality Business Management 4

*HUMAN RESOURCE MANAGEMENT MINOR: 20 CREDITS
Required: 20 credits (and in sequence)
BUS 382 Human Resource Management and Employment Law 4
HRM 400 Recruitment, Selection, and Onboarding 4
HRM 405 Strategic Compensation Systems 4

*INFORMATION TECHNOLOGY MANAGEMENT MINOR: 20 CREDITS
Required: 20 credits (and in sequence)
BUS 388 Analytics and Technology 4
ITM 400 Bridging the Technology Business Gap 4
ITM 402 Strategic Project Management for IT 4
ITM 410 Business-Driven Information System and Security 4
ITM 425 Data Management for Intelligent Business 4

INTERNATIONAL STUDIES MINOR: 24 CREDITS
Required: 12 credits

His 390 Vietnam War 4
Pol 243 Contemporary Global Problems 4
Pol 334 U.S. Foreign Policy 4
Pol 401 Research and Writing in Political Science 2
Electives: 12 credits

Com 309 Intercultural Communication 4
Eco 401 Global Economics 4
His/pols/its courses up to 12
Art (variety of courses) up to 4
Foreign Language up to 8
Hmong Studies (variety of courses) up to 4
Internship up to 4
Study Abroad up to 8

*Leadership Minor: 20 Credits

Required: 20 credits (and in sequence)

Bus 380 Principles of Ethical Management 4
Oml 452 Managing Talent and Organizations 4
Oml 454 Change Management and Decision Making 4
Oml 456 Systems Theory and Strategic Planning 4
Oml 458 Communicating Across Organizations and Cultures 4

Lutheran Theology Minor: 24 Credits

Required: 24 credits

Thl 201 Old Testament 3
Thl 206 New Testament 3
Thl 241 Church History 3
Thl 219 Principles of Biblical Interpretation 3
Thl 431 Lutheran Doctrine I 3
Thl 432 Lutheran Doctrine II 3
Thl 414 Lutheran Confessional Writings 3
Thl 460 Worship for Lutherans 3

*students in the Lutheran Classroom Teacher program are exempt from Thl 460 Worship for Lutherans and may complete the minor with 21 credits.

Marketing Minor: 20 Credits

Required: 4 credits

Mar 301 Principles of Marketing 4
Choose 16 credits:
Mar 312 Consumer Behavior 4
Mar 313 Advertising and Promotion 4
Mar 413 Marketing Research 4
Mar 414 Marketing Strategy 4
Mar 470 Social Media Marketing 2
Mar 471 Global Marketing 2

*Marketing Management Minor: 20 Credits

Required: 20 credits (and in sequence)

Bus 386 Marketing in the Global Environment 4
Mkm 450 Innovation and Systems Thinking 4
Mkm 452 Integrated Promotional Strategy 4
Mkm 454 New Media Literacy and Social Media 4
Mkm 456 Marketing Information and Analysis 4

Mathematics Minor: 22 Credits

Required: 15

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 330, Mat 375, Mat 450, or Mat 460)
Mat230/330 Probability and Statistics (prereq: Mat110) 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

Music Minor: 24 Credits

Prerequisites:

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

MUS 101 Basic Musicianship 2
MUS 111 Class Piano I 2
MUS 112 Class Piano II 2

Prerequisites from General Education

MUS 120 Listening to Life: Western Classical Music 2
MUS 121 Listening to Life: Global and Popular Music 2

Required: 13 Credits

MUS 201 Musicianship I 4
MUS 202 Musicianship II 4
MUS 7xx 2 semesters of ensemble at 0-2 credits each 0-4
MUS 8xx 2 semesters of private lessons at 1 credit each 2

One of the following Music History courses:

MUS 321, MUS 322 (recommended); 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.

Photography Minor: 24 Credits

Required: 24 credits

Art 101 Approaching Art 2
Art 272 Survey of Western Art II 3
Art 102 2D Design 3
Art 202 Digital Imagery 3
Art 241 Photography I 3
Art 341 Photography II 3
Art 342 Digital Photography 2
Art 441 Advanced Photography 4
Art 473 History of Photography 3
Art 498 Photography Internship 2

Electives

Art 499 Art Senior Seminar 1-2
Art 488 Digital Photo II 2
Art 472 19th & 20th Cent. Art and Design 4

Political Science Minor: 24 Credits

Required: 16 credits

Pol 131 American Government 4
Pol 243 State and Local Government 4
Pol 243 Contemporary Global Problems 4
Pol 401 Research and Writing in Political Science 2
Pol 487 Readings Seminar: Topics in Political Science 2

Electives: 8 credits

300 or 400 level History or Political Science courses 8

Psychology Minor: 24 Credits

Prerequisites from General Education:

MTH 110 Introduction to Statistics 3

Required: 12 credits

MTH 110 Introduction to Probability and Statistics 3 or 4
MTH 220 Discrete Mathematics 3
MTH 255 Calculus III 4
MTH 305 Foundations of Geometry 3
MTH 375 Differential Equations & Linear Algebra 4
MTH 450 Abstract Algebra 4
MTH 460 Foundations of Analysis 4
MTH 478 Mathematics Seminar 3
MTH 488 Independent Study in Mathematics 1 to 4
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
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<td>PSY 330</td>
<td>Introduction to Counseling</td>
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<tr>
<td>Choose 4</td>
<td>credits from the following:</td>
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<tr>
<td>PSY 210</td>
<td>Child Psychology and Development</td>
<td>4</td>
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<tr>
<td>or</td>
<td></td>
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</tr>
<tr>
<td>PSY 220</td>
<td>Adolescent Psychology</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 230</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
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<tr>
<td>Choose 12</td>
<td>credits from the following:</td>
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<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>
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<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 230*</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
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<tr>
<td>PSY 300</td>
<td>Cognition, Learning and Memory</td>
<td>4</td>
</tr>
<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>
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<tr>
<td>PSY 331</td>
<td>Group Counseling and Therapy</td>
<td>4</td>
</tr>
<tr>
<td>PSY 332</td>
<td>Introduction to Alcohol and Drug Studies</td>
<td>3</td>
</tr>
<tr>
<td>PSY 333</td>
<td>Cultural Competency in Chemical Dependency</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>
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<tr>
<td>PSY 380</td>
<td>Research Methods with Statistical Applications</td>
<td>4</td>
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<tr>
<td>PSY 381</td>
<td>Psychology Research Seminar</td>
<td>2</td>
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<td>PSY 488</td>
<td>Independent Study</td>
<td>1 to 4</td>
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<tr>
<td>PSY 490</td>
<td>Seminar on Psychological Topics</td>
<td>4</td>
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<tr>
<td>SOC 451</td>
<td>Social Psychology</td>
<td>4</td>
</tr>
<tr>
<td>*If not taken above</td>
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**RELIGION MINOR: 20 CREDITS**

Required: 8 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>T HL 353</td>
<td>Varieties of Beliefs</td>
<td>4</td>
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<tr>
<td>T HL 100</td>
<td>The Biblical Heritage of Christianity</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T HL 215</td>
<td>History and Literature of the New Testament</td>
<td>4</td>
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</tbody>
</table>
| Electives:12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>T HL 310</td>
<td>Archaeology and the Bible</td>
<td>4</td>
</tr>
<tr>
<td>T HL 320</td>
<td>Global Christianity</td>
<td>4</td>
</tr>
<tr>
<td>T HL 325</td>
<td>Goodness, Justice, and Christian Faith</td>
<td>4</td>
</tr>
<tr>
<td>T HL 336</td>
<td>The Problem of Evil</td>
<td>4</td>
</tr>
<tr>
<td>T HL 342</td>
<td>Athens and Jerusalem</td>
<td>4</td>
</tr>
<tr>
<td>T HL 344</td>
<td>Martin Luther: Saint &amp; Sinner</td>
<td>4</td>
</tr>
<tr>
<td>T HL 351</td>
<td>Jesus and Muhammad</td>
<td>4</td>
</tr>
<tr>
<td>T HL 352</td>
<td>Is God Green?</td>
<td>4</td>
</tr>
<tr>
<td>T HL 356</td>
<td>One Nation under God?</td>
<td>4</td>
</tr>
<tr>
<td>T HL 357</td>
<td>Christianity and the Media in Contemporary Culture</td>
<td>4</td>
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<tr>
<td>T HL 371</td>
<td>Mission of God</td>
<td>4</td>
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**SALES AND BUSINESS DEVELOPMENT MINOR: 20 CREDITS**

Required: 20 credits

<table>
<thead>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
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<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
<td>4</td>
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<tr>
<td>SLS 300</td>
<td>Introduction to Professional Selling</td>
<td>4</td>
</tr>
<tr>
<td>SLS 400</td>
<td>Sales Management and Business Development</td>
<td>4</td>
</tr>
<tr>
<td>SLS 498</td>
<td>Sales Internship</td>
<td>4</td>
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**SOCIOLOGY MINOR: 24 CREDITS**

Required: 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOC 152</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 453</td>
<td>Social Theory</td>
<td>4</td>
</tr>
<tr>
<td>SOC 359</td>
<td>Social Welfare as an Institution</td>
<td>4</td>
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</table>
| Electives:12 credits

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>HMG 254</td>
<td>People and Culture of Southeast Asia</td>
<td>4</td>
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<tr>
<td>HMG 255</td>
<td>People and Culture of China</td>
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<tr>
<td>PSY 230</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
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<tr>
<td>SOC 253</td>
<td>Marriage and the Family</td>
<td>4</td>
</tr>
<tr>
<td>SOC 256</td>
<td>Introduction to Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>SOC 351</td>
<td>Juvenile Justice</td>
<td>4</td>
</tr>
<tr>
<td>SOC 352</td>
<td>Police and Community</td>
<td>4</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>
</tr>
<tr>
<td>SOC 354</td>
<td>Sociology of Law</td>
<td>4</td>
</tr>
<tr>
<td>SOC 357</td>
<td>Class and Community</td>
<td>4</td>
</tr>
<tr>
<td>SOC 358</td>
<td>Minority Groups</td>
<td>4</td>
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<tr>
<td>SOC 451</td>
<td>Social Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 452</td>
<td>Social Organization</td>
<td>4</td>
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**SPANISH MINOR: 24 CREDITS**

Prerequisites

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>SPA 101</td>
<td>Beginning Spanish I: First Semester</td>
<td>4</td>
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<tr>
<td>SPA 102</td>
<td>Beginning Spanish I: Second Semester</td>
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Required: 16 credits

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPA 201</td>
<td>Intermediate Spanish II: First Semester</td>
<td>4</td>
</tr>
<tr>
<td>SPA 202</td>
<td>Intermediate Spanish II: Second Semester</td>
<td>4</td>
</tr>
<tr>
<td>SPA 301</td>
<td>Advanced Spanish III: First Semester</td>
<td>4</td>
</tr>
<tr>
<td>SPA 302</td>
<td>Advanced Spanish III: Second Semester</td>
<td>4</td>
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Electives: 8 credits

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPA 401</td>
<td>Advanced Spanish IV: Topics in Spanish</td>
<td>4</td>
</tr>
<tr>
<td>SPA 402</td>
<td>Advanced Spanish IV: Readings in Contemporary Spanish Literature</td>
<td>4</td>
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<tr>
<td>SPA 403</td>
<td>Advanced Spanish IV: Voices of Latinos in the U.S.</td>
<td>1 to 4</td>
</tr>
<tr>
<td>SPA 488</td>
<td>Independent Study</td>
<td>1 to 4</td>
</tr>
<tr>
<td>SPA 498</td>
<td>Internship</td>
<td>1 to 4</td>
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**SPORT MANAGEMENT MINOR: 20 CREDITS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>KHS 390</td>
<td>Sport Management</td>
<td>4</td>
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<tr>
<td>KHS 391</td>
<td>Law &amp; Sport</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 and Managing Sport Facilities</td>
<td>4</td>
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<tr>
<td>KHS 394</td>
<td>Sport Business</td>
<td>4</td>
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**SPORT PSYCHOLOGY MINOR: 20 CREDITS**

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>KHS 316</td>
<td>Psychology of Sport Injury and Rehabilitation</td>
<td>4</td>
</tr>
<tr>
<td>KHS 400</td>
<td>Health Psychology</td>
<td>4</td>
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<tr>
<td>KHS 435</td>
<td>Sport Psychology</td>
<td>4</td>
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<tr>
<td>KHS 375</td>
<td>Sociology of Sport and Exercise</td>
<td>4</td>
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Choose 1 of the following:

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<th>Course</th>
<th>Title</th>
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<tr>
<td>PSY 360</td>
<td>Abnormal Psychology</td>
<td>4</td>
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<tr>
<td>PSY 330</td>
<td>Introduction to Counseling</td>
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**THEATRE MINOR: 24 CREDITS**

Prerequisite from General Education

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<tr>
<td>THR 101</td>
<td>Introduction to Theatre</td>
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Required: 20 credits

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<th>Course</th>
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<th>Credits</th>
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<tr>
<td>THR 221</td>
<td>Acting I</td>
<td>4</td>
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<tr>
<td>THR 241</td>
<td>Script Analysis</td>
<td>4</td>
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<tr>
<td>THR 251</td>
<td>Stagecraft</td>
<td>4</td>
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<tr>
<td>THR 478</td>
<td>Directing</td>
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Choose 4 credits from the following:

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<tbody>
<tr>
<td>THR 445</td>
<td>Theatre History, Theory, and Literature I</td>
<td>4</td>
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<tr>
<td>THR 446</td>
<td>Theatre History, Theory, and Literature II</td>
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Electives: 4 credits

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<tr>
<td>THR 111</td>
<td>Theatre in Practice I</td>
<td>0 to 1</td>
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<tr>
<td>THR 112</td>
<td>Theatre in Practice II</td>
<td>2</td>
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<tr>
<td>THR 131</td>
<td>Improvisation</td>
<td>2</td>
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<td>THR 160</td>
<td>Introduction to Dance</td>
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<td>THR 201</td>
<td>Dance for the Musical Theatre</td>
<td>3</td>
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<tr>
<td>THR 262</td>
<td>Modern Dance Technique</td>
<td>3</td>
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<tr>
<td>THR 263</td>
<td>Jazz Dance Technique</td>
<td>3</td>
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<tr>
<td>THR 291</td>
<td>Topics in Theatre</td>
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<tr>
<td>THR 302</td>
<td>London Theatre Tour</td>
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<tr>
<td>THR 321</td>
<td>Acting II</td>
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<tr>
<td>THR 326</td>
<td>Voice, Diction and Dialects</td>
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<tr>
<td>THR 355</td>
<td>Scenic Design</td>
<td>4</td>
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<tr>
<td>THR 356</td>
<td>Costume Design</td>
<td>4</td>
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<tr>
<td>THR 357</td>
<td>Lighting and Sound Design</td>
<td>4</td>
</tr>
<tr>
<td>THR 262</td>
<td>Modern Dance Techniques</td>
<td>3</td>
</tr>
<tr>
<td>THR 263</td>
<td>Jazz Dance Techniques</td>
<td>3</td>
</tr>
<tr>
<td>THR 302</td>
<td>London Theatre Tour</td>
<td>2</td>
</tr>
<tr>
<td>THR 364</td>
<td>Tap Dance Techniques</td>
<td>3</td>
</tr>
<tr>
<td>THR 365</td>
<td>Dance History</td>
<td>3</td>
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</table>
THR 366  Choreography/Composition    3
THR 367  Ballet Technique    3
THR 488  Theatre Independent Study    1 to 4
THR 498  Theatre Internship    4 to 16

**WRITING MINOR: 23 CREDITS**

Prerequisites from General Education:
ENG 120  College Writing    4
Required: 7 credits
ENG 220  Applied Grammar    2
ENG 420  Persuasive Writing on Contemporary Issues    4
ENG 488  Independent Study (senior year for portfolio revisions)    1
Electives: 16 credits
ENG 221  Journalism    4
ENG 222  Journalism Practicum    1
ENG 227  Column Writing    2
ENG 228  Review Writing    2
ENG 320  Writing in the Workplace (subtopic varies)    2
ENG 324  Teaching Writing 1:1    2
ENG 325  Creative Writing    4
ENG 328  History and Principles of the English Language    2
ENG 498  Internship    1 to 4

Note: Students may apply up to 4 credits of upper level English literature courses to the elective credit area of the writing minor.

**WRITING/COMMUNICATIONS MINOR: 24 CREDITS**

Prerequisites from General Education:
COM 103  Interpersonal Communication    4
or
COM 212  Public Speaking    4
ENG 120  College Writing    4
Electives: 24 credits with at least 8 from Communication Studies and 8 from English
COM 205  Small Group Communication    3
COM 212  Public Speaking    4
COM 222  Mass Communication    4
COM 309  Intercultural Communication    4
COM 363  Interviewing for the Professional    2
COM 364  The Job Interview    2
COM 478  Organizational Communication    3
ENG 220  Applied Grammar    2
ENG 221  Journalism    4
ENG 222  Journalism Practicum    1
ENG 227  Column Writing    2
ENG 228  Review Writing    2
ENG 320  Writing in the Workplace (subtopic varies)    2
ENG 324  Teaching Writing 1:1    2
ENG 325  Creative Writing    4
ENG 326  Topics in Writing (subtopic varies)    2
ENG 420  Persuasive Writing on Contemporary Issues    4

**CERTIFICATES**

**COACHING: 18 CREDITS**
KHS 473  Biomechanics    4
KHS 474  Exercise Physiology    4
KHS 479  Coaching Pedagogy    2
KHS 472  Athletic Training, Injury Prevention and Safety    4
or
KHS 482  Advanced Athletic Training    4
KHS 435  Sport Psychology    4
or
KHS 315  Psychology of Sport Injury and Rehabilitation    4

**EARLY CHILDHOOD EDUCATION CERTIFICATE: 12 CREDITS**
CHD 310  Growth and Development of Children    4
CHD 320  Role of Early Childhood Educator    4
CHD 330  Best Practices in Early Childhood    4

**LEADERSHIP CERTIFICATE: 12 SEMESTER CREDITS**
BUS 380  Principles of Ethical Management    4
OML 452  Managing Talent and Organizations    4
OML 456  Systems Theory and Strategic Planning    4

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

**CERTIFICATIONS**

- Director of Christian Education (DCE)
- Director of Christian Education/Lutheran Classroom Teacher (DCE/LCT)
- Director of Christian Outreach (DCO)
- Director of Parish Music (DPM)
- Lutheran Classroom Teacher (LCT)
- CERTIFICATIONS THROUGH COLLOQUIY 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)
GRADUATE PROGRAMS – ACADEMIC INFORMATION

DEFINITION OF ACADEMIC TERMS

Certificate is a package of courses available for credit but not typically fulfilling graduation requirements.

A credit means a semester hour credit. 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.

Doctoral Degree: May be earned in:
1. Physical Therapy (DPT) – 111 credits
2. Education (ED.D) – at least 60 credits

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 are enrolled in three to five credits in a semester. Half-Time Graduate Students are students who have been formally accepted into a graduate degree program and are enrolled in three to five credits in a semester. Visiting students are those students who have registered for graduate courses but have not been admitted to a program.

A Master’s degree 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.

Specialization: at least 30 credits beyond the Master’s degree. May be earned in:
1. Education – Principal Licensure/Superintendent Licensure (EDS)

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

The Principles of Graduate Study

- 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.

ACADEMIC POLICIES AND PROCEDURES – GRADUATE

FULLTIME STATUS

Graduate students are considered full-time students when they have been admitted to the university and are registered for a minimum of 6 credits per semester.

TIME LIMITS FOR COMPLETION

- Master’s degree programs at Concordia University must be completed within five years of the first date of the beginning of the first course.
- Ed.S. degree programs must be completed within six years of beginning of the first course.
- Ed.D. degree programs must be completed within seven years of the beginning of the first course.
- DPT degree programs must be completed within four years of the beginning of the first course.

REPEATING COURSES

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

AUDITING COURSES

Students who satisfy the requirements for admission may register to audit a course without receiving academic credit for the course. Registration procedures are the same as for credit-bearing courses. Auditing students need not meet regular course requirements but should confer with the instructor as to their privileges and responsibilities in the course. Upon completion of the course, an entry is made on the student’s permanent record along with other classes. Students may find it helpful to audit a course to review materials for a more advanced course or to enrich an 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. 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.

DROP OF REGISTRATION AND WITHDRAWAL FROM COURSES

Students may drop their registration from a course without record during the first (1st) week of the course. Students may withdraw from courses any time after the first (1st) week of the course through the fifth (5th) week and receive a “W” grade.

WITHDRAWAL PROCEDURES

1. Students are able to drop courses online through the drop dates posted on the academic calendar.
2. After the drop period is over, students must submit a signed Registration Restriction Form with instructor and advisor signatures.
3. Effective dates for withdrawals will be determined by the date when the properly completed Registration Restriction Form is received in the Registrar’s Office.
4. Withdrawal from coursework may have financial implications. Students will receive 100% tuition refunds only for courses from which they withdrew prior to the 6th business day of the term. See financial policies for further information.

WITHDRAWAL FROM THE UNIVERSITY

Students who desire to discontinue from the university, take a leave of absence, or change their cohort must 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
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.

Student researchers must read the Belmont Report and sign off on the Human Subjects Application.

GRADUATION REQUIREMENTS – GRADUATE PROGRAMS

A graduate degree from Concordia University carries the following general requirements. Students will:

a. Successfully complete all required courses in the degree program with a cumulative grade point average in the courses of a 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. Submit an online application for graduation/program completion upon reaching 12 credits, or when prompted to do so by the Registrar.

e. Be approved as a candidate for a degree by the faculty, upon the recommendation of the Registrar.

Students who complete all course requirements within 30 calendar days following the end of a regular academic term at Concordia University are listed as graduates of that term.

TRANSFER CREDIT
Up to 6 semester credits may be accepted for transfer from an accredited graduate school for the graduate programs. 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.

Normally no credits will be accepted for transfer into the DPT program.

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.

Satisfactory Academic Progress Policy
A. To remain in good standing, a graduate student must maintain a 3.0 cumulative grade-point average and complete a minimum cumulative of 67% of all attempted graduate level coursework. Incompletes (I) and withdrawals (W) do not count toward completion.

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

1. Academic Probation: Academic probation is a formal warning that students did not achieve satisfactory progress. Students will not receive grades for courses attended while on financial hold even if coursework is completed.

2. Disqualification: Disqualification occurs when students do not meet satisfactory academic progress requirements for two consecutive terms. Students will be notified of their disqualification in writing by the registrar. Students are ineligible to register for subsequent terms. Students may appeal to be readmitted by completing the Disqualification Appeal Form.

Disqualification Appeal Process
A Disqualification Appeal Form must be submitted to the graduate academic appeals committee. The graduate 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

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>Superior</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
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<tr>
<td>C</td>
<td>Fair</td>
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<td>D</td>
<td>Poor</td>
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<td>F</td>
<td>Failure</td>
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<td>I</td>
<td>In progress</td>
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<td>W</td>
<td>Withdrawal</td>
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<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>N</td>
<td>No pass</td>
</tr>
</tbody>
</table>

Professors are instructed not to award grades with plus or minus signs, in keeping with the scale above. Even if a plus or minus sign is reported

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

Process:
1. Prior to the end of the term the student files a form with the professor requesting an “I” grade and indicating a planned completion date.
2. Students and instructors develop an agreement including the guidelines for completion of the necessary coursework. The grade of “I” will be changed to the grade of “F” by the registrar unless an instructor assigns a passing grade or requests an extension beyond the normal time limit.
3. Permission may be granted by the instructor to extend the time of an “I” grade to a maximum of one year when extenuating circumstances warrant. Any further extension must be approved by the instructor and the Vice President for Academic Affairs and filed with the Registrar.
4. The maximum number of In-Progress grades students may carry at one time is two.

Satisfactory Academic Progress Policy
A. To remain in good standing, a graduate student must maintain a 3.0 cumulative grade-point average and complete a minimum cumulative of 67% of all attempted graduate level coursework. Incompletes (I) and withdrawals (W) do not count toward completion.

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

1. Academic 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.

2. Disqualification: Disqualification occurs when students do not meet satisfactory academic progress requirements for two consecutive terms. Students will be notified of their disqualification in writing by the registrar. Students are ineligible to register for subsequent terms. Students may appeal to be readmitted by completing the Disqualification Appeal Form.
GOOD STANDING
To remain in good standing, a graduate student must maintain a 3.0 grade-point average for all courses in the graduate program. Students not in good standing must return to good standing during the next semester or be dropped from the program.

ATTENDANCE POLICIES
The Graduate School 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. All graduate programs/courses have a stated attendance policy included in each syllabus.

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.
A Doctor of Physical Therapy degree shall require a minimum of 111 semester credits beyond a bachelor’s degree with a grade point average of 3.0 or better.
An Educational Specialist degree at Concordia University shall require a minimum of 30 semester credits beyond a master’s degree with a grade point average of 3.0 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 3.0 or better.

Graduate students must pass their capstone at 80% or higher.

APPEAL OF POLICY AND PROCEDURE
Graduate students may appeal decisions made by program faculty or administrators regarding disqualification, re-admission, grade change, or academic integrity regarding entry into a program, continuation in a program, or questions that may arise as a result of a candidate’s academic performance in a program. Both non-academic and academic appeals begin with the student submitting the appropriate forms. Non-academic appeals begin with the involved instructor or administrator. Academic appeals begin with the Graduate Academic Appeals Committee.
Steps for non-academic performance appeals 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, associate vice president for graduate studies, vice president for academic affairs, and 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.
4. The president reviews each case and decides if the appeal is valid, the decision is announced to the student in writing, is final and not subject to further appeal.

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.

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. The instructor will complete a Graduate Student Academic Report.
2. The instructor will present this evidence to the student. The instructor will notify the student in writing that this has been done and will provide instruction for the appeal process.
3. The instructor may prescribe academic penalties, including but not restricted to, the requirement of additional work, an assignment of a failing grade on the work in question, or a failing grade for the entire course. Any prescribed penalties must be in writing and include instructions for the appeal process. These should be documented through the Graduate Student Academic Report.
4. The instructor will send documented academic dishonesty violations and prescribed penalties to the Department Chair. The Department Chair or Program Director will receive a copy of the Graduate Student Academic Report from the Associate Vice President (AVP) for Graduate Studies. The department chair will forward documentation to the Dean of their college. The AVP for Graduate Studies will file the Graduate Student Academic Report to the academic advisor’s student file and the Registrar’s file (banner).
5. If this is a repeated occurrence, the Department Chair, Dean of the College and the AVP for Graduate Studies may impose additional penalties, including but not limited to dismissal from the departmental program, suspension from the university, or expulsion from the university.
6. A student has the right to appeal the academic penalties imposed by the instructor by filing an appeal with the AVP for Graduate Studies within 5 university business days of the documented imposition of penalties. A response regarding the appeal is normally received within 15 university business days.

Concordia University Academic Catalog
GRADUATE PROGRAMS

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.

CIU 505 Reflective Adult Learner and Leadership 4
CIU 584 Accessing Criminal Justice Research 4
CIU 520 Research Methods in Criminal Justice 4
CIU 500 Administration of Criminal Justice 4
CIU 545 Legal and Legislative Issues in Criminal Justice 4
CIU 502 Correctional Design 4
CIU 570 Applied Ethics in Criminal Justice 4
CIU 543 Contemporary Issues in Criminal Justice Leadership 4
CIU 596 Criminal Justice Capstone 4

MA IN SPECIAL EDUCATION – AUTISM SPECTRUM DISORDER EMPHASIS: 45 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 Ethical Issues for Professional Educators of Exceptional Learners 3
SPED 581 Instructional Strategies: Mild/Moderate Disabilities 3
ED 521 Educational Research and Application 3
SPED 583 Collaborative Teaching in Inclusive Settings 3
SPED 582 Teaching Students with Linguistic Differences or Difficulties3
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 6
ED 590 Conducting Research and Completing the Capstone 3
ED 562 Literacy Strategies for Grades K-6: SPED 6

MA IN EDUCATION – CURRICULUM INSTRUCTION EMPHASIS (INCLUDING K-12 READING ENDORSEMENT): 30 CREDITS
Program Overview – The Master of Arts in Education with emphasis in Classroom Instruction and including a K – 12 reading endorsement prepares licensed educators to be experts in classroom instruction, assessment of student learning, and reading specialists. Particular attention is focused on helping teachers integrate and apply national, state, and local academic standards into relevant and significant classroom experiences designed to increase student achievement for all students. The classroom instruction emphasis is also intended to better help teachers develop and integrate best practices in the psychology of teaching and learning, curriculum design, dynamic, instructional strategies, and technology into their daily classroom practice. Upon completing the program, teachers will be more resilient and dynamic critical and creative thinkers, better able to adapt, lead, and teach in the ever changing demands of today’s complex classroom. The coursework is designed to be sequential and is offered face-to-face and online.

CI 560 Curriculum and Instruction in Literacy 3
CI 561 Foundations of Literacy (K – 12) 3
CI 562 Literacy Strategies for Grades K – 6 3
CI 563 Literacy Strategies for Grades 7 – 12 3
CI 564 Assessment, Evaluation, and Supervision in Literacy Programs (K – 12) 3
ED 521 Educational Research and Applications 3
ED 502 Educational Issues 3
ED 508 Legal and Ethical Issues in Education 3
ED 507 Diversity in Education 3
ED 590 Conducting Research and Completing the Capstone 3

K-12 READING (ENDORSEMENT ONLY): 15 CREDITS
The coursework is designed to be sequential.
CI 560 Curriculum and Instruction in Literacy 3
CI 561 Foundations of Literacy (K – 12) 3
CI 562 Literacy Strategies for Grades K – 6 3
CI 563 Literacy Strategies for Grades 7 – 12 3
CI 564 Assessment, Evaluation, and Supervision in Literacy Programs (K – 12) 3

MA IN EDUCATION – DIFFERENTIATED INSTRUCTION EMPHASIS: 30 CREDITS
Program Overview –The Master of Arts with emphasis in Differentiated Instruction assists PK – 12 teachers in the application of purposeful and dynamic strategies that empower each learner to access the full curriculum and achieve academic success in a complex learning environment. Emphasis is placed on tiered differentiated instruction, best practices, research and assessment, collaboration with colleagues, parents and other professionals, literacy development, mental health needs and understanding family systems. The coursework is designed to be sequential and is offered face-to-face and online.

ED 512 Ethical Issues for Professional Educators 3
DI 591 Effective Practices in Differentiated Instruction 3
ED 521 Educational Research and Applications 3
DI 536 Inclusion: Effective Practices for All Students 3
DI 532 Collaboration in Inclusive Settings 3
DI 509 Application of Differentiated Instruction in Gifted Education 3
DI 515 Family Systems for Educators 3
DI 534 Teaching Students with Mental Health Needs 3
DI 538 Differentiating Instruction Across Content 3
ED 590 Conducting Research and Completing the Capstone 3

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.

ED 521 Educational Research and Applications 3
ECE 520 Effective Research Writing 3
ECE 526 Curriculum and Instruction in Early Education 3
ECE 527 Observation and Assessment 3
ECE 522 Play Theory and Application 3
ECE 544 Language Development and Emergent Literacy 3
ECE 541 The Diverse Classroom 3
ED 582 Ethics for Educators 3
ECE 576 Methods in Programming 3
ED 539 Legal and Legislative Issues 3
ED 590 Conducting Research and Completing the Capstone 3

MA IN EDUCATION – EDUCATIONAL LEADERSHIP EMPHASIS: 30 CREDITS
Program Overview - The Master of Arts in Education program with an emphasis in Educational Leadership prepares highly effective professional, decision making, and reflective leaders for educational settings. The coursework is designed to be sequential and 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 557 Financial Resources 3
EDL 553 Educational Policy and Administration 3
ED 590 Conducting Research and Completing the Capstone 3

Concordia University Academic Catalog
MA IN EDUCATION – EDUCATIONAL TECHNOLOGY EMPHASIS: 30 CREDITS
Program Overview – The Masters of Arts in Education with emphasis in Educational Technology 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 and is offered face-to-face and online.

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 521 Educational Research and Applications 3
ED 512 Ethical Issues for Professional Educators 3
ED 507 Diversity in Education 3
ED 554 Curriculum and Instruction 3
ED 590 Conducting Research and Completing the Capstone 3

MA IN SPECIAL EDUCATION – EMOTIONAL BEHAVIORAL DISORDER EMPHASIS: 42 CREDITS
SPED 580 Ethical Issues for Professional Educators of Exceptional Learners 3
SPED 581 Instructional Strategies: Mild/Moderate Disabilities 3
SPED 583 Collaborative Teaching in Inclusive Settings 3
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 6
ED 590 Conducting Research and Completing the Capstone 3
SPED 562 Literacy Strategies for Grades K-6 6

MA IN SPECIAL EDUCATION – SPECIFIC LEARNING DISABILITIES EMPHASIS: 39 CREDITS
SPED 580 Ethical Issues for Professional Educators 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
SPED 562 Literacy Strategies for Grades K-6 6

MA IN FAMILY SCIENCE: 36 CREDITS
Program Overview – The primary objective of the Master of Arts in Family Science is to articulate the definition and role of the family life practitioner – particularly the role of the family life professional. The broad principles and philosophy of family life education are explored, including the ability to plan, implement and evaluate such educational programs, and the ability to define and establish leadership within the field. The coursework is designed to be sequential and the program is offered in an online format.

FAS 506 Families in Society 3
FAS 532 Navigating the Oceans of Data and Information 3
FAS 594 Systemic Dynamics 3
FAS 540 Family Decision Making 3
FAS 530 Family Communication and Relationships 3
FAS 560 Intimate Relationships 3
FAS 551 Seminar in Human Growth 3
FAS 570 Parent Education 3
FAS 525 Public Policy and Applied Ethics 3
FAS 534 Reflexive Assessment and Evaluations 3
FAS 576 Methods in Programming 3
ED 510 Seminar C 3

MA IN HEALTH CARE AND GERONTOLOGY: 36 CREDITS
Program Overview – This degree provides a comprehensive overview of the health care field relative to the aging population. Through a practical application of coursework, students will develop proficiency in areas that are critical to working with an aging population, such as marketing, fraud, public policy, spirituality, grant writing, and service delivery. This multi-disciplinary program will prepare students to meet the opportunities and challenges associated with our aging population, and will further prepare them to be leaders within the health care industry.

HCAS 500 Public Policy and Aging 3
HCAS 530 Research Methods 3
HCAS 510 Health and Physical Characteristics of Aging 3
HCAS 515 Spirituality and Aging 3
HCAS 520 Diversity in Health Care 3
HCAS 535 Marketing to the Older Adult Population 3
HCAS 540 Professional Ethics, Fraud, Abuse, and Exploitation 3
HCAS 525 Program Development and Service Delivery 3
HCAS 555 Economic Issues in Aging Populations 3
HCAS 545 Grant Writing and Fundraising 3
HCAS 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 HR 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 4
HRG 550 Research Methods and Design 4
HRG 560 Finance for Human Resource Leaders 4
HRG 570 Legal Environment for Human Resource Leaders 4
HRG 580 HR 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-Occ 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 Masters in Leadership and Management guides students to focus on helping businesses thrive as healthy organizations by paying attention to the human and social interactions of each member. This graduate program emphasizes ways to balance business skills and inter-social relationship skills so leaders and managers can maximize their influence and motivate organizational members to find meaning and purpose within the organization’s mission, vision and purpose. The coursework
is designed to be sequential and the program is offered in a blended or online format.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLM 500</td>
<td>Leadership, Management, Influence, and Change</td>
<td>4</td>
</tr>
<tr>
<td>MLM 510</td>
<td>Applied Moral and Ethical Leadership</td>
<td>4</td>
</tr>
<tr>
<td>MLM 520</td>
<td>Strategic Organizational Research</td>
<td>4</td>
</tr>
<tr>
<td>MLM 540</td>
<td>Project and Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>MLM 525</td>
<td>Financial Management for Leaders</td>
<td>3</td>
</tr>
<tr>
<td>MLM 550</td>
<td>Strategic Leadership and Process Implementation</td>
<td>4</td>
</tr>
<tr>
<td>MLM 545</td>
<td>Legal Issues for Today’s Leaders</td>
<td>4</td>
</tr>
<tr>
<td>MLM 552</td>
<td>Organizational Culture Management</td>
<td>4</td>
</tr>
<tr>
<td>MLM 555</td>
<td>Leadership and Management Research, Synthesis, and Reflection</td>
<td>4</td>
</tr>
</tbody>
</table>

NOTE: MLM 589 – Contextual Global Experience may be substituted for MLM 550.

This international travel experience includes preparatory readings, comparative analysis, and reflection on a distinct leadership, management, or social influence topic that bridges learning to application in the organizational setting. The following coursework is designed to be sequential.

**MA in Public Policy: 36 Credits**

*Seeking HLC Approval*

The M.A. in Public Policy, offered fully online, will equip students with the broad intellectual tools to prepare them for high-level professional work in the public sector. The curriculum provides the factual, analytical, practical, and theoretical skills necessary for contemporary administration, policy design, implementation, and evaluation.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MPP500</td>
<td>Foundations in Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>MPP505</td>
<td>Theories, Principles, and Practices of Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>MPP510 L</td>
<td>Leadership and Ethics in Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>MPP515</td>
<td>Applied Research Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>MPP520</td>
<td>Communications in the Public Sector</td>
<td>3</td>
</tr>
<tr>
<td>MPP525</td>
<td>Cultural Competency in the Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>MPP530</td>
<td>Public Program Analysis and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>MPP535</td>
<td>The Political Process</td>
<td>3</td>
</tr>
<tr>
<td>MPP540</td>
<td>Non-Profit Management and Administration</td>
<td>3</td>
</tr>
<tr>
<td>MPP545</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MPP550</td>
<td>Public Budgeting and Financial Administration</td>
<td>3</td>
</tr>
<tr>
<td>MPP555</td>
<td>Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**MA IN SPORT MANAGEMENT: 33 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 545</td>
<td>Ethics and Policy in Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>KHS 550</td>
<td>Sport Sales</td>
<td>3</td>
</tr>
<tr>
<td>KHS 530</td>
<td>Research Design Methods</td>
<td>3</td>
</tr>
<tr>
<td>KHS 505</td>
<td>Organizational Leadership and Development</td>
<td>3</td>
</tr>
<tr>
<td>KHS 510</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>KHS 535</td>
<td>Sport Marketing</td>
<td>3</td>
</tr>
<tr>
<td>KHS 520</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>KHS 525</td>
<td>Managing and Planning Sport Facilities</td>
<td>3</td>
</tr>
<tr>
<td>KHS 540</td>
<td>Legal Aspects of Sport</td>
<td>3</td>
</tr>
<tr>
<td>KHS 515</td>
<td>Management and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>KHS 565</td>
<td>Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 500</td>
<td>Strategic Communication Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 530</td>
<td>Interactive Media Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 570</td>
<td>Leadership Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 520</td>
<td>Media Strategies (applied class)</td>
<td>3</td>
</tr>
<tr>
<td>COM 540</td>
<td>Communication Inquiry and Measurement</td>
<td>3</td>
</tr>
<tr>
<td>COM 545</td>
<td>Applied Communication Competencies</td>
<td>3</td>
</tr>
<tr>
<td>COM 550</td>
<td>Communication Strategies for Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 590</td>
<td>Crisis Communication Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 580</td>
<td>Innovative Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 560</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 510</td>
<td>Persuasive Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 610</td>
<td>Corporate Responsibility and Ethical Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**MA IN TEACHING (MAT): 42 CREDITS**

Program Overview – The Master of Arts in Education in Teaching provides an initial teaching license for K-6 grade levels. At completion of the program as outlined below, you will earn a Master of Arts in Teaching and a K-6 licensure.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 535</td>
<td>Introduction to Teaching Children</td>
<td>3</td>
</tr>
<tr>
<td>ED 514</td>
<td>Psychology of Learning and Teaching in Schools</td>
<td>3</td>
</tr>
<tr>
<td>ED 549</td>
<td>Effective Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ED 552</td>
<td>Content &amp; Methods for Teaching K-6 Health and</td>
<td>3</td>
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<tr>
<td></td>
<td>Movement Education</td>
<td></td>
</tr>
<tr>
<td>ED 551</td>
<td>Content &amp; Methods for Teaching K-6 Science</td>
<td>3</td>
</tr>
<tr>
<td>ED 553</td>
<td>Content &amp; Methods for Teaching K-6 Social Studies</td>
<td>3</td>
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<tr>
<td>ED 548</td>
<td>Content &amp; Methods for Teaching K-6 Ethnicity</td>
<td>3</td>
</tr>
<tr>
<td>ED 550</td>
<td>Content and Methods for Teaching K-6 Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ED 555</td>
<td>Content &amp; Methods for Teaching K-6 Art and Music</td>
<td>3</td>
</tr>
<tr>
<td>ED 537</td>
<td>Inclusion in Diverse Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>ED 560</td>
<td>Clinical Experience and Professional Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ED 521</td>
<td>Educational Research and Applications</td>
<td>3</td>
</tr>
<tr>
<td>ED 590</td>
<td>Conducting Research and Completing the Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**MASTER OF BUSINESS ADMINISTRATION: 42 CREDITS**

Program Overview – Students who earn an MBA degree use cross-curriculum education activities to become experts in their chosen industry during the length of the program. Knowledge and practical experience give students the confidence they need to succeed in their professional setting. The program, offered both on-campus and online, explores business trends and events, and how they affect the current business environment.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MBA 500</td>
<td>Organizational Leadership and Development</td>
<td>3</td>
</tr>
<tr>
<td>MBA 520</td>
<td>Integrated Marketing Communication</td>
<td>3</td>
</tr>
<tr>
<td>MBA 510</td>
<td>Managerial Research Methods and Design</td>
<td>3</td>
</tr>
<tr>
<td>MBA 505</td>
<td>Global Economics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 515</td>
<td>Applied Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 525</td>
<td>Strategic Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 530</td>
<td>Managerial Finance and Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBA 535</td>
<td>Legal Environment for Managers</td>
<td>3</td>
</tr>
<tr>
<td>MBA 605</td>
<td>Operations and Technology Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 610</td>
<td>Tools for Managerial Decision Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MBA 630</td>
<td>Topics in Global Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 620</td>
<td>Strategic Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MBA 705</td>
<td>Managerial Application Portfolio</td>
<td>3</td>
</tr>
</tbody>
</table>

**MASTER OF BUSINESS ADMINISTRATION-CYBERSECURITY: 42 CREDITS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYB 500</td>
<td>Federal Cybersecurity Policy Review and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>CYB 501</td>
<td>Cybersecurity Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>CYB 502</td>
<td>Cybersecurity Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>CYB 503</td>
<td>Cybersecurity Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>CYB 504</td>
<td>Best Practices in Vulnerability Assessment, Exploitation and Remediation</td>
<td>3</td>
</tr>
<tr>
<td>MBA 500</td>
<td>Organizational Leadership and Development</td>
<td>3</td>
</tr>
<tr>
<td>MBA 520</td>
<td>Integrated Marketing Communication</td>
<td>3</td>
</tr>
<tr>
<td>MBA 510</td>
<td>Managerial Research Methods and Design</td>
<td>3</td>
</tr>
<tr>
<td>MBA 505</td>
<td>Global Economics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 515</td>
<td>Applied Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 525</td>
<td>Strategic Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 530</td>
<td>Managerial Finance and Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBA 605</td>
<td>Operations and Technology Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 705</td>
<td>Managerial Application Portfolio</td>
<td>3</td>
</tr>
</tbody>
</table>

**CYBERSECURITY RISK MANAGEMENT CERTIFICATE ONLY: 15 CREDITS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYB 500</td>
<td>Federal Cybersecurity Policy Review and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>CYB 501</td>
<td>Cybersecurity Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>CYB 502</td>
<td>Cybersecurity Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>CYB 503</td>
<td>Cybersecurity Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>CYB 504</td>
<td>Best Practices in Vulnerability Assessment, Exploitation and Remediation</td>
<td>3</td>
</tr>
</tbody>
</table>
**Program Overview:** This program enables students to develop the knowledge, practical experience and confidence to succeed in the competitive and changing health care industry. Courses explore current trends and events in the health care industry and evaluate how these trends are shaped and affected by various business principles. Students will use cross-curriculum learning activities spanning the duration of the program to become experts in an area of interest in the health care industry. 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 525**  Strategic Human Resource Management  3
**MBA 530**  Managerial Finance and Accounting  3
**MBA 535**  Legal Environment for Managers  3
**MBA 610**  Tools for Managerial Decision Analysis  3
**MBA 540**  Health Care Bioethics  3
**MBA 555**  Health Care Informatics  3
**MBA 545**  Quality Practices  3
**MBA 560**  Health Care Strategic Leadership  3
**MBA 705**  Managerial Application Portfolio  6

**MASTER OF SCIENCE (MS) IN ORTHOTICS AND PROSTHETICS (33-36 CREDITS)**

**Program Overview:** The Master of Science (MS) in Orthotics and Prosthetics provides educational preparation for orthotists and prosthetists in the evaluation, fabrication, and custom fitting of artificial limbs and orthopedic braces. Students will be trained on the assessment, treatment plan development, implementation, follow-up, and practice management of orthoses and prostheses. The program consists of 33 credit hours offered primarily online, with three two-week intensives held on Century College’s campus within their fabrication lab. The MS in Orthotics and Prosthetics is offered through a collaborative partnership between Concordia University, St. Paul and Century College. Due to changes in the accreditation requirement through the National Commission on Orthotic and Prosthetic Education (NCOPE), the MSOP has replaced the post-baccalaureate practitioner program previously offered through Century College. Concordia University, St. Paul and Century College representatives work closely to ensure a high-quality student experience that meets the educational needs of the orthotics and prosthetics industry.

**Prerequisite Requirements:**

- A grade of C or higher is required within the prerequisite coursework.
- One of the following: General Psychology, Human Growth and Development, or Abnormal Psychology
- Physics with lab
- Biology with lab
- Chemistry with lab
- Human Anatomy & Physiology with lab
- Statistics
- 3.0 GPA or Completion of BSOP from CSP
- Completion of Orthotic and Prosthetic Clinical Applications Diploma OR equivalent skills through work experience in the field assessed by the MSOP Program Director(s). The MSOP Program Director(s) will assess the equivalent skills to determine whether the student can be exempted from this required prerequisite.

**Completion of Orthotic and Prosthetic Clinical Applications Diploma OR equivalent skills through work experience in the field assessed by the MSOP Program Director(s). The MSOP Program Director(s) will assess the equivalent skills to determine whether the student can be exempted from this required prerequisite.**

**OP 500**  Ethics and Compliance in Orthotics and Prosthetics  3
**OP 530**  Research Methods  3
**OP 525**  Epidemiological Statistical Analysis  3
**OP 545**  Orthotic and Prosthetic Practice Management  3
**OP 505**  Clinical Considerations of Lower Extremity Orthotic Management  3
**OP 520**  Clinical Considerations of Trans-Tibial Prosthetic Management  3
**OP 510**  Clinical Considerations of Spinal Orthotic Management  3

**MASTER OF SCIENCE - INFORMATION TECHNOLOGY MANAGEMENT (36 CREDITS) **

**Program Overview:** The M.S. in Information Technology Management program prepares students with the business leadership skills needed to successfully lead teams in the information technology workplace. Integrating business management and technical skill development, the coursework prepares graduates with in-demand skills and competencies. Through experience-based learning, students critically explore and apply leadership theory, business strategy, data analytics, information security, project management, IT innovation and ethics.

**ITM 500**  Business Strategy  3
**ITM 510**  Research in Information Technology  3
**ITM 515**  Strategic Communication  3
**ITM 520**  Financial Analysis for Technology Managers  3
**ITM 525**  Managing Technology Teams  3
**ITM 530**  Leadership in Information Technology  3
**ITM 535**  Business Intelligence and Data Analytics  3
**ITM 540**  Information Security  3
**ITM 545**  Project Management  3
**ITM 550**  Technology Management and Innovation  3
**ITM 555**  IT Management Capstone  3

**MASTER OF SCIENCE (MS) IN EXERCISE SCIENCE (33-36 CREDITS)**

**Program Overview:** The Master of Science in Exercise Science is designed to advance the skills and knowledge of current and future exercise science professionals. By utilizing a combination of theoretical inquiry and practical application, students will gain greater insight regarding exercise testing and prescription as they relate to working with diverse populations. Major topics include exercise prescription, biomechanics, nutrition and metabolism as well as psychology of sport and exercise. This program prepares students to become leaders within the exercise science industry.

**KHS 570**  Ethics and Policy in Sport and Exercise Science  3
**KHS 605**  Nutrition and Metabolism  3
**KHS 610**  Research Methods  3
**KHS 575**  Epidemiological Statistical Analysis  3
**KHS 600**  Exercise Physiology  3
**KHS 595**  Clinical Exercise Assessment  3
**KHS 615**  Exercise Prescription  3
**KHS 590**  Psychology of Sport and Exercise  3
**KHS 580**  Mechanisms of Skilled Neuromuscular Behavior  3
**KHS 585**  Biomechanics in Exercise Science  3
**KHS 620**  Master’s Capstone OR  3
**KHS 625**  Master’s Thesis  6

**MASTER OF FINE ARTS - CREATIVE WRITING (36 CREDITS)**

*seeking HLC approval*

The Master of Fine Arts in Creative Writing is designed to develop the students’ skills in writing and reading fiction, creative nonfiction and poetry. By the end of the program, students will have completed a book-length manuscript of their own creative work. The courses are all offered online and are designed to be taken sequentially.

**ENG 500**  Advanced Workshop 1  3
**ENG505**  Studies in the Craft of Creative Writing  3
**ENG 510**  Advanced Workshop 2  3
**ENG 515**  Studies in the Contemporary Novel  3
**ENG 520**  Advanced Workshop 3  3
**ENG 525**  Studies in Contemporary Creative Nonfiction  3
**ENG 530**  Advanced Workshop 4  3
**ENG 535**  Studies in Contemporary Poetry  3
**ENG 540**  Advanced Workshop 5  3
**ENG 545**  The Culture and Ethics of Writing, Editing, and Publishing  3
**ENG 550**  Researching and Writing About Literature  3
**ENG 555**  Thesis  3

**MASTER OF ARTS - CREATIVE WRITING (36 CREDITS)**

**Program Overview:** This program enables students to develop the knowledge, practical experience and confidence to succeed in the competitive and changing health care industry. Courses explore current trends and events in the health care industry and evaluate how these trends are shaped and affected by various business principles. Students will use cross-curriculum learning activities spanning the duration of the program to become experts in an area of interest in the health care industry. 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 525**  Strategic Human Resource Management  3
**MBA 530**  Managerial Finance and Accounting  3
**MBA 535**  Legal Environment for Managers  3
**MBA 610**  Tools for Managerial Decision Analysis  3
**MBA 540**  Health Care Bioethics  3
**MBA 555**  Health Care Informatics  3
**MBA 545**  Quality Practices  3
**MBA 560**  Health Care Strategic Leadership  3
**MBA 705**  Managerial Application Portfolio  6

**MASTER OF SCIENCE (MS) IN EXERCISE SCIENCE (33-36 CREDITS)**

Program Overview: The Master of Science in Exercise Science is designed to advance the skills and knowledge of current and future exercise science professionals. By utilizing a combination of theoretical inquiry and practical application, students will gain greater insight regarding exercise testing and prescription as they relate to working with diverse populations. Major topics include exercise physiology, exercise testing, applied exercise prescription, biomechanics, nutrition and metabolism as well as psychology of sport and exercise. This program prepares students to become leaders within the exercise science industry.

**KHS 570**  Ethics and Policy in Sport and Exercise Science  3
**KHS 605**  Nutrition and Metabolism  3
**KHS 610**  Research Methods  3
**KHS 575**  Epidemiological Statistical Analysis  3
**KHS 600**  Exercise Physiology  3
**KHS 595**  Clinical Exercise Assessment  3
**KHS 615**  Exercise Prescription  3
**KHS 590**  Psychology of Sport and Exercise  3
**KHS 580**  Mechanisms of Skilled Neuromuscular Behavior  3
**KHS 585**  Biomechanics in Exercise Science  3
**KHS 620**  Master’s Capstone OR  3
**KHS 625**  Master’s Thesis  6

**MASTER OF SCIENCE - INFORMATION TECHNOLOGY MANAGEMENT (36 CREDITS) **

*seeking HLC approval*

Program Overview:
ED 7055 Doctorate Field Experience/Research 3

ED 7049 Intro to Doctorate level Education (Summer I Residency) 1

ED 7048 Organizational Theory and Analysis 3

ED 7047 Influences and Assessment of Public Policy 3

ED 7045 Advanced Leadership Ethics 3

ED 7044 Leading Change in Today's Organizations 3

ED 7043 Leadership Exemplars 3

ED 7041 Data Analysis and Use for Leaders 3

ED 7035 Critical Analysis of Public Policy for Superintendents 3

ED 7034 School District & Community Relations/Superintendents 3

ED 7033 Legal Issues for Superintendents 3

ED 7032 HR Issues for Superintendents 3

ED 7031 Principals and the Facilitation of Change 3

ED 7030 Legal Issues for Principals 3

ED 7029 HR for Principals 3

ED 7027 Principal Leadership in 21st Century School Districts 3

ED 7026 Capstone I 2

ED 7025 Principals and the Facilitation of Change 3

ED 7024 Health Promotion II 2

ED 7023 Clinical Skills Assessment II 1

ED 7022 Clinical Skills III/Medical 2

ED 7021 Clinical Skills I/Foundations 4

ED 7020 Biopsychosocial Aspects 2

ED 7019 Administration Roles 3

ED 7018 Research Methods/EBP 3

ED 7017 Clinical Seminar II 2

ED 7016 Medical Screening 2

ED 7015 Systems Physiology and Pathophysiology II 3

ED 7014 Functional Anatomy/Biomechanics 3

ED 7013 Applied Neuroscience 3

ED 7012 Clinical Seminar I 2

ED 7011 Critical Analysis of Public Policy for Superintendents 3

ED 7010 Critical Analysis of Public Policy for Principals 3

ED 7009-7011 Principal Internship 6

ED 7008 Ethics and Interpersonal Effectiveness for Principals 3

ED 7007 Finance & Business Management for Principals 3

ED 7006 Legal Issues for Principals 3

ED 7005 Principals and the Facilitation of Change 3

ED 7004 Data Use and Analysis for Principals 3

ED 7003 Principal's Role in Instructional Leadership 3

ED 7002 HR for Principals 3

ED 7001 Principal Leadership in 21st Century Schools 3

ED 7000 Situational Observation/Capstone 6

ED 6999 Special Topics 3

ED 6998 Qualitative Research Methods 3

ED 6997 Quantitative Research Methods 3

ED 6996 Overview of Research Methodology 3

ED 6995 Elective research methods: i.e. Action Research, ethnological research 3

ED 6994 Written dissertation proposal 0

ED 6993 Dissertation 12

ED 6992 Written dissertation proposal 0

ED 6991 Dissertation: 3

ED 6990 Written dissertation proposal 0

ED 6989 Dissertation: 3

ED 6988 Dissertation: 3

ED 6987 Dissertation: 3

DOCTORATE IN EDUCATION (EdD)

DOCTOR OF PHYSICAL THERAPY (111 credits)

DOCTORATE IN EDUCATION (EdD)

ED 7063 Professional Competency 3

ED 7062 Dissertation: 12

ED 7061 Written dissertation proposal 0

ED 7060 Dissertation: 3

ED 7059 Dissertation: 3

ED 7058 Qualitative Research Methods 3

ED 7057 Quantitative Research Methods 3

ED 7056 Written Comp 0

ED 7055 Doctorate Field Experience/Research 3

ED 7054 Written Comp 0

ED 7053 Qualitative Research Methods 3

ED 7052 Quantitative Research Methods 3

ED 7051 Overview of Research Methodology 3

ED 7050 Dissertation Preparation (Summer II Residency) 3

ED 7049 Intro to Doctorate level Education (Summer I Residency) 1

ED 7048 Organizational Theory and Analysis 3

ED 7047 Influences and Assessment of Public Policy 3

ED 7045 Advanced Leadership Ethics 3

ED 7044 Leading Change in Today's Organizations 3

ED 7043 Leadership Exemplars 3

ED 7041 Data Analysis and Use for Leaders 3

ED 7035 Critical Analysis of Public Policy for Superintendents 3

ED 7034 School District & Community Relations/Superintendents 3

ED 7033 Legal Issues for Superintendents 3

ED 7032 HR Issues for Superintendents 3

ED 7031 Principals and the Facilitation of Change 3

ED 7030 Legal Issues for Principals 3

ED 7029 HR for Principals 3

ED 7027 Principal Leadership in 21st Century School Districts 3

ED 7026 Capstone I 2

ED 7025 Principals and the Facilitation of Change 3

ED 7024 Health Promotion II 2

ED 7023 Clinical Skills III/Medical 2

ED 7022 Clinical Skills I/Foundations 4

ED 7021 Clinical Seminar I 2

ED 7019 Administration Roles 3

ED 7018 Research Methods/EBP 3

ED 7017 Clinical Seminar II 2

ED 7016 Medical Screening 2

ED 7015 Systems Physiology and Pathophysiology II 3

ED 7014 Functional Anatomy/Biomechanics 3

ED 7013 Applied Neuroscience 3

ED 7012 Clinical Seminar I 2

ED 7011 Critical Analysis of Public Policy for Superintendents 3

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ED 7009-7011 Principal Internship 6

ED 7008 Ethics and Interpersonal Effectiveness for Principals 3

ED 7007 Finance & Business Management for Principals 3

ED 7006 Legal Issues for Principals 3

ED 7005 Principals and the Facilitation of Change 3

ED 7004 Data Use and Analysis for Principals 3

ED 7003 Principal’s Role in Instructional Leadership 3

ED 7002 HR for Principals 3

ED 7001 Principal Leadership in 21st Century Schools 3

ED 7000 Situational Observation/Capstone 6

Situational Observation/Capstone

ED 7031 Clinical Skills Assessment I 1

ED 7030 Situational Observation/Capstone 6

ED 7029-7011  Principal Internship 6

ED 7028 Biopsychosocial Aspects 2

ED 7027 Clinical Skills III/Medical 2

ED 7026 Capstone I 2

ED 7025 Critical Analysis of Public Policy for Superintendents 3

ED 7024 School District & Community Relations/Superintendents 3

ED 7023 Legal Issues for Superintendents 3

ED 7022 HR Issues for Superintendents 3

ED 7021 Principal Leadership in 21st Century Schools 3

ED 7020 Biopsychosocial Aspects 2

ED 7019 Administration Roles 3

ED 7018 Research Methods/EBP 3

ED 7017 Clinical Seminar II 2

ED 7016 Medical Screening 2

ED 7015 Systems Physiology and Pathophysiology II 3

ED 7014 Functional Anatomy/Biomechanics 3

ED 7013 Applied Neuroscience 3

ED 7012 Clinical Seminar I 2

ED 7011 Critical Analysis of Public Policy for Superintendents 3

ED 7010 Critical Analysis of Public Policy for Principals 3

ED 7009-7011 Principal Internship 6

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ED 7007 Finance & Business Management for Principals 3

ED 7006 Legal Issues for Principals 3

ED 7005 Principals and the Facilitation of Change 3

ED 7004 Data Use and Analysis for Principals 3

ED 7003 Principal’s Role in Instructional Leadership 3

ED 7002 HR for Principals 3

ED 7001 Principal Leadership in 21st Century Schools 3

ED 7000 Situational Observation/Capstone 6

Situational Observation/Capstone

ED 7031 Clinical Skills Assessment I 1

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ED 7029-7011  Principal Internship 6

ED 7028 Biopsychosocial Aspects 2

ED 7027 Clinical Skills III/Medical 2

ED 7026 Capstone I 2

ED 7025 Critical Analysis of Public Policy for Superintendents 3

ED 7024 School District & Community Relations/Superintendents 3

ED 7023 Legal Issues for Superintendents 3

ED 7022 HR Issues for Superintendents 3

ED 7021 Principal Leadership in 21st Century Schools 3

ED 7020 Biopsychosocial Aspects 2

ED 7019 Administration Roles 3

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ED 7005 Principals and the Facilitation of Change 3

ED 7004 Data Use and Analysis for Principals 3

ED 7003 Principal’s Role in Instructional Leadership 3

ED 7002 HR for Principals 3

ED 7001 Principal Leadership in 21st Century Schools 3

ED 7000 Situational Observation/Capstone 6

Situational Observation/Capstone
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. (Students must earn a minimum grade of C in order to progress to ACC202.)

ACC 202 Prin of Acct (Managerial) 4
This course is continuation of ACC201 with an emphasis on liabilities, corporate equity measure measurement and earnings per share calculations. The course examines the evaluation of financial goals with an introduction to managerial accounting topics including cost/volume/profit analysis, responsibility accounting, allocation methodologies, budgets and cash flow. Students must earn a minimum grade of C in order to progress to ACC311 Intermediate Accounting. (Prerequisite: minimum grade of C in ACC201)

ACC 311 Intermediate Accounting I 4
This course is an expansion of topics covered briefly in Principles of Accounting. The course develops the student's ability to analyze complex financial accounting reporting problems and discusses financial accounting measurements, revenue and expense recognition, inventory cost and valuation, long-lived assets, costing valuation and amortization. The student is also introduced to selected topics in international accounting. (Prerequisite: minimum grade of C in ACC202)

ACC 312 Intermediate Accounting II 4
This course is a continuation of ACC311 with emphasis on liabilities, corporate equity measurement and earnings per share. The course also explores the areas of evaluation of financial goals, performance review and special topics in financial reporting, such as: accounting for income taxes, leases, pensions and cash flow. (Prerequisite: ACC311)

ACC 411 Advanced Accounting 4
This course covers the advanced study of accounting principles including: accounting for combined corporate entities, consolidated statement preparation and analysis, branch accounting, partnership accounting, accounting for international transactions, governmental accounting, non-profit accounting and accounting for bankruptcies, estates and trusts. (Prerequisite: ACC 312.)

ACC 412 Auditing 4
This course defines the ethical and legal responsibilities of the auditor and covers the topics of the preparation of the audit program and working papers for the audit of the financial statements in accordance with generally accepted auditing standards (GAAS). (Prerequisite: ACC311)

ACC 413 Cost Accounting 4
This course develops and uses accounting data for managerial decision-making. Cost concepts for planning and control, cost/volume/profit, relationships, responsibility accounting and inventory planning and control emphasized. (Prerequisite: ACC202)

ACC 440 Forensic Accounting 4
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.

ART 101 Approaching Art 2
This course lays the foundation for approaching visual art by introducing fundamental aspects of the nature of art and art making. The course will investigate four areas which are key to appreciating art. These four units will include the importance perceptual skills, the nature of the creative process, the place of art in its cultural context, and the role and processes of abstraction. The course will involve looking at art, reading, writing and speaking about art using acquired vocabulary and knowledge.

ART 102 2D Design 3
This course introduces the foundation design elements and principles for two-dimensional design. Compositional problems are introduced and solved in a studio setting. In addition basic two-dimensional media are introduced and explored during the different units of the course of study.

ART 103 3D Design 3
This course introduces the foundation design elements and principles for three-dimensional design. Compositional problems are introduced and solved in a studio setting. In addition basic three-dimensional media are introduced and explored during the different units of the course of study.

ART 104 Introduction to Art History 3
A captivating exploration of the history of art in the West and throughout the world, this course encourages students to develop an appreciation for a diverse range of works of art. Students will explore the creation of art, see it as critical thinking, and problem solving that has relevance to their lives. Students will also see art as a rich array of materials and aesthetic elements combined with the inner workings of the human spirit, passion, emotion, and creativity.

ART 105 Color Theory 3
Traditional and contemporary approaches to color theory will be taught. These ideas will be beneficial for most studio areas and of particular importance to careers in design.

ART 111 Drawing I 3
This introductory studio course is designed to familiarize beginning students with fundamental techniques and concepts of drawing. In that basic skill building is the core of this course it is a very approachable class for non-art majors. Although some history of drawing will be presented learning will be assessed primarily through portfolio production and review. (Prerequisite: ART101 or consent of instructor)

ART 142 Intro to Digital Photography 3
This course is designed to engage students in the basic practices and techniques of creating images with digital technology. The course will focus on a series of varied projects and include aesthetic lectures and critique, as well as basic image manipulation with digital imaging software.

ART 211 Illustration 3
This course introduces the technical and conceptual skills for successful illustration. It is an important foundation for all design and applied arts fields.

ART 221 Painting I 3
This course is designed to introduce students with fundamental concepts in oil and/or acrylic painting. Historical and contemporary approaches to painting will be addressed. Non-art majors can also succeed in this course.

ART 241 Photography I 3
This course is designed to familiarize beginning students with the fundamental techniques and concepts of photographic practices and processes. The use and operation of the 35mm film camera, experimental and traditional black and white darkroom techniques and new digital technologies will be taught through demonstration and assigned projects. Photographic history and criticism will also be introduced. Portfolio production will be the main form of assessment in this introductory course.

ART 251 Sculpture I 3
This introductory studio course is designed to familiarize beginning students with the fundamental techniques and concepts of contemporary sculpture. Both additive and reductive sculpture will be explored as students are introduced to both traditional and non-traditional sculpture media. Students will also investigate the relationship of drawing to the sculptural process. Although some 19th and 20th C. sculpture history will be presented, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART101, ART103 or consent of instructor)

ART 261 Ceramics I 3
This introductory studio course is designed to familiarize beginning students with the fundamental techniques and concepts of contemporary ceramic art. Students will see and also investigate sculptural and vessel forms in clay, along with the relationship of drawing to the creative process. Although significant clay art history and technology will be taught, learning will be assessed primarily through portfolio production and review.

ART 271 Survey of Western Art I 3
This course is designed to introduce students to fundamental concepts in art history as well as important masterworks from the western art tradition. Prehistoric work through the 14th C. will be addressed. Non-art majors can enjoy this course.

ART 272 Survey of Western Art II 3
This course is designed to introduce students to fundamental concepts in art history as well as important masterworks from the western art tradition. 15th C. work through the present will be addressed. Non-art majors can enjoy this course.

ART 282 Graphic Design I 3
This course lays the foundations of the discipline of graphic design. The course helps students apply concepts of design and color theory into applied arts areas. (Prerequisite: ART102 or ART202)
ART 284 Graphic Imagery 4
This hands-on introduction to graphic design encompasses the fundamentals of design theory, process and practice. Emphasis is placed on the development of creative problem solving skills and processes primarily through the creation of structured iconography and letterforms. Students also explore visual communications-related professions and practices.

ART 300 Community Arts 4
This course is designed to introduce students to the variety of forms community arts programs have taken and are taking across the country. Facets of community arts programs such as legal aspects, funding issues, cooperation and collaboration, as well as aesthetic issues will be explored. Many fine and performing arts genre will be addressed and specific programs will be referenced and researched. Guest presenters from the Twin Cities will play a large part in this course.

ART 311 Figure Drawing 3
This course is designed to familiarize beginning students with anatomy and the figure as a subject matter vital in an artist's vocabulary. Students will build on drawing and composition skills to create designs with a variety of drawing media. Although the history of figurative art will be explored, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART102, ART111 or consent of instructor)

ART 321 Painting II 3
This is an intermediate level course designed to stimulate and further develop an interest in painting methods and techniques for personal expression. Students are encouraged to create and solve specific problems in painting. Learning will be assessed primarily through portfolio production and review, and also class participation. (Prerequisite: ART221 or consent of instructor)

ART 331 Relief Printmaking 3
This introductory course is designed to familiarize students with the fundamental techniques and concepts of relief and intaglio printmaking. Students will build on drawing and composition skills to create editions of prints. Techniques covered will include woodcut, linocut, collagraph, and monoprints. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review. (Prerequisite: ART111)

ART 332 Screen Printmaking 3
This course is designed to familiarize beginning students with the fundamental techniques and concepts of silkscreen printmaking. Students will build on drawing and composition skills to create editions of silkscreen prints. Techniques covered will include cut, painted and photographic stencils. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review. (Prerequisite: ART111)

ART 333 Intaglio Printmaking 3
This course is designed to familiarize beginning students with the fundamental techniques and concepts of intaglio printmaking. Students will build on drawing, composition, and other art skills to create editions of intaglio prints. Techniques covered will include etching, dry point, aquatint, collagraph, monoprinting and photo-polymer plates. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review.

ART 341 Photography II 3
This course expands students' knowledge of the use of the 35 mm camera and black and white darkroom processing and printing. Students learn to control film exposure and development in order to make consistently good prints. Photographic theory is introduced. Students will fully explore their ideas through shooting a lot of film. Learning will be assessed primarily through portfolio development and review, as well as class participation. (Prerequisite: ART 241 or consent of instructor.)

ART 342 Digital Photography 2
This course will investigate the unique approaches to digital photography as an art form. This field will be compared and contrasted with black and white photography and also explored as its own unique area of artistic investigation. Emphasis will be given to seeing and thinking like an artist.

ART 351 Sculpture II 3
This is an intermediate level course designed to stimulate and further develop interest in sculptural methods and techniques for personal expression. Media exploration and contemporary aesthetic issues such as environmental sculpture or installation are introduced, as students are encouraged to create and solve problems in sculpture in specific areas of the discipline. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART251 or consent of instructor)

ART 361 Ceramics II 3
This intermediate course is designed to advance students knowledge of the techniques and concepts of contemporary ceramic art. Students will investigate both sculptural and vessel forms in clay with special emphasis given to exploration of a wide variety of surface treatments. Students will develop substantial knowledge of glaze technologies. Learning will be assessed primarily through portfolio production and review, along with class participation. (Prerequisite: ART261 or consent of instructor)

ART 370 Mexican Art and Culture 4
This course introduces the student to Mexican art and culture through study and experience in Mexico. The social, political and historic context of Mexican culture is emphasized. Required pre-trip and post-trip involvement and observation and discussion carry most of the course content. Students must also complete a project following up on the experiential learning.

ART 374 Art Of Mexico 4
This course is intended to provide a survey of the history of Mexican art. It is arranged in three parts starting with pre-conquest indigenous cultures, which will be the majority of the course emphasis. It will also include the Colonial Period and Revolutionary Art. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion and political histories are investigated in their relationship to the art. (Prerequisite: ART101 or consent of instructor)

ART 376 Ethnographic Art 4
This course is intended to provide a survey of non-western, world art. It is arranged in multiple units, which will sample ethnographic art from across the world. Cultures from West Africa, the Near East and the Far East, indigenous cultures from the Americas and Oceanic cultures will be surveyed. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion and political histories are investigated in their relationship to the art. (Prerequisite: ART101 or consent of instructor)

ART 382 Graphic Design II 3
This course develops sophisticated applications in the discipline of graphic design. The course helps students develop their professional portfolio for applied arts areas. (Prerequisite: ART282)

ART 383 Web Design I 3
The Web Design course is structured to teach the visual, communication and marketing aspects of a good website. It is a project based course where students will create websites and web content using Adobe Creative Suite software (Dreamweaver, Photoshop, Flash) and other web-related tools. Course material will be tailored to the experience level of students enrolled in the course.

ART 384 Typography I 4
An introductory graphic design study of written communication through the craft and art of letterforms and application of typographic principles. It serves as an introduction to typography as an element in the design process. The course is taught as a skill and an art form. It explores the dynamics of type in context. From the traditions of book design to the frontier of digital and interactive typography, students explore type as a design and communication tool, investigating these contexts through the lens of historical innovation.

ART 387 Art in Secondary Education 2
This course guides prospective junior and senior high school art teachers in understanding the spirit of art teaching and equips them with knowledge and skills necessary for successful teaching. Students will be involved in practical problems of school art both in the classroom and outside the classroom. The course deals with aesthetics, critical program evaluation, research, history and skill building and idea awareness in Discipline Based Art Education. (Prerequisite: acceptance in education program or consent of instructor)

ART 411 Advanced Drawing 4
This course is designed to establish personal style in a variety of drawing media. Traditional subjects like the still life and the figure will be investigated along with creative and divergent situations used for expression. Significant emphasis will be placed on developing skills in formal and iconographic criticism. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART311 or consent of instructor)

ART 421 Advanced Painting 4
This course is designed to encourage the individual stylistic development of advanced painting students. Students may explore new painting media and/
or figurative painting while applying previously learned techniques in creating complete artistic expressions/compositions. Students will be encouraged to work in series. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART321 or consent of instructor)

ART 431 Mixed Media Graphics 3
This course is designed to familiarize intermediate students with alternative and advanced graphic techniques, in particular photographic and digital applications for printmaking, as well as digital prints and non-silver photography. Contemporary issues and themes in graphics will be discussed. Learning will be assessed primarily through portfolio production and review. (Prerequisites: ART102, ART111, and one of the following: ART141, 202, 231, 232, 233, or permission)

ART 435 Advanced Printmaking 4
This course is designed to encourage the individual stylistic development of advanced printmaking students. Students may explore new printmaking media while applying previously learned techniques in creating more developed projects. Learning will be assessed primarily through portfolio development and review. This course may be repeated for credit.

ART 441 Advanced Photography 4
This course is designed to establish personal style in photography. Traditional treatment of the medium will be investigated along with creative and divergent photographic expressions. Computer applications in photography will be introduced and explored. Significant emphasis will be placed on developing skills in formal and iconographic criticism. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 241 or consent of instructor)

ART 451 Advanced Sculpture 4
This course is designed to develop personal style in sculpture. Contemporary issues in sculptural media and theory will be addressed. Learning will be assessed primarily through portfolio production and review.

ART 461 Advanced Ceramics 4
This course provides an in depth study of the techniques and concepts of clay as an art medium. Students build on previous ceramics experience to work in series as a way of developing sophistication in their clay work. Advanced glaze technology, firing options and construction techniques constitute the course content. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART361 or consent of instructor)

ART 472 19th & 20th Cnty Art & Dsgn 4
This course examines the revolutionary developments in painting, sculptural and architectural traditions from the 19th C. as well as the Modernist traditions of the first half of the 20th C. and the initial Post-Modern trends that follow. The course links these artistic developments with world-wide cultural influences. In addition, special attention is given to the history of design. (Prerequisite: ART272)

ART 473 History of Photography 3
This course introduces students to 19th, 20th and 21st century photographic technologies, practitioners and images. Emphasis is on Western photographic practices and the impact that the invention of photography has had on our understanding of the world around us from science, history, culture, aesthetics, politics, current events, and every-day life.

ART 481 Topics in Art 4
This teacher directed course will center on advanced and narrowly defined studio or art historical investigations to be announced. The course focus may introduce unfamiliar or unusual media, or subjects, or provide very advanced level knowledge of a familiar discipline. (Prerequisites: ART101 and consent of instructor)

ART 482 Graphic Design III 4
This advanced course further develops applications in the discipline of graphic design. Students will work on a series of projects and develop a professional portfolio. (Prerequisite: ART384)

ART 483 Web Design II 3
This course explores the more advanced visual, communication and marketing aspects of professional websites. It is a project based course where students will create websites and web content using Adobe Creative Suite software (Dreamweaver, Photoshop, Flash) and other web-related tools. course material will be tailored to the experience level of students enrolled in the course.

ART 484 Typography 2
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 Des Senior Projects 1 4
The advanced culmination of all previously taught graphic design skills and proficiencies. Project work centers on complex applications incorporating a wide spectrum of creative solutions to both practical and experimental design problems. Portfolio development and artistic professionalism is stressed.

ART 486 Graphic Des Senior Projects 2 4
This rigorous studio course is designed to facilitate challenging, individual directions in design and critical thinking. Students map out a plan of study for the semester and work on a series of related ideas that culminate in a cohesive body of work. Students are expected to refine their understanding of contemporary issues and historical approaches related to their specific concept or process, and bring an advanced competency to the technical and formal concerns that inform their work. Through frequently scheduled critiques, and a developed designer statement, an emphasis will be placed on developing a process of self-evaluation to clarify visual choices and express and defend individual artistic points of view. Over the course of the semester students will investigate exhibition design and prepare for the exhibition and presentation of their work.

ART 487 Art Education Capstone 2
This course aims to enable future art teachers to relate the general concepts of art education to specific teaching theories. Past and contemporary theories of art education are studied. In addition, historical approaches to art education are presented, as well as a variety of artists’ philosophies on the nature of art. (Prerequisite: ED447 or consent of instructor)

ART 489 Mentored Study 3
This opportunity encourages the student to establish advanced study in an art medium with an internship within the institution in any desired discipline. The mentor relationship will be a guided experience, which encourages the student toward mastery of a studio or historical discipline. Assessment will be through contractual arrangement with the guiding mentor. (Prerequisite: advanced work completed in the field desired)

ART 491 Theories in Contemporary Art 3
This seminar style course discusses theories and ideas that underpin the current art world. The approaches of many current artists and critics are examined. (Prerequisite: ART272)

ART 499 Art Senior Seminar 2
This course serves as the capstone experience in the Art Department. The course will vary somewhat based on the student’s degree sought. It will normally be the production of a solo exhibition, or of a professional design portfolio, or a Community Arts experience. The work produced and presented must be the student’s current work. Individual directions will be developed with the professor and student’s advisor. (Prerequisite Senior standing or Instructor consent)

BIO 100 Biology Today 3
This course challenges students to confront, evaluate, and integrate the major discoveries and principles of the biological sciences within their worldview as members of contemporary society. The course will introduce unfamiliar or unusual media, or subjects, or provide very advanced level knowledge of a familiar discipline. (Prerequisites: none. Students planning further study in biology or other natural sciences should complete BIO120 and BIO130)

BIO 102 Biology in a Box 4
This course introduces students to the major discoveries and principles of the biological sciences within their worldview as members of contemporary society. The course will introduce unfamiliar or unusual media, or subjects, or provide very advanced level knowledge of a familiar discipline. (Prerequisites: none. Students planning further study in biology or other natural sciences should complete BIO120 and BIO130)

BIO 120 Biology I: The Unity of Life 4
Emphasizing inquiry and investigation, this course introduces students to the discoveries, both historical and contemporary, that support the unifying theories of modern biological science. Topics considered include the nature and methods of modern biological science; the basis of life in terms of matter, energy, cells, genetics, and reproduction; and the evolution of life on the earth.
course is comprised of lectures, readings, discussions, written assignments, films, and an inquiry-based laboratory component. (Recommended prerequisites: one year of high school biology and chemistry and four years of high school mathematics)

**BIO 130  Biology II: Diversity of Life**  
Current and competing hypotheses explaining the origin, development, and maintenance of the Earth's biodiversity are critically evaluated. Employing a phylogeographic approach and emphasizing the Eukaryote, the major lineages of life are surveyed and compared by considering evolutionary trends and the relationships between structure and function within and among lineages. Abiotic and biotic factors, including human activity, influencing populations, communities, ecosystems and the biosphere are explored. The course is comprised of lectures, readings, discussions, written assignments, films, and an inquiry-based laboratory component. (Prerequisite: Minimum grade of C- in BIO120; 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, recombiant 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: Minimum grade of C- in 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 sections and one two-hour laboratory period per week. (Prerequisite: Minimum grade of C- in BIO120 and BIO130)

**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 sections and one three hour laboratory period per week. (Prerequisites: Minimum grade of C- in 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: Minimum grade of C- in 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: Minimum grade of C- in BIO120)

**BIO 316  Human Anatomy & Physiology II**  
This course is part two of a study of the structure and function of the human body. Major topics include the autonomic nervous and special senses and endocrine, respiratory, digestive, immune, metabolism, reproductive and urinary systems. Three lectures and one three hour lab period per week. (Prerequisite: Minimum grade of C- in BIO120 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. (Prerequisite: Minimum grade of C- in BIO120)

**BIO 340  Science Issues and Ethics**  
This course includes a short introduction to the study of philosophy and ethics, followed by critical analyses of current issues in health and environmental sciences.

**BUS 210  Adult Lrng Theory 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 281  Leadership Process**  
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**  
Is it possible to lead without ethics? Is there a lesson to be learned from the Enron and World Coms we have heard so much about? This course focuses on leadership ethics â€“ what, how, and why. Learn about and test your own ethical values â€“ apply your ethics to current cases from the business world. Learn the impact of ethical leaderships on others, and the cost of unethical leadership. Learn to let your ethics be your rudder in life.
BUS 287 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.

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 340 Business Analytics I 4
In this course students will apply tools and concepts from mathematics and statistics to learn a portfolio of tools used in business. Mathematical and statistical concepts include descriptive statistics, mathematical modeling, ratios and percentages, probability and counting rules, probability and decision analysis, hypothesis testing, correlation, regression, chi-square, and analysis-of-variance.

BUS 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 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 380 Principal of Ethical Management 4
Learn how to manage for success! Examine management theories and applications for motivation, decision-making, organizational structures, processes, and group dynamics that shape organizational culture. Gain insight into frameworks for ethical leadership, operational strategy, and essential management skills and responsibilities.

BUS 382 Human Res Mgmt & Emplymnt Law 4
Gain insight into the pivotal role human resources plays in helping organizations be successful. Learn the various functions of HR and their relationship to the role of manager. Explore the historical roots of HR in organization life and the application of the law to the present day workplace including wrongful discharge, harassment, interviewing, selection, compensation, and benefits.

BUS 384 Applied Accounting and Finance 4
Explore the fundamental concepts of finance and accounting within an organizational context, including terminology, budgeting, time value of money, along with ethical and global considerations. Apply standard financial and accounting tools to make business assessments and financial decisions important for managers in any organization.

BUS 386 Marketing in Global Environment 4
Develop skills for effective integrated marketing and business strategy to create innovative and sustained competitive advantage in the digital economy. Learn to ethically apply these insights for business growth to advance strategy. Students explore international marketing perspectives emphasizing future trends while examining the current market environment and marketing strategy elements.

BUS 388 Analytics and Technology 4
Learn to analyze and visualize data by using business analytics concepts and tools. Work in simulated business work groups to practice real-world collaboration. Develop analyses that utilize research and forecasting tools to meet measurable objectives and effectively make business decisions.

BUS 410 Operations, Techn & Qual Mgmt 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 415 Social Intelligence & Leadership 4
Learn how excellent leaders use social intelligence to increase their effectiveness. Explore social intelligence theory and abilities and the interconnected role they play in diverse personal, cultural, political, and business contexts. Gain an understanding of how social intelligence competencies offer practical ways to enhance leadership capacity. (Prerequisite: BUS 380)

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 425 Business Intelligence 4
Learn to analyze an organization’s raw data to help make organizational decisions. Gain skills with mathematical and statistical tools and concepts to extract actionable and novel knowledge from business data to achieve strategic goals. Explore uses of probability analysis and hypothesis testing, data mining, text mining, business intelligence architecture, data reporting systems, and data visualization tools. (Prerequisite: BUS 380)

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 III 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
Examine business strategy theories and practical principles to advance innovation and organizational growth. Learn to ethically apply core business and entrepreneurial skills through research, business plan analysis, and field work to solve real world challenges. (Prerequisites: BUS 380, BUS 382, BUS 384, BUS 386, BUS 388)

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 495 Project Management 4
Learn skills and planning tools to effectively lead and manage complex projects. Apply project management tools to break down complex projects into manageable segments to ensure projects are completed within budget and on schedule. Gain experience with quality and project management tools by completing and presenting a professional capstone project. (Prerequisite: BUS 490)

BUS 497 Study Abroad 4
International travel course that supports students’ program learning with firsthand experience. Students explore business topics of interest, such as marketing, management, leadership or operations from an international perspective.

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 NAECY's code of ethics and its implications for the profession.

CHD 330 Best Practices in EC 4
This class provides the theoretical framework and best practices for working in early childhood settings. Learners examine how individualized curriculum and environment can be integrated through developmentally appropriate practices in order to promote the cognitive and social development of children.

CHD 400 Intro to ECE 3
This seminar helps students grasp the breadth, depth, and foundations of early childhood education.

CHD 402 Writing for Educators 3
Early childhood staff of all levels (directors, teachers, assistants, aides, family child care, etc.) must demonstrate professionalism as strong communicators not only verbally, but as writers, as well. This course will lay the ground work of writing expectations in the program, and serve to remediate as needed.

CHD 410 Growth/Development Child 3
This is a broad sketch of human growth and development from pre-natal stages to elementary age. Developmental processes are studied from a biological and developmental perspective. Personality development and the effects of temperament on learning are discussed.

CHD 411 Child Social & Emotional Growth 3
This course studies the social, psychological and emotional growth of children from prenatal to early childhood ages. Issues of attachment, perspective-taking and friendship are discussed.

CHD 422 Human Diversity & Relations 3
The purpose of this course is to expand our understanding of the influences of gender, culture, economic situation, learning styles, and language on the socialization of children, and then how to use this new understanding to form the way we program for and interact with children.

CHD 430 Infants and Toddlers 3
In this course, students will study the emerging skills and developmental characteristics of infants and toddlers. Course topics include environments that foster development, appropriate practices, and promoting the development of autonomy.

CHD 435 DAP in ECE 3
This is a historical, present, and future perspective of developmentally appropriate practices. Appropriate classroom practices and current topics are discussed.

CHD 440 Children's Play and Learning 3
Theories of Piaget, Parton, Erickson, and Vygotsky are studied to determine how children learn to play and the effect that play has on the child's development. Historical perspectives and effects of play on learning are reviewed.

CHD 445 Language Development/Literacy 3
The research and stages of language development from birth through age seven are extensively explored. Students will understand how to guide children through the language acquisition process.

CHD 450 Children's Literature 3
Using children's books to develop literature-based curriculum is the emphasis of this course. There is a review of authors of children's literature and an exploration of books for a variety of purposes.

CHD 451 Dual Language Learners 3
This course will address the needs of the early childhood classroom professional. The course will move beyond the basics of child development to help educators understand the natural progression of second-language acquisition in young children.

CHD 461 Ethics in Early Childhood 3
Classical and historical ethics are explored, as well as the student's personal values system. Individuals face tough ethical decisions with increasing frequency in our society and a framework for addressing those questions is needed. Each student will develop a system for making ethical decisions in their personal and professional life.

CHD 482 Young Child with Special Needs 3
This course is designed to introduce the student to the information and techniques needed to develop curricula and instruction to meet the unique needs of individual children in early childhood settings. Special emphasis is given to the theories, research, and practical application from the fields of both early childhood education and special education.

CHD 490 Portfolio and Synthesis 3
This final course is designed to help learners reflect on all they have done in the BA program. Through guest speakers, research study, and reflection on practice, students will synthesize all they have learned. Preparation of a professional portfolio will cap the learning experience.

CHE 115 General Chemistry I 4
Systematic introduction to the conceptual and symbolic aspects of chemistry. Critical and quantitative thought as applied to the topics of measurement, formula and equation writing, stoichiometry, atomic structure and periodicity, bonding and molecular geometry, gases, phases and phase changes. Brief introduction to Organic Chemistry. Three lectures and one two-hour laboratory period per week. (Prerequisite: High School Chemistry and one year of algebra or consent of instructor)

CHE 116 General Chemistry II 4
Continuation of General Chemistry I. Solutions and Colligative Properties, Equilibrium, Thermodynamics, Qualitative Analysis, Kinetics, Reduction, Oxidation, Nuclear Chemistry. Three lectures and one two-hour laboratory period per week. (Prerequisite: Minimum grade of C- in CHE115)

CHE 141 Household Chemistry 3
A general education course emphasizing applications of chemistry to daily living. Topics range from baking to medications, from cleaning to cosmetics and from secrets under the sink to close encounters with clothing. Hands-on lab activities supplement the topics. (Prerequisites: A high school chemistry course and access to a kitchen and basic utensils)

CHE 221 Organic Chemistry I 4
This course is an introductory study of organic compounds using a functional group approach and stressing basic principles. Topics covered include the covalence of carbon, isomerism, stereoisomerism and the structure, properties, nomenclature and reactions of the common functional groups. The determination of molecular structure is introduced. (Prerequisite: CHE116)

CHE 222 Organic Chemistry II 4
This course is a continuation of Organic Chemistry I. Topics covered include additional functional group chemistry, reaction mechanisms, heterocyclic compounds, proteins, lipids and synthetic macromolecules. Three lectures and one three-hour laboratory period per week. (Prerequisite: CHE221)

CHE 268 Intro. to Christian Ministry 2
Through an exploration of scriptural, theological, historical and social foundations of Christian ministry, students work to develop a personal philosophy of ministry. In addition, students study and utilize essential leadership skills for effective Christian ministry practice and service. As a major project throughout the course, students develop a professional Christian ministry portfolio.

CHE 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 NAECY's code of ethics and its implications for the profession.

CHE 321 Found for Teaching & 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.

CHE 325 Strategic Ministry 3
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 330 Cultural Context & Faith Devlp 3
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 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 425 Youth and Family Ministry 4
Youth and family ministry is a partnership within congregation, home and community. Grounded in baptismal theology, this ministry is a tending of the faith journey throughout the lifespan. Students develop skills to lead a relational and Christ-centered ministry for and with youth in a congregation. 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 450 Great Commission Congregations 4
Students explore a strategic, team-based approach to congregational outreach and discipleship. By means of classroom and field experiences a multi-phase model is explored, developed and applied to a chosen contextual setting. There is a fieldwork component to this course.

CHM 455 Urban Outreach 4
Students develop an understanding and appreciation for the distinct outreach opportunities available in 21st century urban centers. Through classroom experience and interaction with cooperative agencies, a theological perspective is developed that moves students to connect entrepreneurial practices and evangelistic ministry. There is a fieldwork component to this course.

CHM 490 Theory to Action: Capstone 2
Students reflect on and formalize their understanding of Christian ministry in the context of their personal identity in Christ, the broader ministry of the Gospel, and their vision of future ministry and personal growth. Students prepare and present a capstone Christian Ministry project.

CHM 498 Commissioned Ministry Intern 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.

CHM 499 Commissioned Ministry Intern II 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.

CI 560 Curric & Instr in Literacy 3
An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation for literacy.

CI 561 Foundations of Literacy 3
A survey of the historical and theoretical development of literacy education and expectations for becoming an effective literacy teacher.

CI 562 Literacy Strat for Grades K-6 3
An investigation of literature and effective literacy strategies for the elementary classroom.

CI 563 Literacy Strat Grades 7-12 3
A review of adolescent literature and effective literacy strategies for learners in grades 7-12.

CI 564 Assess, Eval & Supervision 3
Administration and analysis of individual and group assessments and strategies for supervising literacy programs and communicating student progress.

CJU 402 Returning Student Sem for CJ 4
This course will provide each student with an opportunity to reflect on their decision to return to college. Emphasis will be on preparations for their return to college and their development of a learning plan. Students will focus on time management, organizational skills, and practical writing for criminal justice practitioners. Extensive time will be devoted to writing fundamentals, such as mechanics, sentence structure, academic and professional prose and APA style.

CJU 421 Information Literacy in CJ 4
Information today grows exponentially. This course teaches students to identify information needs in their profession, know and access criminal justice data bases, discern legitimate information, manage the data, and present information in an articulate, professional manner. Students will effectively integrate sources in academic writings using APA style.

CJU 431 Inside the Criminal Mind 4
This course explores theories and research of criminal behavior. Students will examine how past and present understanding of criminals has determined responses of society and the criminal justice system.

CJU 435 Philosophy of Values & Ethics 4
Students examine the issues of accountability in government and business regarding human rights and ethics through readings, discussion and debates. Exploring both ethical theory and personal values, students develop a system for making ethical decisions in their personal and professional lives. This course also explores the emotional and physical risks associated with their work and helps develop strategies that will nurture maintaining physical and emotional health.

CJU 437 Systems Thinking in Crim Just 4
Given the dynamic complexity of organizations, it is vital that professionals have an understanding of how organizations and systems interact. This course provides the skills to diagnose interactions and engage in finding solutions to problems. Systems thinking serves as one of the threads of continuity running throughout this degree program.

CJU 451 Diversity in Criminal Justice 4
While multiculturalism is a popular term in today’s society, diversity issues play a particularly important role in criminal justice. This course provides an understanding of diversity from theoretical, organizational, and personal perspectives to impact the effectiveness of those employed in criminal justice and mitigate the risk of legal liability and public perception issues that negatively impact this profession.

CJU 452 Constitutional Law for CJ 4
This course will develop the understanding and working knowledge of constitutional law that professionals in this field are expected to have. Students will review constitutional history and basic concepts to understand interpretations of the Constitution by the United States Supreme Court impacting criminal justice, and learn practical research strategies to find law.

CJU 453 Troubled Youth in CJ System 4
This course explores why and how governments have always treated children differently than adults. Theories of delinquency and the corresponding responses of society and the criminal justice system are addressed, as are current data, trends and programs. Students will also explore the challenges facing juvenile corrections in a society that continues to change in demographics, norms, and expectations of criminal justice.

CJU 455 Contemporary Issues in CJ 4
Current criminal justice related events occurring nationally and locally will provide the scenarios for students to apply the knowledge acquired during this degree program in a thoughtful and scholarly manner. Students will draw upon their understanding of systems thinking, constitutional law, religion, modern trends, ethics, and individual and community behavior.

CJU 490 Criminal Justice Portfolio 4
This final course is designed to help learners reflect on all they have done during this degree program. Students will synthesize all they have learned. Preparation of
a professional and educational portfolio or e-portfolio will cap the learning experience. Students will participate in group activities to provide closure to the program.

CJU 500 Admin of Criminal Justice 4
This course is a scholarly consideration of the concepts, principles, and analytical tools for effectively administering criminal justice agencies. Students will examine the critical application of strategic management skills in operational environments that are ever-changing, under intensive scrutiny by the public and media, and limited by legal, financial, and political constraints.

CJU 502 Correctional Design 4
The philosophies, roles, and designs of juvenile corrections continue to evolve. This course expands upon the basics of institutional and community corrections by exploring modern research and trends in modern corrections. Students will address leadership, legal, political, and financial issues impacting the effectiveness of corrections in a society with increasing demands and expectations of the criminal justice system.

CJU 505 Reflective Adult Learner & Ldr 4
The premise of this course is leaders must have an understanding of who they are and why they are here. Students will devote considerable time to self-examination and reflection to gain greater awareness and understanding of who they are, and how their life and professional experiences influence their paradigms and leadership qualities. There is an emphasis on attitude and emotional intelligence and how they influence leadership effectiveness and results.

CJU 520 Research Methods in CJ 4
This course will provide an understanding of the dynamics of problem-solving with special attention to research methodologies which result in finding creative and productive solutions.

CJU 543 Contemp Issues in CJ Ldrship 4
This course examines stress from a leadership perspective by asking why and how employers should respond to mental health issues. Theory, research, and trends in employee assistance are discussed as students consider how employers can help prevent, mitigate, and respond to emotional issues impacting personnel on the job.

CJU 545 Legal and Legislative Issues 4
Those in leadership positions find themselves with a greater duty to recognize and respond to legal issues. This course examines how law defines policy in areas impacting the business of criminal justice, including due process, civil rights, equal protection, employment law, civil liability, and criminal procedure. In addition to identifying emerging law, this class addresses the political science of public policy at jurisdictional levels, including the United States Supreme Court.

CJU 570 Applied Ethics in CJ Ldrship 4
This course will review and analyze popular models of ethical decision making and problems criminal justice professionals face every day. Readings, case studies, and written assignments will provide opportunities to investigate current ethical issues facing criminal justice leaders and managers in organizational settings, as well as critically apply various ethical theories and decision-making frameworks. Discussions relative to Christian vocation, applied ethics, and value-centered leadership will be explored. Weekly written assignments will demonstrate the integration of a personal and vocation ethic.

CJU 584 Accessing CJ Resources 4
This course familiarizes students with online academic and professional criminal justice leadership periodical indexes. Students will employ secondary research techniques in a criminal justice topic area of their choice. Students will evaluate and ethically report the body of research and informational landscape related to the topic in APA style. Students will learn to integrate knowledge navigation into academic, professional, and personal application. Students will also reflect on program objectives and personal learning and identify a direct link between the new knowledge they have acquired and their career field. Students will also begin steps to set up their final project (E-folio) due at the end of the master's program.

CJU 596 Criminal Justice Capstone 4
The Capstone course is the concluding event of the program. This course assists students in synthesizing previous coursework and research leading to greater self-reflection, application to their career field, and an assessment of their learning throughout the duration of the program. The student will present and discuss the final M.A. Capstone E-folio.

CLI 100 Fundmntls of Reading & Writng 4
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 Coll Rdg & Wr It Eng Lang Lmr 4
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 Fndmntls of Oral Communication 4
This course will focus on the development of introductory communication through speaking and listening. This course is part of the Concordia University English Language Institute.

CLI 103 Coll Spk & Lstn Eng Lang Lmr 4
This course will focus on the development of advanced communication through speaking and listening. This course is part of the Concordia University English Language Institute.

COM 103 Interpersonal Communication 4
Students examine their methods of interpersonal communication in various contexts including dyadic, small group, and mediated communication. Individual activities and group work include both oral and written components. Class discussions and small group activities provide opportunities to practice and refine interpersonal communication skills. Objective exams and quizzes focus on cognitive learning of the principles and concepts in the various communication contexts. (COM103 is one of the two choices for the communication general education requirement for all students. It is also a prerequisite for all communication majors.)

COM 109 Intro to Communication 3
This course introduces the practices and principles of interpersonal communication. This course will require students to gain introductory knowledge of theory as well as apply course concepts through written assignments in addition to individual and group presentations. Emphasis is placed on the communication process. Issues to be addressed include: interpersonal relationships, sending and receiving messages, language, listening, and cultural considerations. Additional emphasis will engage students to think critically about cultural implications regarding interpersonal communication.

COM 205 Small Group Communication 4
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 or COM212)

COM 212 Public Speaking 4
Students prepare and deliver various types of public performances including speeches and oral interpretation. The evaluation and criticism of speeches is studied. Videotape helps students adjust to their performance style and improve presentation delivery. Course units include speech construction, presentation and delivery, audience and text analysis, informative, persuasive and special occasion speeches as well as visual aid construction. (COM212 is one of the two choices for the communication general education requirement for all students. It is also a prerequisite for all communication majors.)

COM 222 Mass Communication 4
Students study and learn to critically appraise various media by exploring the weaknesses and strengths of each. The content of the course includes 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 or COM212)

COM 309 Intercultural Communication 4
Students explore the principles and processes of communication between cultures. Course topics include intercultural communication models, the impact of different cultural patterns on the communication process, the anthropological concept world view and its impact on intercultural communication, detection of communication problems in intercultural situations, gender and diversity issues in intercultural communication, and constructing valid strategies for communicating interculturally. (Prerequisite: COM103 or COM212)

COM 325 Social Media & Public Relation 4
COM 441 Communication Research Methods 4
Basic quantitative and qualitative approaches and methods are applied to communication studies. The course includes question construction, survey research and design, experimental design, quantitative content analysis and comparisons, and qualitative analysis of participant observation, interviewing and focus group methodology. Critical studies and approaches in the field of communication will be discussed. This course is a prerequisite for COM 442 because it implements the research proposal. (Prerequisites: COM103, COM212, COM205, and COM222)

COM 442 Communication Theory 4
Students study and apply theories to human communication including interpersonal and public communication, small groups, mediated communication, persuasion, gender studies, as well as work, friend, and marital relationships. Perspectives on and methods of critical inquiry and research are an integral part of the course content. Research projects are presented to the rest of the class as well as submitted to professional organizations for review. COM 442 implements the research proposal developed in COM 441. COM 442 and COM 443 are intended to be a year-long capstone sequence. (Prerequisites: COM103, COM205, COM212, COM222, COM309 and a minimum grade of C- in COM 441)

COM 443 Persuasive Communication 4
Students study and apply persuasive communication theories to the study and analysis of communication events including speeches, posters, films, campaigns, television programs, advertising, social media and other forms of public communication. Students examine the ways in which beliefs, values, attitudes, and behavior are deliberately affected through various forms of human and electronic communication. The major project is an application of theory and research. Research projects may be submitted to professional organizations or an online journal for review. COM 442 and COM 443 are intended to be a year-long capstone sequence. (Prerequisites: COM103, COM205, COM212 AND COM222)

COM 478 Organizational Communication 4
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, COM212 and COM205)

COM 490 Senior Seminar 2
Students finalize their capstone research project in this culminating experience in the discipline. Students will be expected to prepare their research projects for dissemination to professional organizations for review, presentation, or publication. (Prerequisite: Minimum grade of C- in COM 441 and COM 442, Permission of instructor, Senior Standing)

COM 500 Strategic Communication Mgmt 3
This course provides an introduction to a broad range of strategic communication management topics, addressing the communication theories, dynamics, research, principles, and practices that are most prevalent in small groups, societies, and in all aspects of organizational life. The course takes time to build group relationships and creates a collaborative learning environment conducive for personal and professional growth that emphasizes problem solving and healthy decision-making throughout the program.

COM 510 Persuasive Communication 3
This course covers the principles and practices of persuasion, advocacy, and marketing. Learners explore theories of motivation, attitude, and behavior that guide how an ethical communicator strives to gain compliance; properly advocate for people, values, and ideals; and change attitudes and behavior. Students learn about how research informs marketing and persuasion tactics, and apply key concepts and conceptual frameworks in marketing such as how to segment, reach target audiences, and influence others in a socially responsible way. Students work with a communications plan that addresses a real issue that draws upon the things you have learned in this course. Students also have an opportunity to develop presentation skills through in-class presentations.

COM 520 Media Strategies 3
This course presents a structured approach to understanding and managing internal and external communications. Students explore media relations, the research and creation of strategic public relations media plans, audience analysis, media characteristics, media and marketing decisions, and how to manage various communication technology functions and budgets. Special attention is given to the role of emerging media formats.

COM 530 Interactive Media Mgmt 3
This course explores how emerging interactive communication technologies affect interpersonal and organizational communication. Students are introduced to different types of interactive media, while also researching and discussing issues related to cyberspace, virtual communities, collaborative teams, business on global networks, search engine optimization, search engine marketing, digital brand integration, Web analytics, blogs and podcasts, and wireless marketing.

COM 540 Communication Inquiry & Meas 3
This course introduces communication research strategies like a communications audit and the role of marketing research, but especially focuses on the Action Research Project (ARP) that each student will complete through the remainder of the program. Students will identify an organizational challenge (problem) that provides a learning content for applying research and change management techniques in two contextual change management cycles. The first three of the five chapters of the ARP are completed in draft form during the course (the remainder of the project is completed independently and presented in COM 695). The course teacher continues to coach the student’s independent work after the course is completed and is part of the final project presentation. The ARP becomes a lifelong tool for process improvement for a strategic communication manager.

COM 545 Interactive Project Management 3
This course increases student effectiveness in a variety of strategic communication management roles and functions by exploring resources and tools (software) that help manage major projects, analytic evaluations, information from a cross-platform interactive social media projects, or site-appropriate tools for monitoring metrics that project tracking systems for use in social media organizational applications.

COM 550 Comm Strat for Conflict Mgmt 3
This course provides an overview of the nature and functions of perspectives, viewpoints, and values on conflict, as well as the difficult elements and role of communication in human conflict. Students develop communication skills, such as listening and collaboration, which are necessary for managing conflict productively in interpersonal, organizational, and intercultural contexts. Professionals will gain an understanding of patterns, research strategies, and processes associated with conflict management styles with civility. This course addresses how language, perception, gender communication, generational differences, and context influence the conflict process.

COM 560 Intercultural Communication 3
This course provides an overview of the major concepts, research, theories, and models that explore intercultural communication, with an emphasis on using these ideas in applied contexts. Important topics include: worldviews, communication styles, skills development in intercultural arenas, societal influences on stereotyping, ethnocentrism and racism, cultural value orientations, nonverbal dimensions of communication, language interaction, gender communication, intra-cultural issues, stereotypes, intercultural transitions, and adaptation.

COM 570 Leadership Communication 3
This course emphasizes the way leadership depends on healthy communication skills that nurture a healthy organizational culture. Critical management techniques also rely on understanding those leadership skills that are essential...
to work with people in a dynamic interactive culture. Course elements include a focus on the research behind successful leadership and management strategies as part of human interaction, decision making, problem solving, mentoring, collaboration, team building, change management, facilitation, and core management skills.

COM 590 Crisis Communication Mgmt
This course addresses the basic types and elements of crises, and the importance of providing effective leadership and management in those times. Effective strategies include procedures for developing a crisis communication plan and identifying ways of reacting to crises when crises occur. Students develop tools for dealing with the media in less-than-optimal situations, learn how to develop plans for different critical audiences (both internal and external), and discover ways to utilize effective strategies for communicating the organizational message during a crisis.

COM 610 Corp Resp & Ethical Comm
This course explores foundations in personal values and mission statements, decision trees in ethical decision-making, and ethical theories and moral philosophies that relate ethics to organizational, mediated, mass media, and interpersonal communication contexts. The course examines the communication components and hindrances to good ethical decision-making. Students learn how to think critically, gain sensitivity in using appropriate language, express clear ethical reasoning in both written and verbal communication, and research the role of communication in the creation of an ethical corporate culture. Through case studies, readings, and other activities, students are exposed to ethical issues that arise in communication and are required to argue and analyze the ethical dilemmas they will encounter in the working world. Learners will gain skills in assessing ethical risk to organizations in the public sphere and develop insights into their personal philosophies.

COM 695 Capstone
The final course provides an opportunity for students to review and reflect upon the courses and experiences in the program. Additional activities add self-confidence in strategic communication management and leadership skills. Students present the completed Action Research Project they have worked on with the project coordinator, and polish their ARP report in an error-free and thorough submission. Students also continue reading and reflection on their course work and experiences as life skill builders. Students receive feedback from their Action Research Project coordinator and share learning with other students in the final presentation.

CSC 115 Intro to Computer Science
This course is designed to provide an overview of basic principles and practices used in the field of computer science. It covers common terminology, career paths in the computer science field, and common methodologies used in software development.

CSC 121 Basics Technology in Business
The purpose of this course is to respond to the technological demands of business today. Students will be equipped with the required knowledge and skills to fulfill basic business needs. A foundation in fundamental tools and emerging technologies will be explored through both practice and theory with a focus on how they can be leveraged for business advantage. A solid base in business information systems will provide students the confidence to generate and manage information for thoughtful and informed decisions. Business efficiency and productivity topics will include emerging and contemporary technologies for data management, business intelligence, and professional communication.

CSC 135 Modern Web Design
This course covers the fundamentals of Web design, using current methods of development across platforms. It includes concepts related to user interface and accessibility. (Suggested prerequisite: CSC115)

CSC 175 Math for Computer Science
This course covers mathematical concepts that are widely used in the field of Computer Science, including discrete math, logic, and proofs. (Prerequisite: Minimum grade of C- in MAT103, or Level 3 on the Math Placement Exam)

CSC 201 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 225 Object-Oriented Programming
This course provides an introduction to concepts related to object-oriented programming, including pillars of OOP, data structures, and class design. It addresses tiered architectures and the use of UML class diagrams. (Suggested prerequisite: CSC175)

CSC 235 Server-Side Development
This course provides an overview of concepts and skills used to maintain a server, including HTTP and database methods. It includes basic database design techniques, with an introduction to SQL and security considerations. (Prerequisite: CSC135)

CSC 245 Advanced Web Development
This course covers the use of advanced Web development tools, including JavaScript and core Web technologies. As a capstone for the Associate of Science in Computer Science, students will work in groups to create a Web application. (Prerequisite: CSC225 and CSC235)

CSC 301 Programming & 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, functions and procedures with parameters, recursion, looping techniques and data structures. (Prerequisite: minimum grade of C in MAT135 or MAT/CSC175)

CSC 310 Computer Arch and Oper Systems
This course is designed as an introduction to the functional components of computer systems, including their hardware implementation and management at different levels, and their interaction, characteristics, and performance. The course also covers practical implications for computer programming. (Prerequisite: CSC235 or admission to the B.S. program)

CSC 330 Language Design and Implement
The course provides a comparative survey of programming language paradigms. It includes an overview of the properties, applications, syntax, and semantics of selected object-oriented, functional, comparative, and declarative programming languages. (Prerequisite: CSC310)

CSC 340 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 speeding data access (e.g. de-normalization), and the emergence of unstructured data systems. Output in various formats including a web-based format using HTML. (Prerequisite: CSC235)

CSC 410 Development/Operations
This course presents the use of established reference architectures to model scalable architectures for cloud applications. In addition, it demonstrates the use of cloud management approaches in the provision of infrastructure resources and in the deployment and management of application components. It includes discussion and application of software development processes, including Agile, continuous integration, automated testing, the use of containers, and other issues related to application deployment. (Prerequisite: CSC330)

CYB 500 Fed Policy and Risk Mgmt
Students review and analyze compliance implications of selected federal cybersecurity policies with a specific focus on the NIST Risk Management Framework.

CYB 501 Cybersecurity Risk Mgmt
Students apply the NIST Risk Management Framework (RMF) by completing deliverables and communicating the results of a NIST RMF project. In addition, students review the Common Body of Knowledge (CBK) of the Certified Authorization Professional (CAP) certification.

CYB 502 Cybersecurity Practicum I
Students develop the capability to support the conducting of an assessment and
authorization project requiring the use of security controls. Students will then document results.

CYP 503 Cybersecurity Practicum II 3
Students develop the capability to provide recommendations based on the results of an assessment and authorization project which requires the use of security controls.

CYP 504 Best Prac Vulnerability Assess 3
Students assess system vulnerabilities, conduct controlled exploitation and produce and communicate an effective remediation plan by applying the professional Common Body of Knowledge (CBK) for both the Certified Ethical Hacker (CEH) and EC-Council Certified Security Analyst (ECSA) certifications.

DI 509 App of DI in Gifted Education 3
This course is a study of the improvement of educational practices in relation to differentiated instruction with emphasis on gifted education.

DI 515 Family Systems for Educators 3
Best practices for building strong family-school relationships; a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life.

DI 532 Collab in Inclusive Settings 3
A study of applied best practices for implementing and sustaining collaborative teaching in inclusive settings. Areas of focus include skills for collaboration, co-teaching, inclusive school practices, team building, shared problem solving, interpersonal communication, conflict and controversy, and home-school communication.

DI 534 Tchg Stds w/Mental Hlth Needs 3
A study of classroom strategies, state and district initiatives and support resources that help children and youth with mental health needs learn successfully in the inclusive classroom setting.

DI 536 Inclusion: Effective Practices 3
Exploring and applying the values underlying inclusion, the foundations of successful inclusion, differentiating instruction and classroom management.

DI 538 DI Across Content 3
This course will focus on methods of instruction for diverse learners. Students will develop knowledge and skills for planning, implementing, coordinating and evaluating differentiated teaching and learning environments that challenge and assist diverse learners to achieve at their highest level of ability.

DI 594 Effective Practices in DI 3
An introduction to the study, exploration and application of effective practices for all classroom learners. Focus is on classroom instruction blending of whole-class, group and individual instruction on the premise that instructional approaches are to be varied and adapted in relation to the diverse student needs in the classroom.

DPT 7100 Service Learning I 1
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 life-long civic engagement, patient 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 6
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 Physiol & Pathophys I 3
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 3
This course provides an in-depth exploration of human movement, learning, communication, memory, and emotions. Topics include the components and neuromuscularity 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 Functl. Anatomy/Biomechancs 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 Physiol & Pathophys II 3
This is the second course of a two-course sequence. The physiology and pathophysiology of the integumentary, immune, respiratory, 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. Students are introduced to the fundamental processes of the DPT curriculum)

DPT 7107 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/MT & Exerc 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 of 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.

DPT 7200 Service Learning II 1
This is the second course of a two course sequence. Students develop, implement and evaluate individualized or small group service learning projects. Projects may take on a variety of formats, but must have a common goal of promoting health for a group who otherwise would not have access to that service. Students contract with service learning coordinators for specific requirements. (Prerequisite: Successful completion of the first two years of the DPT curriculum)

DPT 7207 Integumentary/Medical 3
Physical therapy examination and interventions for integumentary and medical conditions across the lifespan and continuum of care are addressed. Issues associated with the lymphatic system are included. Class activities include lecture, lab and case studies.

DPT 7208 Biopsychosocial Aspects 2
The tools and strategies for dealing with the biopsychosocial aspects of patient care are introduced. Biomedical and biopsychosocial models will be investigated and contrasted. Stress management including religious practices for patients and health care providers will be addressed. Class activities include lecture, laboratory sessions, implementation of basic psychological screens, and role-playing scenarios.

DPT 7209 Cadiopulmtn/Acute Care/Trauma 3
Physical therapy examination and interventions for cardiovascular and pulmonary conditions across the lifespan and continuum of care including acute care and trauma are addressed. Class activities include lecture, lab, and case studies.

DPT 7210 Women's Health 2
Basic and clinical science elements of evaluation and intervention of women's health conditions are introduced. Students will be introduced to treatment of pregnancy related musculoskeletal conditions, continence assessment and pelvic floor muscle training, and assessment of risk factors for osteoporosis. Topics covered include anatomy, endocrinology, and physiology, breast health, disease processes with gender differences, incontinence, obstetrics, and osteoporosis (excerpted from IOPTWH).

DPT 7213 Clinical Seminar III 2
Opportunities for students to discuss issues in the context of their previous and future clinical experiences. Topics include legal and ethical issues, delegation and supervision, the healthcare environment and reimbursement, the effects of religious practices, and other practice concerns.

DPT 7232 Clinical Skills Assessment II 2
A comprehensive assessment of clinical skills and professional behaviors developed in the first two years of the curriculum. This assessment takes place within the context of a clinical environment.

DPT 7242 Health Promotion II 2
This is the second 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 implementation and evaluation of a community-based.

DPT 7252 Lifespan II 2
This is the second course of a two course sequence. Students build on their experiences with pediatric and geriatric patients through exploration of models of delivery, reimbursement, motivation, education, intervention strategies, and caregiver issues across the lifespan. Class activities include lecture, lab, literature review, caregiver panels, and patient interaction.

DPT 7262 Capstone I 2
Introduction to the capstone project. Each student will complete one of three tracks: case report, inquiry or professional development. Both require six credits of student work.

Case Report - Students will work with a faculty member and clinical instructor to write up a case report on a patient the student worked with on their internship.

Inquiry Track - Students work with a faculty member in small groups to further their knowledge of scholarly methods. Together, they will design a research project that is faculty generated or approved and student implemented. Teaching methods include discussion, small group activities, and use of computer data analysis tools.

Professional Development Track - Students enroll in an interdisciplinary course, complete an independent study, or a course offered by another department to explore a specific area of practice and to enhance understanding of the interdisciplinary team approach. Professional Development projects must be approved by the faculty. Independent studies require the agreement of a faculty member to act as the student's mentor.

DPT 7263 Capstone II 1
Continuation of the case study, inquiry or professional development project.

DPT 7264 Capstone III 1
DPT 7271 Musculoskeletal I
The role of the physical therapist in examining musculoskeletal conditions across the lifespan and continuum of care is introduced. Examination processes are regionally applied and students gain initial exposure to differential diagnosis and interventions. Class activities include lecture, lab, and case studies.

DPT 7272 Musculoskeletal II
Students further develop concepts of differential diagnosis, prognosis, and interventions for patients with musculoskeletal conditions across the lifespan and continuum of care. Class activities include lecture, lab, and case studies.

DPT 7281 Neuromuscular I
The framework for examination and intervention is applied and expanded to patients with neuromuscular diagnoses across the lifespan and continuum of care. The course focuses on functional areas of importance including mobility, transfers, wheelchair skills, balance, gait and upper extremity function. Class activities include lecture, lab and case studies.

DPT 7282 Neuromuscular II
Students build on their examination and intervention framework and neuroscience foundation to approach patients within the neuromuscular practice patterns across the lifespan and continuum of care. Specific examination and intervention techniques, special topics and prognosticating related to the practice patterns are covered. Class activities include lecture, lab and case studies.

DPT 7291 Administration Roles
The roles of the physical therapist in administration and management are explored. Health care economics, budgeting, supervision, planning, marketing, and public relations are specifically addressed.

DPT 7301 Complex Medical
Physical therapy examination and intervention for critically ill patients, those with multi-organ involvement, and those with complicating psychosocial and environmental issues are addressed. Class activities include case studies and discussion.

DPT 7365 Capstone IV
Students complete their doctoral projects. Activities include an oral defense presented to faculty, peers, the next PT Program cohorts, and the community. The capstone project culminates with faculty approval of the final written project.

DPT 7374 Specialty Seminar
Groups of students work with individual faculty members to investigate specialized aspects of physical therapy practice.

DPT 7373 Musculoskeletal III
Students are exposed to musculoskeletal topics in greater depth to facilitate a global understanding of the role of the musculoskeletal physical therapist across the lifespan and continuum of care. Class activities include lecture, lab, and complex case studies.

DPT 7374 Specialty Seminar
Groups of students work with individual faculty members to investigate specialized aspects of physical therapy practice.

DPT 7383 Neuromuscular III
Advanced topics related to the examination and intervention of patients with neuromuscular dysfunction across the lifespan and continuum of care are presented. Emphasis is placed on intervention techniques, communication/coordination of care and management of complex patients. Class activities include lecture, lab and case studies.

DPT 7392 Ethics and Professional Issues
Ethics and professional issues for physical therapy professionals are explored. Students will critically analyze ethical concepts and major issues facing the profession of physical therapy. These will be presented in discussion and debate format. Students develop a plan for professional development and lifelong learning.

DPT 7501 Clinical Internship I
Students participate in an eight-week clinical rotation that focuses on continued development of basic patient management skills from examination through intervention.

DPT 7502 Clinical Internship II
Students participate in an eight-week clinical rotation that focuses on development of patient management skills from examination through intervention.

DPT 7503 Clinical Internship III
Students participate in an eight-week clinical rotation that focuses on development of patient management skills from examination through intervention.

DPT 7504 Clinical Internship IV
Students participate in a 12 week internship that focuses on development of entry-level patient management skills from examination through intervention, as well as development of other skills related to practice such as consultation and administration. This is the culminating full-time clinical rotation after which students are expected to possess the skills and behaviors required to enter practice as a physical therapist.

ECE 321 Pre-Primary Education
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
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
Emphasis is placed on an understanding of the history and current trends for kindergarten. The focus of the course includes the development of appropriate learning environments, activities, interactions, and strategies for intentional teaching in all curricula areas. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance, and partnerships with parents.

ECE 324 Lang Dev & Emergent Literacy
This course is designed to prepare educators and allied professionals to guide young children through the process of language acquisition and emergent literacy. The research and stages of language development from birth through age seven are extensively explored. Literacy strategies are explained, modeled, and experienced. The process of acquiring English as a second language and supportive strategies from adults and peers is also explored. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. Twenty-five hours working with young children is required. (Prerequisite: PSY210)

ECE 325 Ed of Infants & Toddlers
This course includes the study of the emerging skills and developmental characteristics of infants and toddlers (birth to age three) and how to create an educational environment to promote their physical, cognitive, and social-emotional development. This course is designed to provide the skills for working with young children in a variety of settings. Course topics include the impact of the early years, behavior and guidance, health and safety issues, program and teacher licensure, and work with parents. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. (Prerequisite: PSY210)

ECE 326 Build Creative Primmy Classroom
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 Child with Special Need
This course is designed to introduce students to the laws and techniques needed to develop curricula and instruction to meet the unique needs of individual children in the early childhood setting. Emphasis is given to the integration of theories, research, practical application, and promotion of collaboration between early childhood professionals, special educators, and parents. Particular attention is given to authentic assessment which informs instruction, program planning, and individualization of activities. Also included is the presentation and discussion of...
the theory of behavior guidance in an inclusive early childhood classroom. May be taken in lieu of ED439. If so, 25+ human relations hours working with students with disabilities are required. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. (Prerequisite: PSY210)

ECE 426 Org & Admin of EC Ed
This course, which is normally completed during the student teaching semester, deals with the following administrative topics: responsibilities of the early childhood director, supervision and evaluation of staff, staff development, budgeting and finances, health maintenance and safety, parent involvement, and public relations. (Prerequisite: PSY210)

ECE 427 Auth Assess/Guidance in ECE
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
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
This course will explore the current research in early education focusing on the theme of evidence-based practices by integrating theory with the activities of teacher researchers. Current empirical studies will be used to apply and understand research methods.

ECE 522 Play: Theory and Applications
This course is a study of the various theoretical foundations of play and their application to young children's development and learning. Students examine the role of the teacher in children's play, analyze play environments, and review the issues and research affects children and curricula.

ECE 526 Curriculum & Instruction / ECE
Along with the presentation of curriculum and instruction theory, this course will explore the development and implementation of early childhood curriculum and instruction. The link between assessment and program evaluation will be made.

ECE 527 Observation and Assessment
The various methods of child study, observation, portfolio development, and other assessment strategies are studied as a way to assess children's growth and the development of knowledge and skills. In addition, current classroom practices and learning environments are explored to identify changes that benefit children, their families, and communication between program and home.

ECE 541 Diverse Classroom
This course presents studies of education in multicultural settings. Students explore the values, beliefs, customs, and perceptions of racial and ethnic groups which affect social life and the education of children. Concepts of culture, social class, and power are developed.

ECE 544 Lang Dev & Emergent Literacy
Current research is studied in regard to emergent literacy and language development in children with implications for the classroom teacher. Whole language strategies are explored for children from birth through age seven.

ECE 576 Methods in EC Programming
This course is an in-depth look at current literature that supports leadership in early childhood education and then extends learning to the complexities of quality programming in early childhood education.

ECE 577 eFolio and Completion
This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning. In addition, the student will complete, present, and discuss the final M.A. Capstone eFolio.

ECO 101 Macroeconomics
This course will illustrate the dynamic integration of America within the global economy by focusing on macroeconomics policy areas such as trade, exchange rate policy and domestic economic policy. The course will also introduce students to alternative theoretical frameworks such as classical, Keynesian, monetarism, rational expectations, Marxist, and institutionalist perspectives. The course will explore problems facing the less industrialized countries and the newly emerging countries and the United States role in their development.

ECO 102 Microeconomics
This course will illustrate the dynamic integration of America within the global economy by focusing on the microeconomics issues such as the role of multinational corporations, antitrust policy, and strategic trade policy. The course will first introduce students to basic microeconomics theory such as market structure (perfect competition, monopoly, monopolistic competition, and oligopoly), factor markets, the role of government in the global economy, welfare reform, environmental policy and trade, and exchange rate policy. The course will then illustrate the global dimensions of domestic microeconomics policy.

ECO 401 Global Economics
This course will introduce students to the theories explaining trade and financial (exchange rates, foreign direct investment) markets in the economy. The course will also focus on policy issues in the trade and financial sectors such as the effectiveness of domestic trade and monetary policy, coordination of international exchange rates and the role of institutions such as the Federal Reserve System and the World Trade Organization in the present global economy. The course will also introduce students to national and local ethnic markets.

ED 201 Foundations & Intro to Edu
Concordia's teacher education program and its conceptual framework are introduced to students in this course. This course introduces students to the philosophica, historical, sociological, and legal foundations upon which current educational theory and practice is constructed. During the duration of the course students need to register for required MTEL Basic Skills Test (additional fee). A 15-hour field experience that satisfies a portion of the university's human relations requirement is included. Admission to Program is an outcome including development of efolio and admittance to program interview.

ED 202 Critical Dispositions for Tchr
An introduction to Concordia’s teacher education program including its rationale and procedures for admission, retention and completion of the program. Students are introduced to the teaching profession and explore their own currently held understandings, beliefs and dispositions about teaching. This course is intended for transfer students who have previously taken an introduction to teaching course. (Prerequisite: PSY210, 220 or 215)

ED 290 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 & 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 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 Effective Middle School Teach
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 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 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. (Pre-
requisite: 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:

ED 353 Teaching 9-12 Science
This course emphasizes instructional methods specific to the teaching of science
in secondary schools. Topics covered include goals and objectives, individualized
instruction, lesson planning, inquiry, lab use and safety, evaluation and testing,
science and societal issues, field trips and fieldwork, science fairs, computers and
professional organizations. Prerequisite: admission to Teacher Education Program.
(Prerequisite to secondary student teaching)

ED 355 Teach 9-12 Comm Arts/Lit
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:

ED 356 Teach Elem Science/Envirn Ed
In a laboratory setting, students actively explore science concepts and skills. They
become familiar with materials and methodology especially well suited to the
teaching of elementary school science and assessment of the associated learning,
as well as recognize the central role of science in the development of enthusiastic
learning and innovative, integrative and critical thought. (Prerequisite: admission to
Teacher Education Program) Enrollment is concurrent with ED371 Teaching Practicum.

ED 357 Teach Elem Social Studies
This course reviews the content, methods, materials and research related to the
teaching of elementary social studies (K-6th Grade). Attention is given to the
content of the social studies curriculum and its basis within the social sciences,
global education, experiential learning, concept development, inquiry methods,

ED 360 Content & Mthd for K-6 Mathema
This course provides opportunity for students to learn and apply the content,
conceputal framework, and theories of teaching and learning of the elementary
school mathematics curriculum. (Prerequisite: Admission to Teacher Education
Program.)

ED 371 Teaching Practicum
This course provides an early field experience for students prior to student

ED 375 Tchg Pract:Kdrgrtn Ends Exp
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 382 Tchg. w/Linguistic Differences
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 389 ESL. Methods
In this course students will become more aware of the nature of language,
particularly of English and of how language is acquired/taught. The focus will be
on the components of language teaching, as well as methodology and evaluation.
Specific goals include students increasing their awareness of the grammar of
English and learning to use reference grammars to answer questions; students
understanding different approaches and methods to language teaching and
incorporating them into a syllabus and/or lesson plans; students learning current
basic theories of how language is acquired; students selecting and using materials
and resources, testing and evaluation, individualizing instruction, and curriculum
levels. Emphasis is on the knowledge and skills

ED 390 SEAT Seminar
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
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 espoused by the leading pedagogical methods. (Prerequisites: minimal competency in music as demonstrated by test, successful
completion of Class Piano or MUS120 or 121, admission to Teacher Education
Program.) Enrollment is concurrent with ED371 Teaching Practicum.

ED 447 Teaching Elementary Art
This course seeks to develop in the prospective elementary school teacher the
fundamental understandings, attitudes and skills needed for the effective teaching
of art in the elementary school. (Prerequisites: AR1101 Approaching Art and
admission to Teacher Education Program.) Enrollment is concurrent with ED371
Teaching Practicum.

ED 448 Teach Meth EL/MS Movtm Ed
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
Concordia University Academic Catalog

Teacher Education Program. Prerequisite to student teaching. (Not required if student completes KS5330)

ED 454 Teaching the Faith 2
Theories of spiritual growth and development of children and adolescents, organization and distinctive characteristics of various religion curricula, theories and methods of effective teaching of the faith and materials for instruction at both elementary and secondary levels are studied. Classroom management and discipline from the Lutheran perspective is also considered. (Prerequisite: ED 336 Educational Psychology, upper level standing.)

ED 464 Sdnt Tchng Pmnt Fmly Ed 8
Student teaching provides direct teaching experiences for students to develop the understanding, attitudes and skills necessary for facilitating discussion with groups of parents. Students are assigned to work with a licensed parent educator. Seminars are held on campus. A capstone project is part of the experience. (Prerequisites: Admission to Teacher Education Program and completion of all coursework in the Parent Educator major.)

ED 471 Student Teaching 16
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 16

ED 475 Teaching 5-8 Math 1
This course provides opportunities to develop an understanding of the content of middle school mathematics programs and formulate a teaching methodology for the meaningful learning of mathematics by middle school students. Students will be challenged to reflect on their personal views of mathematics, on how middle school children learn mathematics and on classroom environments that help middle school children understand mathematics. Teaching from a problem-solving perspective and making communication, reasoning and connections the primary foci of mathematics learning will be central to the course. (Prerequisite: admission to Teacher Education Program.)

ED 476 Teach 5-8 Social Studies 1
Teaching Middle Level Social Studies is a methods class that provides the student with the social studies curriculum, and specific methods required to teach in the middle school. The knowledge, skills, and values that provide curriculum content will be identified as well as a variety of approaches and issues for instruction. The student will be able to develop a social studies framework reflecting current thought and provide leadership in the school setting for social studies instruction. This course will provide the middle grade teacher with the concepts needed to make appropriate instructional decisions. (Prerequisite: admission to Teacher Education Program.)

ED 477 Teach 5-8 Comm Arts/Lit 1
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 1
This course is designed to provide teaching methods to use at the middle school level. (Prerequisite: Admission to teacher education program)

ED 487 Reading Across Content Areas 3
The range of standardized and informal assessment options will be studied. Techniques will include the administration of procedures including analyzing data and making instructional and placement decisions. Communication of results to students' parents, caregivers and other professionals; impact on career skills affecting employability; and ethical issues will be discussed. (Prerequisite to Student Teaching.)

ED 502 Educational Issues 3
A study of historical and contemporary issues in education. Students explore the social and academic goals of education, the current conditions of the nation's educational system, the teaching profession and the future of American education.

ED 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 & Ethical Issues in Edu 3
A study of legal issues, professional ethics, and moral philosophy with applications to the field of education.

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 512 Ethical Issues for Prof. Educ. 3
A study of ethics and moral philosophy with application to the field of education. Current educational issues will be examined in the context of the lives and careers of the PK-12 educator.

ED 514 Psych of Lmg & Tchng in Schls 3
An overview of the application of psychological principles, theories, and strategies to issues of learning and teaching in school settings.

ED 521 Educ Research & 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 1.5-hour community service field experience that satisfies a portion of the university's human relations requirement is included and required.

ED 535 Intro to Teaching Children 3
Human growth and development from the prenatal stages to the early years is reviewed. Concordia's teacher education program and its conceptual framework are introduced. Learners reflect on teaching as a profession and explore beliefs, understandings, and dispositions in relation to teaching children.

ED 537 Inclusion in Diverse Classroom 3
Learners experience, understand, and become sensitive to human diversity and develop strategies for teaching human relations skills in the classroom setting. Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs in the regular classroom.

ED 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 543 Intro Fld Exp: Instruct. Strat. 3
This course prepares learners in developing an understanding of the instructional strategies and leadership skills necessary for teaching and leading in multiple school settings.

ED 544 Field Experience I 3
This course engages students in collaborative partnerships with a network of cooperating schools providing students with the opportunity to participate in a classroom teaching experience. The course is designed whereby students apply research and their knowledge of content and effective instructional practices.

ED 545 Field Experience II 3
This course engages students in collaborative partnerships with a network of cooperating schools providing students with the opportunity to participate in a classroom teaching experience. The course is designed whereby students apply research and their knowledge of content and effective instructional practices.

ED 546 Field Experience III 3
This course engages students in collaborative partnerships with a network of cooperating schools providing students with the opportunity to participate in a classroom teaching experience. The course is designed whereby students apply research and their knowledge of content and effective instructional practices.

ED 548 Cont/Mths Tchng K-6 Literacy 3
A study of the content, philosophy, materials, research, and strategies related to the teaching of literacy in the K-6 classroom.

ED 549 Effective Teaching 3
This course develops the skills of planning, implementing, and evaluating for the decision-making, reflective practitioner. Topics of study will include such things as instructional planning, assessment, differentiation, technology, classroom
This course is designed as a comprehensive overview of public school finance and the responsibilities related to the legal process, structure of the law, legislation, and impact the political, social, economic, legal, and cultural contexts that shape Minnesota schools.

ED 7002 HR for Principals
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 Inst Super
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 & Analysis for Prin
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 Princ & Facilitation of Change
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
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 & Bus Mgmt for Princ
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 & Interpers Effective
This course is designed to have potential principals examine their own personal ethical profiles and communication styles in light of the ethical struggles they are certain to experience in their lives as school administrators. They will be required to reflect on their communication behaviors in light of their roles as educational leaders and relate those behaviors to ethical theory.

ED 7009 Principal Internship 1
This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota.

ED 7010 Principal Internship 2
This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota.

ED 7011 Principal Internship 3
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 7013 Teaching Internship
This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota.

ED 7031 Supt Ldrshp 21st Cent School
This course is designed for individuals who desire to pursue a superintendent position in the future. The primary focus is on the knowledge and skills of district leaders who create cultures of excellence; respond to diverse learner needs; facilitate the development of safe, efficient, and effective learning environments; and impact the political, social, economic, legal, and cultural contexts that shape Minnesota schools.

ED 7032 HR Issues for Superintendents
This course examines the human resources available to superintendents and related fiscal issues. It examines the functions and practices in school systems that superintendents deal with daily. Approaches to management, motivation, professional development, and performance are addressed along with obstacles to effective team development.

ED 7033 Legal Issues/Superintendents
This course examines the reality of legal issues that the superintendent must face nearly every day of the school year. The focus is on local, state, and national legal principles and issues related to faculty, 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 7034 School Dist & Comm Relations
This course focuses on PK-12 school districts developing and sustaining district, family, and community relationships based on collaborative initiatives that help all children learn. Emphasis is placed on selected issues, including communication with the diversity of internal and external publics, including older adults, employee associations, governing boards, parents, and students.

ED 7035 Data Use/Ana for Superintendent
This course will provide the learner an opportunity to use data to inform decision making at the district office level by providing a link between research and practice. Using actual data from their district students will learn and use statistical
data to create a district improvement plan (DIP) and present it as a project in the course.

ED 7016 Critical Issues/Analty Pub Pol 3
Educational policy-making processes are examined at the macro (national, regional and state) and micro (local and institutional) levels using a variety of policy models. Selected educational policies at the macro and micro levels are analyzed, using different policy models. Students are expected to identify the factors such as the actors involved, politics, and economical inputs that impact policy formation and implementation.

ED 7037 Supt & Facilitation of Change 3
This course focuses on theories and strategies for leading change in the educational setting at the district office level. Emphasis is placed on systemic change within the district. It will consider aspects of change in well managed school districts that focus on diverse learner needs, legal accountability, and safe learning environments that promote a culture of excellence.

ED 7038 Ethics & Interpers Effective 3
This course is designed to have potential superintendents 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 district 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 7039 Superintendent Internship 6
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 District Improvement Project (DIP) 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 superintendent in the state of Minnesota.

ED 7040 Relevant Ed Ldrshp/Ed Reform 3
This course is designed for students who are pursuing leadership in education. This course will examine the skills, knowledge and disposition required for Real time/ Relevant organizational leaders. Students will study the political, social, economic, legal, and cultural contexts that shape today's organizations.

ED 7041 Data Analy & Use for Leaders 3
This course is designed for students in leadership roles to provide them the skills to use data to make informed decisions at the organizational leadership level by providing a link between analysis of data and decision making. Using actual data collected from various levels of the organization they will use statistical analysis to create and organizational strategic plan and demonstrate how it will redesign the organization.

ED 7042 Human Res Mgmt Todays Orgs 3
This course is designed so students will develop an understanding of the significance of human resources available to leaders and related fiscal issues they will examine the current application, research and theoretical perspectives on human resources management practices in an educational setting. Particular attention will be given to the scholarly evaluation of theoretical and practical issues addressed by educational leaders. This course will provide an overview of strategies HR and the leaders' role in acquiring, developing, rewarding and managing the performance of talent in a highly complex academic environment. Moreover, this course will address important topics on staff relations and legal issues as they related to managing staff.

ED 7043 Leadership Exemplars 3
This course is design for students to study in-depth the attributes for leaders who have affected change and examine their methodologies to effect change. Students will examine such areas as what characteristics those leaders demonstrated, their problem solving strategies and how they created a culture of change. This course will examine how leadership can impact an organization's culture, structure, productivity, decision making, and resource allocation. It will examine not only the difference between management and leadership but also more effective in today's educational organizations. The course will examine the impact of capital, planning, staffing finances and visioning. It will examine the many challenges educational leaders face in a constant changing environment.

ED 7044 Leading Change in Todays Orgs 3
This course will examine the dynamics that influence the leadership of Real time/ Relevant organizations, including such variable as changing demographics, workforce, economics, and technology. It will examine how leaders must not only be cognizant of these dynamics but must also develop strategies to address them.

ED 7045 Advanced Leadership Ethics 3
This course is designed to understand the moral and ethical imperative that faces leaders. It examines the virtues constructs of a leader, and how to resolve conflicts between personal ethics and organizational ethics. Moreover to apply and address complex ethical issues.

ED 7046 Intro to Scholarly Research 3
This course begins the theoretical discussion of the primary research designs used in educational research. The curricular goal is to establish a foundation for success interaction with the research literature used throughout the program of study. One goal of educational research is to provide knowledge that leads to strategies and action for solutions and change. Students will gain experience developing a framework for consuming the research literature in educational leadership.

ED 7049 Intro to Doctorate Level Educ 1
This course is designed to provide students with the knowledge base of the requirements to be considered a doctorate candidate and the expectations that come with that candidacy. In addition, students will be prepared in the requirements of scholarly publication, scholarly presentations, develop skills in preparing a Professional Development Plan, (PDP), with obtainable goals, and how to submit an IRB for approval.

ED 7050 Dissertation Preparation 3
This course is designed to provide the students with the skills to: a) develop a research plan, b) develop a line of research, c) understand the use of research methodology, d) conduct a scholarly literature review, e) conduct a comprehensive literature review, f) begin to develop a research topic, and g) start to develop a framework of a dissertation proposal.

ED 7051 Overview of Research Method 3
This course is designed to provide the student with an overview of the methods of research methods. Students will be an introduced to how to conduct research, what research is, and how to conduct analysis. Students will use this class as an opportunity to refine and expand on their research topic and dissertation proposal.

ED 7052 Quantitative Research Methods 3
This course is designed to offer an overview of quantitative research methods. Areas to be addressed in this course are sampling, measurements and instrumentation, research design, and conducting an analysis. The course addresses developing research questions and hypotheses, selecting research methods, and supporting conclusions for research. Compute assisted data analysis will be applied. Such specific content will be: a) understanding the deviations and correlations, b) relations among variables, c) reliability and validity, d) statistical inferences, e) regression analysis, f) use of most recent edition of SPSS, and g) factor analysis. A requirement of this course will be for students to develop a research design using the quantitative methodology.

ED 7053 Qualitative Research Methods 3
This course is designed to offer investigations into traditional and exploratory processes of qualitative research, and will provide the critical analysis tools necessary for doing such research. Doctorate candidates will develop skills in the examination and critique of traditional qualitative methodology such as: a) sampling, b) instrumentation, c) determine authenticity, d) data collection, e) data analysis, and f) research format. Students will explore and study such genres as, but not limited to case study, and narrative inquiry. A requirement of this course will be for students to develop a research design using the qualitative methodology.

ED 7055 Doctorate Field Exp/Research 3
This course is to offer for doctorate students to engage in a Doctorate Field Experience/Research in an organization of their choosing that will enhance their research agenda. They will develop an understanding of how organizations function.

ED 7056 Elective Research Methods 3
This course is designed so students will select a research methodology that is in alignment with their proposed research. They will study in depth this design and will begin to develop and prepare for their dissertation proposal

ED 7057 Adult Lrng Theories & Fndtns 3
This course is designed for students to explore the methods and techniques grounded in adult educational theory, to help adult's learning in a variety of settings. This course will provide an instruction and introduction to critical reflections as a core capacity for teachers of adult learners.

ED 7058 Strategies for Adult Learning 3
This course is designed for students to examine and understand the methods,
strategies, practices, technology, and tools employed in facilitating adult learning. The course will focus on preparing students as an educational leader in the development, implementation and evaluations of adults learning programs ranging from short-term programs to long term programs that are designed to advance professional development.

ED 7060 eFolio Review of Competencies 0
Written Comprehensive Exam that must be passed prior to registration for ED7061.
ED 7061 Written Dissertation Proposal 0
This course is designed for the student to develop their presentation of the dissertation proposal to a dissertation committee. This includes the significance of the proposed study, literature review supporting the study, the proposed research design, and time line for completion. Once this is completed and approved the student will move into the status of a doctoral candidate.

ED 7062 Dissertation 12
This course is the start of the dissertation development. Most of this will be time spent with the advisor and writing the first three chapters of the dissertation. The candidate will conduct their research. The sequence of expected outcomes are as follows: 1) the candidate will finalize the first three chapters, and begin, or finish collection of data, to conduct an analysis of the data collected. Start to draw inferences from the data, and 2) work with their advisor in developing their dissertation and prepare for its defense.

EDL 507 Human Resources and Diversity 3
A study of leadership and management for human resources and diversity in the workplace in the changing environment of contemporary schools.

EDL 550 Leadership in Education 3
A study of the critical role of the educational leader to influence and impact the successful learning of all students.

EDL 552 Mgmt Hum & Fin Resources 3
A focus on educational leadership theory and practice related to the management of human and financial resources.

EDL 553 Educ Policy & Admin 3
A study of the educational leader’s role in the analysis, development, implementation and evaluation of educational policy in contemporary society and schools.

EDL 556 Superv. & Improvmt of Instruc 3
A study of the knowledge and skills of the educational leader to build and implement collaborative teacher supervision procedures which will increase effective instruction and improve student learning.

EDL 557 Financial Resources 3
A study of leadership and management of the fiscal resources of contemporary schools.

EGR 101 Engineering Seminar 1
This required course for students interested in an engineering-related major, is designed to acquaint participants with the engineering profession and the various areas of engineering, and to assist with the development of a plan for accomplishing related academic and career goals.

EGR 200 Introduction to Engineering 4
Students will develop skills critical for practicing engineers. The course will focus on disciplinary areas of engineering and engineering design, and will give students extensive exposure to visual, written and oral communication forms, and to computer-based design tools. Students will complete substantial design projects, including prototype construction.

EGR 225 Statics and Dynamics 4
This course is an introduction to the subject of Engineering Mechanics. Topics include: Principles of Statics and free body diagrams; Equilibrium of particles and rigid bodies; static analysis of trusses, beams, frames, and machines; Laws of Friction; Area and mass centroids, moments, and products of inertia; Principle of Dynamics, Kinematics; Work; and Energy and Momentum of rigid bodies and systems. (Pre-requisite of C- or higher grade in MAT145 and PHY221)

ENG 100 Intro to College Writing 4
This course is designed for students who need writing instruction and practice before enrolling in ENG120 College Writing. Focusing on correct and clear sentence construction, organized and developed paragraphs, and significant grammar problems, ENG100 mixes short writing assignments, class discussion, and individual conferences. Students may be required to take ENG100 based on their English ACT or their verbal SAT scores. Students who wish to review writing basics may elect, at any point in their college careers, to enroll in ENG100.

ENG 120 College Writing 4
The content of a writing course is writing. For students to become proficient writers in all disciplines, they need to learn how to read and analyze a variety of texts and then practice reading and analyzing texts from various disciplines. Through research and writing, students learn what others are saying and how to integrate those ideas into their own writing. Constant practice will guide students into developing their own voice and style. They will make conscious choices related to audience and academic conventions.

ENG 155 Introduction to Literature 4
Introduction to Literature seeks to excite students about literature; to feed students passion about literature; and to enhance their pleasure from literature. Through a variety of texts, students will encounter other members of the human community and, while in their company, learn about themselves. The course will introduce basic literary terminology.

ENG 220 Applied Grammar 2
To communicate clearly, students must correctly apply the rules that govern the English language. Through reading, discussion, and constant practice, students in this course will examine and use these rules to further develop their writing skills.

ENG 221 Journalism 4
This course is an introduction to periodical journalism. It focuses on the contemporary practices, issues, and ethics of the profession. Students will practice extensive in-the-field reporting and journalistic writing. (Prerequisite: Minimum grade of C- in ENG120)

ENG 222 Journalism Practicum 1
Journalism II provides an opportunity for hands-on experience in all aspects of producing a newspaper: writing, editing, layout, photography, business management, etc. This course is strongly suggested for those who wish to contribute to The Sword (the Concordia student newspaper) on a regular basis. It is required for the Editor-in-Chief, Technical Editor(s), and Page Editors. Beginning writers and photographers are encouraged to sign up. This workshop style class meets one hour a week, usually in the evenings.

ENG 227 Column Writing 2
This course will introduce students to the role of columns as vehicles that affect both public opinion and the identities of periodicals. Study of a range of contemporary artifacts will provide a basis for understanding the balance of opinion and reporting in column writing. Students will both analyze and write columns.

ENG 228 Review Writing 2
This course will introduce students to the various roles of the review in our culture. Study of contemporary artifacts will provide a basis for understanding the balance of presentation, critique, and edification in reviewing. Students will both analyze and write reviews.

ENG 317 Topics: Literature and History 4
This interdisciplinary course, team-taught by faculty from both English and History/Political Science, will explore a theme from a selected area of the world (such as the Middle East or Latin America) through literature, history, and politics. Students will read important works of literature on the selected topic and will examine the context of the literature by investigating the history and politics surrounding that literature. Prerequisites: ENG120, ENG155

ENG 320 Writing in the Workplace 2
Students in this course will examine the conventions of writing in the workplace. The particular topics of the course will vary depending on the semester. Some of the topics covered might include grant writing, copyrighting, writing for the web, public relations writing, or technical writing. (Prerequisite: Minimum grade of C- in ENG120)

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 4
This course will examine the basic elements of short fiction and poetry and will require students to experiment with both genres. The class is run as a workshop.
the main focus will be on the discussion of each other's work. It is also, to a certain extent, a literature course, since what one reads strongly influences what one writes. Assigned readings are intended to give students a fuller understanding of technique as well as a range of artistic possibilities.

ENG 326 Topics in Writing 2
This course, the topic of which may vary from year to year, is designed to provide intermediate writers with the opportunity to experiment with different styles and genres.

ENG 330 Young Adult Literature 2
By introducing the student to a wide variety of both traditional and recent literature for young adults, this course helps the student become aware of quality adolescent literature. It includes instruction in oral interpretation of the literature, methods of presenting it in the classroom and planning individualized reading programs for young people of high school age. (Prerequisites: ENG120, ENG155)

ENG 338 Hist & Prin of English Lang 2
This course provides an introduction to the linguistic study of the English language, focusing in particular on English phonology, morphology and syntax. Also covered in the course will be the development of the English language over time and the relationship between language and society, including literature, dialects and registers of various English speakers and writers.

ENG 365 British Literature I 4
The beginning course in the survey of British literature covers the Anglo-Saxon period through the middle of the eighteenth century. Selected readings lead to discussions about the growth of nationalism and its reflection in literary pride and canon formation. (Prerequisites: Minimum grade of C- in ENG120 and ENG155)

ENG 366 British Literature II 4
The survey of British literature continues with selected writings from the Romantic period through to the present day. Readings cover the rise of the novel, the fight for women's rights and the decline of colonialism. (Prerequisites: ENG120, ENG155)

ENG 369 Shakespeare 4
This course offers a study of Shakespeare's work and its relationship to Elizabethan concepts of poetry and rhetoric as well as to gender and imperialism and government. It explores the rich terrain of Shakespeare's imaginative world. (Prerequisites: ENG120, ENG155)

ENG 375 World Lit I: West Classical 4
This course examines major authors in the Western literary tradition from the ancient Greeks and Romans through the Middle Ages. Authors include Homer, Aeschylus, Sophocles, Euripides, Virgil and Dante. This course may offer additional material from other early cultures. (Prerequisites: Minimum grade of C- in ENG120 and ENG155)

ENG 376 World Literature II 4
Using examples of literature in translation from Asia, South America, Africa, the Caribbean, and Europe, the course will explore themes common around the world in forms distinctive to diverse cultures. (Prerequisites: ENG120, ENG155)

ENG 385 American Literature I 4
Students examine selected works of early American writers with emphasis on Puritanism, literary nationalism, and the period known as the American Renaissance. Along with examining the literature for aesthetic technique, students discuss significant themes and the literary canon as it relates to minority and women writers. (Prerequisites: ENG120, ENG155)

ENG 386 American Literature II 4
Students explore the emergence of local color, realism and naturalism and the fragmentation of modern and post-modern literature between the Civil War and the present. Women and minority writers are important. (Prerequisites: ENG120, ENG155)

ENG 420 Persuasive Writing on Cont. Issu 4
Students in this course analyze essays by established writers of expository prose, read articles in current magazines and journals and meet with local writers invited into the classroom. Students also write their own creative non-fiction and keep journals. Both in workshops and in individual conferences, the course asks students to consider their own writing as a process that requires their attention to revising and editing. (Prerequisites: ENG120, ENG155)

ENG 425 Creative Writing II 4
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.
This course is an analysis of the family. It investigates the family as a system of relationships which interacts across the family life cycle. It includes a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life. Also included is a focus on marriage and family therapy from a systems framework.

FAS 401 Family Systems 3

This course explores the development of families and their relationships to other institutions and an introduction to the family as a dynamic system. Specific attention will be given to family forms and composition; ethnicity and cultural variations; dating, courtship, and marital choice; gender roles; demographic trends among families; institutional effects on families and vice versa; and family structures and functions.

FAS 440 Overview of Contemp Families 3

This overview course is intended to provide the student with an understanding of the family and their relationships to other institutions and an introduction to the family as a dynamic system. Specific attention will be given to family forms and composition; ethnicity and cultural variations; dating, courtship, and marital choice; gender roles; demographic trends among families; institutional effects on families and vice versa; and family structures and functions.

FAS 442 Family Decision 3

This course familiarizes the student with an understanding of the decisions individuals make about developing and allocating resources to meet their goals. The focus of the course is on internal dynamics of family decision-making processes and on the goal-directed behaviors of families in improving their quality of life.

FAS 443 Parent Education 3

This course explores how parents teach, guide, and influence their children and adolescents. The course will emphasize parenting as a process, a responsibility, and a role that changes across the life span. Variations in parenting practices will be discussed in the context of building on strengths, empowering parents, and remaining sensitive to individual and community needs.

FAS 444 Family Law Public Policy 3

This course explores historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored. Students will understand the legal definition of the family and laws that affect the status of the family. The course will focus on the role of the family life educator as an advocate for the well-being of the family. The formation of social values, respect for the diversity of values, and the social consequences of value choices are discussed within a family life education framework.

FAS 446 Methodology in Fam Life Ed 3

This course provides the student with a conceptual framework for programming family life education. Students will apply the methodology of adult learning to the broad principles of family life education. Attention is directed at developing the ability to plan, implement, and evaluate family life education programming. Through the lens of reflective practice, an emphasis is placed on educational methodology and leadership. In addition, networking with community agencies and the resources and challenges of technology in delivering family life education is explored.

FAS 447 Growth & Dev in Children 3

This course will familiarize the student with child and adolescent developmental theories. Attention will focus on the physical, emotional, cognitive, social, moral, sexual and spiritual development of the child and adolescent. Application of developmental concepts to family life education will be emphasized. The course will emphasize the child's position in the family life cycle.

FAS 448 Development in Adulthood 3

This course familiarizes the student with adult developmental and gerontological theory. Attention will focus on the physical, emotional, cognitive, social, moral, sexual and spiritual development of the adult. Developmental concepts across the life span related to family life education will be emphasized.

FAS 451 Family Comm & Relationships 3

This course familiarizes the student with an understanding of the psychological, spiritual and social aspects of developing and maintaining healthy interpersonal relationships. An emphasis will be placed on the physiological, psychological, social and sexual development of relationships across the life span.

FAS 453 Intimate Relationships 3

This course examines the intimacy of human sexuality and relationships. Specific attention will focus on the emotional and psychological aspects of sexual involvement, sexual values and decision-making, the physiological and psychological components of the sexual response, and the influence of sexual involvement on interpersonal relationships.

FAS 480 Parent Coaching 1: Thry/Prac 3

Students will study a variety of techniques that are unique in coaching parents. Attention will be directed at developing the student’s ability to evaluate and implement family life education knowledge while understanding the uniqueness of each individual family. It is bringing the student from theory to creating a solid and professional foundation for Parent Coaching.

FAS 481 Parent Coaching 2: 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. (Prerequisite: FAS480)

FAS 482 Parent Coaching 3: Prof Appl 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. (Prerequisite: FAS481)

FAS 483 Parent Coaching 4: Supervised 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. (Prerequisite: FAS482)

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 504 Systemic Dynamics 3

This course is designed to provide an understanding of family strengths and weaknesses in light of internal dynamics of the family. Students will explore the family as a system of relationships extending across the family life cycle. The course includes a survey of current developments in the study of family and analysis of changes in American society and their influences on family life. Emphasis is placed on using family systems processes to examine and understand the internal dynamics of the family that lead to effective family life education program planning, implementation, and assessment.

FAS 506 Families In Society 3

This course familiarizes the student with an understanding of the history, evolution and demographics of the family. Kinship, family structures, functions and roles are explored. Particular emphasis will be placed on the family's relationship to other systems and institutions in the society.

FAS 507 Seminar in Family Science 3

This seminar is an advanced exploration of the field of family science and family life education. (Pre-requisite: Year 3 of the Family Science 3+2 program)

FAS 525 Public Policy/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 Commv/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 Oceans of Data 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 & Eval 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: ACC201)

**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 & 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 investment, valuation of stocks and bonds and a survey of the various types of investment assets are also included. Students prepare an investment portfolio as their final project. (Prerequisite: FIN301)

**FIN 420 Fin Dvlp, Fundrsng, Grant Writ**  
4  
Students learn the theory and practice of philanthropy, fundraising and grant writing for non-profit organizations. This course provides hands-on instruction for identifying grant opportunities, writing proposals, and evaluating proposals for non-profits. Students also learn to develop budgets and manage resource acquisition through ethical fund-raising and the development of philanthropy partners.

**FMH 500 Forensic Mental Health**  
3  
This course provides students with a comprehensive overview of the forensic mental health field. The course explores in detail why some people with mental-health related problems engage in criminal related behavior.

**FMH 510 Family Violence, PTSD & 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 FMH**  
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 & Legal Considerations**  
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 Psychopathol**  
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 in early childhood education. The course will focus on the use of the forensic mental health in the criminal justice and legal system.

**FMH 550 Spec. Populations Fm Mntl Hlt**  
3  
This course explores the most common mental health conditions observed in a forensic mental health-based population, including those conditions common among homeless individuals with undiagnosed mental health issues. Students can expect to learn how substance use, co-occurring disorders, traumatic brain injuries, and pre-natal substance exposure can contribute to increased mental health symptoms.

**FMH 560 Substance Use & Co-Oc Disordrs**  
3  
This course provides students with an overview of the most commonly abused substances in forensic mental health populations. Students will learn how to identify commonly abused drugs, recognize patterns and warning signs associated with drug use, and identify evidence-based intervention and treatment approaches.

**FMH 570 Sexual Offending**  
3  
This course provides students with a better understanding regarding why some individuals engage in inappropriate sexual behaviors. Students will learn about the various types of sex offenders, risk factors and statistics associated with sex offending, sex offender-specific policies (i.e., registries, civil commitment of SVP’s), and sex offender treatment options.

**FMH 580 Forensic Risk Assessment**  
3  
This course provides more extensive training to students on forensic mental health assessment for adults and adolescents. It will cover topics including risk-needs assessment tools that are commonly used by forensic mental health professionals to assess for risk of violence, danger, and harm to self and others, as well as determining what crisis interventions need to be addressed.

**FMH 585 Cultural Aspects Fm Mntl Hlt**  
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 Research and 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.

**GE 101 Human Geography**  
2  
Human Geography is an introduction to the basic techniques and concepts of geography. Population, culture, livelihood, settlements and political geography are introduced with emphasis placed on the human role in inhabiting and changing the landscape.

**GRK 211 Beginning Greek I**  
4
Students begin their study of the fundamentals of Greek grammar.

GRK 212 Beginning Greek II 4
Students complete their study of the fundamentals of Greek grammar. (Preq: GRK211)

GRK 299 Greek Review 1
Students review basic concepts, master of vocabulary and forms, and explore syntactic structures in preparation for the seminary entrance exam.

GRK 312 Matthew 2
Through reading of major portions of the Greek text of Matthew, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to the indicative verb. Matthew is read in the fall term prior to Year A in the liturgical cycle. (Preq: GRK212 with a grade of C or above.)

GRK 316 Luke 2
Through reading of major portions of the Greek text of Luke, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to the vocabulary of Luke. Luke is read in the fall term prior to Year C in the liturgical cycle. (Preq: GRK212 with a grade of C or above.)

GRK 412 Galatians and Romans 2
Through the reading of the complete Greek texts of Galatians and Romans, students build their skills in the translation of biblical Greek and analysis of syntactic relationships. Particular attention will be given to the syntax of subordinate clauses. (Preq: completion of GRK 212 with a grade of C or above.)

GRK 414 Corinthians 2
Through reading of major portions of the Greek texts of both letters, students build their skills in the translation of biblical Greek and analysis of syntactic relationships. Particular attention will be given to strong verb and to noun paradigms.

HBR 311 Biblical Hebrew I 4
This course is a study of the biblical Hebrew language. Emphasis is on basic grammar and vocabulary. Students will be introduced to the strong verb and to noun paradigms.

HBR 312 Biblical Hebrew II 4
The study of basic Hebrew grammar is continued in this course. Students are introduced to weak verbs and to the study of the Hebrew text of the Torah. (Preq: HBR311)

HBR 411 Biblical Hebrew: Prose Read 2
A review of basic biblical Hebrew grammar, introduction to Hebrew syntax, vocabulary review, and readings from the Old Testament prose texts. (Preq: HBR312)

HCR 220 Epidemiological Foundation 4
This course is designed to provide students with a historical background in epidemiological studies. The course is also designed to expose students to the principles and concepts necessary for understanding the basics of epidemiological investigations.

HCR 250 Leadership Communication 4
This course emphasizes the communication processes of leadership with particular focus on assessing and researching leadership skills, strategic organizational planning, decision making, problem solving, mentoring employees, collaborative team management skills, cultivating a supportive work environment, change management, facilitation and meeting management skills, presentation skills and interviewing skills.

HCR 300 Strategic Ldrshp Resources... 4
The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organization's direction in these turbulent waters of changing distribution systems. Students will look at the strategies of health care organizations in an increasingly global and competitive marketplace.

HCR 325 Compliance & Regulatory Req. 4
The focus of this course is to examine the role law plays in the everyday operation of our health care system from the management perspective. Key topics will include: The Affordable Care Act of 2010, Corporate Compliance and Integrity, Fraud and Abuse, health care laws, and health care regulatory agencies. Laws and bills related to health care in the State of Minnesota will be examined and followed.

HCR 330 Comm Strat for Conflict Mgmt 4
This course provides an overview of the nature and functions of communication in human conflict. Professionals develop communication skills, such as listening and collaboration, which are necessary for managing conflict productively in interpersonal, organizational and intercultural contexts. Professionals will gain an understanding of patterns, research and processes associated with conflict management styles, and civility. This course will also address how language, perception, gender communication, and generational differences and context influence the conflict process.

HCR 340 Hlthcare Info Systems 4
This course is designed to introduce students to health care information systems and help them understand why the interlocking of these systems provides numerous challenges and opportunities for health care providers in the years to come. Students will learn how to collect, massage, manipulate data in order to make it useful. There is plenty of useless data and information available; the real professional can mine that data and information into golden nuggets of knowledge.

HCR 350 Hlthcare Div & Global Issues 4
Students use literature, interviews and class discussion to explore the values, beliefs, customs and perceptions represented in various kinds of diversity affecting social and economic life. Students explore the obligations and implications of equal opportunity in organizations while they develop organizational strategies to benefit from diversity in the United States and abroad.

HCR 400 Health Care Finance 4
Explores the major concepts of finance within an organizational context, including basic accounting terms, budgeting, time value of money, types of 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 & Decision Making 4
This is a foundational course in ethics for individuals pursuing vocations in 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 Env for Hlthcare Mgrs 4
This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems and emphasizes developing the legal astuteness to craft solutions that attain core organizational objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions.

HIS 121 World History 4
A comparative introduction to the development of cultures in Europe, the Americas, Asia and Africa. Topics include the age of exploration from a global perspective; the rise of the West; religious, economic and political revolutions; imperialism; changes in the patterns of everyday life. No prerequisites.

HIS 212 Introduction to History 4
Students familiarize themselves with methods of inquiry in history and compare these with the methodologies of other disciplines. The course asks participants to raise relevant questions about the data, sources, and conclusions of the material they examine and to conduct their own inquiry through the completion of a self-designed project.

HIS 220 Leaders in American Society 4
In this course, students examine the leadership foundations of American society. After examining and discussing these foundations, students will move to non-Western ethical influences of our contemporary society. Students will study the lives of many diverse leaders. In examining the traditional with the contemporary, students will explore the complex ethical framework of our nation.
HIS 231 USA to 1877 4 This 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 232 USA since 1877 4 This course traces American history from Reconstruction to the present time. The course will begin by focusing on the nation’s emergence as a world power and its failure to keep the promises it made in the 13th & 15th amendments. Students will also examine America’s various reform movements, World War I, the Roaring Twenties, the Depression and New Deal, World War II, the Cold War, Civil Rights, Vietnam, the 1960s’ counterculture, Watergate, the oil and Iran hostage crises, the Reagan revolution, the Gulf War, the Clinton years, the 2000 election and the 9/11 attacks.

HIS 267 Introduction to Latin America 4 An introduction to modern Latin America, with emphasis on the post-colonial era. Beginning with a discussion of the colonial heritage, the course traces the development of Latin America, its struggle with political instability and economic dependence and the role of the United States in hemispheric development. Primary focus is on Argentina, Brazil, and Chile.

HIS 285 European History Since 1789 4 This comprehensive survey focuses on events and forces that have shaped European history since the French Revolution. The course will examine industrialization, the revolutions of 1848, socialism, the unification of Germany, European imperialism, the devastating world wars of the 20th century, as well as the Russian Revolution, National Socialism and the Holocaust, the Cold War standoff, and the birth and expansion of the European Community.

HIS 317 Topics: Literature and History 4 This interdisciplinary course, team-taught by faculty from both English and History/Political Science, will explore a theme from a selected area of the world (such as the Middle East or Latin America) through literature, history, and politics. Students will read important works of literature on the selected topic and will examine the context of the literature by investigating the history and politics surrounding that literature. Prerequisites: ENG120, ENG155

HIS 320 Minnesota History 2 This course will examine the social, cultural, economic, and political history of Minnesota from pre-European contact to the present. Special emphasis will be placed on American Indian and European-American conflict. This course will also focus on interrelationship between Minnesota’s geophysical environment and socio-cultural development. Topics will include Native American life and culture, European settlement, the fur trade, immigration, economic and industrial development, political institutions, cultural legacy, ethnic heritage, and Minnesota’s place in the global community.

HIS 330 America’s Civil War: 1845-1877 4 This course will examine the Civil War era in the United States. The class will emphasize a number of topics including: North-South social and cultural differences, the short and long-term causes of the conflict, Southern secession, slavery and emancipation, Abraham Lincoln’s leadership, battles and military strategies, soldier’s lives, wartime diplomacy, politics, and economics during the war, the struggles of Reconstruction and the significance of the war in American history.

HIS 332 The Cold War: A Global Persp 4 This course examines the causes, actions, and results of a conflict between the world’s superpowers that shaped the direction of global affairs for more than forty years. This course will allow the students to view the Cold War through the eyes of the United States, the Soviet Union, their allies, and many other countries that served as proxies during this period. Both the history and the international system will be emphasized.

HIS 334 US Foreign Policy 4 This course examines the goals and consequences of American foreign policy and diplomacy from the founding of the republic to the present day. Topics include commercial and territorial expansion, America’s relationships with other states and nations, World Wars I and II, the Cold War, Vietnam, U.S. imperialism, and the current conflicts over terrorism and natural resources. The perspectives of other peoples and nations will be emphasized.

HIS 382 Hitler’s Germany 4 From the unification of Germany in 1871 to the reunification in 1990, stressing the origins and consequences of the National Socialist period, 1933-45. Topics include Bismarck and his political legacy and the divergent paths taken by the two German states in the midst of the East-West conflict after 1945. Emphasis is placed on understanding Germany’s role in a larger European context.

HIS 390 Vietnam War 4 This course examines, from historical and political perspectives, the Vietnam War era. While an emphasis will be placed on America’s role in the conflict, international geopolitical factors will also be investigated. Other topics might include the development of Vietnamese nationalism, the Cold War, French colonialism, Washington’s initial commitment to Vietnam, the increase in American involvement from 1954-1965, the Gulf of Tonkin, the failure of military strategy, antwar 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 2 This serves as the research and writing capstone course for History majors and minors. After reading other scholars’ ideas and interpretations in various classes, students will now have the opportunity to research, analyze, and write their own original work of scholarship. Students will do original research projects using primary source materials (newspapers, oral history interviews, government documents, letters, diaries, etc.), rather than scholarly articles or books. Student can select their own topic, but must coordinate with an instructor. Assessment goals include sound research, adequate content and coverage of the subject, strong critical analysis of sources, and writing style.

HIS 487 Readings Seminar 2 Readings/Research Seminar in History covering various, selected topics. This course will emphasize the use of scholarly and primary source materials; historiography and interpretation, archival research, and student participation. Recent readings seminar topics include: America in the 1960s; the French Revolution and Napoleon, Minnesota History, and the Russian Revolution.

HMG 101 Intro to Hmong Studies 2 Through a combination of lectures, reading and research, students will gain a better understanding of the Hmong community and the area of Hmong studies through the work of Hmong scholars and researchers from around the world.

HMG 110 Introduction to Hmong History 4 This course will examine the rich history of the Hmong people in China, Laos, Thailand, Vietnam and America and the various roles that the Hmong have had on these nations. The class will also look at the various challenges and opportunities that the Hmong faced in these countries.

HMG 201 Hmong Culture and Society 4 Through a combination of lectures and field work experiences, students will gain a better understand of the Hmong community here and throughout the world as they deal with changes relating to globalization and acculturation.

HMG 202 Hmong Literature and Art 4 In this course, students will explore the various literatures (folk as well as modern) and art forms that have been in use by the Hmong for over 4,000 years. A combination of field experiences/observations, and readings as well class discussion will be used.

HMG 301 Hmong Cosmology & Belief 4 This class will explore all the aspects of Hmong beliefs and the different forms of religions that are practiced by the Hmong throughout the world. Students will learn from books/assigned readings, lectures, class interaction and field work/observation.

HMG 327 Reading and Writing for Hmong 2 Students enrolled in the class will gain general understanding of the origin of the Hmong language and also be able to read and write basic Hmong.

HMG 328 Reading & Writing for Hmong-Intm 2 With regular interactive group activities, students will enhance their Hmong through a series of reading and writing Hmong short stories, poems, proverbs as well as key activities surrounding family and social events.

HON 110 Perspectives, Approaches, Gosp 8 Using primary texts and artifacts set in their historical/cultural contexts.
students examine the ways in which peoples of the west, east, and south have apprehended their world, humanity, and God over time. Sciences, arts, and the religious texts of Christianity will serve to challenge students to develop a world view that integrates faith and learning.

HON 120 Hearing Their Voices: Globalism 8
Students explore the needs of the world through the eyes of the poor and the marginalized. Students assess global conditions of population, health, economic development, ecology, and political expression in view of human responsibility for creation and the Biblical concern for the poor. Students analyze theoretical and practical approaches to addressing global inequities and needs.

HON 210 Being Human & Christian in Wrl 8
Students explore their values and beliefs in view of the needs of the less fortunate and the impact of human life on the planet. Particular attention is paid to the role of technology in contemporary life. Students explore Christian concepts of vocation and service.

HON 220 Scholarship & Service 8
Students develop and practice models of learning and service on behalf of others and the world. Students integrate their chosen discipline and their Christianity in their Honors Projects.

HON 410 Building for Eternity 2
During their senior year, honors students reconvene to explore again the integration of faith and learning for the sake of others and the world. Through a final project in their chosen discipline, students set a course for on-going learning and service in the context of the Christian gospel.

HRG 500 HR Leadership & Ethics 4
This course examines the full scope of human resources activities. It covers a broad list of key Human Resources competencies including strategic management, teaming, problem solving, conflict management, and creativity. This course will also focus on understanding the value and connection between morality, ethics, and values as they relate to the role of Human Resources leadership in our capital system.

HRG 510 Strategic HR and Measurement 4
This course examines the role of the Human Resources leader in the development of vision, mission, values, and coherent strategic plans. Students will diagnose their strategic abilities and develop a plan for increasing their personal and team strategic capabilities. Students also will explore the importance of developing a global talent management and metric driven mindset.

HRG 520 Recruitment, Selection & Ret 4
This course will explore the full spectrum of the talent acquisition process with a focus on making an effective business case for implementing talent acquisition strategies. The course also will cover testing methods, applicant assessment, and employment engagement methods and the laws and regulations impacting staffing in organizations.

HRG 530 Compensation and Benefits 4
This course explores employee performance methods, pay and reward systems, employee benefits programs, and total compensation systems. The focal point of the course is on designing pay structures that support organization values and strategic objectives. Topics include the strategic role total compensation plays in organizations, the dynamics of alternative pay systems, sales compensation, executive compensation systems, and employee benefits.

HRG 540 Org Dev for HR Professionals 4
This course will help Human Resources leaders understand organization development from a leadership and HR perspective. Students will build their capacity to facilitate complex change initiatives using change theories, models, and concepts. Students will demonstrate an understanding of how a complex business environment is driving the need for continuous change.

HRG 550 Research Methods and Design 4
This course provides concentrated learning in action research methodology. The course provides an overview of quantitative and qualitative data collection methods, analysis, intervention selection, and evaluation. The philosophy, ethics, and politics of organizational research are introduced. Students will complete the first phase of their final capstone paper during this course.

HRG 560 Finance for HR Leaders 4
This course will focus on developing Human Resources business acumen as well as a quantitative mindset. Moreover, the practical aspects of strategic and operational roles of accounting and finance are explored. In addition, applications for forecasting, budgeting, financial performance, and fiscal and ethical responsibilities in a global context will be explored.

HRG 570 Legal Envrnmnt for HR Leaders 4
This course covers legal employment issues that Human Resources leaders face in operating organizations in today’s complex environment. Students will study the foundations of the United States legal system, the public and international environment, the private environment, and the regulatory environment as it relates to the role of Human Resources practitioner.

HRG 580 HR Action Research at Work 4
This course will offer students an opportunity to leverage their learning from the entire curriculum and demonstrate their competence in Human Resources problem-solving and leading change. Students will select a topic related to Human Resources leadership. Furthermore, they will use an action research framework and create a high impact deliverable for increasing organization effectiveness.

HRM 200 Employment Law 2
Human Resources Management requires operations to be fully compliant with both state and federal statutes that govern all aspects of employment, beginning with recruitment and hiring through termination. This course is designed to provide the student with an overview of the legal framework impacting human resources practices, and an introduction to applying those principles to practical situations.

HRM 310 Managing in Organizations 4
Students will learn the underlying trends and topics of leadership and management. The class will explore the importance of effective management practice. Topics such as self-directed work teams, motivation, systems theory, quality, and leadership will be studied. Students will investigate their own strengths and areas of personal development in order to understand how best to develop their own leadership capabilities.

HRM 320 Advanced Human Resource Mgmt 4
The role of the human resource management function in organizations will be studied. The changing nature of work and demographic shifts will be of particular focus. Students will study all of the roles that the human resource professional plays.

HRM 325 Survey & Research Methods 4
Basic survey and research methodologies are explored in the context of human resource management. Analysis of professional research articles is studied with an emphasis on reading and understanding research. Students will learn the use of technology as a tool for HR professionals.

HRM 350 Legal Issues in Human Resource 4
Every human resource professional needs to understand employment law. The historical roots of labor/management will be examined and the application of the law to the present day workplace including wrongful discharge, harassment, interviewing, selection, compensation, and benefits will be discussed and studied. Techniques such as negotiation and mediation will be practiced.

HRM 352 Staffing the Organization 4
How do we find and keep good employees? Every organization in America is grappling with this issue. This course will focus on the many aspects of Talent Management. Students will study recruitment, forecasting, selection, orientation, and retention.

HRM 353 Compensation and Benefits Syst 4
How will employees be compensated for their efforts? Salary administration variable pay, performance management, position evaluation, HRIS, and reward systems, in terms of monetary and non-monetary pay, will be evaluated. Employee benefits will also be examined.

HRM 400 Recruitment, Selectn & Onbrdg 4
Study recruitment, forecasting, selection, onboarding, and employee retention. Obtain knowledge on contemporary approaches to internal and external recruiting. Understand job analysis within the context of selection and further be able to identify several selection approaches. Understand the employerâ€™s legal responsibilities in the employee selection process. Articulate the positive performance implications related to successful candidate onboarding. (Prerequisites: BUS 380, BUS 382, BUS 384, BUS 386, BUS 388)

HRM 405 Strategic Compensation Systems 4
Study the fundamentals of employee compensations and employee benefits. Examine all aspects of compensation program design and administration; from...
initial strategy-setting to addressing internal equity/external competitiveness
to pay communication. In addition, examine the basic elements of employee
benefits. Design compensation approaches that support organization™s
strategy and objectives and are competitive in the marketplace. Future challenges
and trends will also be covered. (Prerequisites: BUS 380, BUS 382, BUS 384, BUS 386, BUS 388)

HRM 410 Organizational Dev & 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 435 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 Resources 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 400 Hospitality HR: Managing
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 452 Promotnl Strat in Hospitality
Explore hospitality related competencies in advertising, PR, sales promotion,
and marketing through their strengths and weaknesses. Gain skills in strategy
development and planning concentrating on incorporating targets, timing, and
message strategies with both a U.S. and global perspective. Develop authentic
communication skills to ethically advance organizational strategy. (Prerequisites:
BUS 380, BUS 382, BUS 384, BUS 386, BUS 388)

HSM 456 Hospitality Business Managemnt
Examine management interaction and leadership in the world™s largest industry
by identifying and addressing growth strategies. Develop key management
concepts and techniques to support workplace efficiency and productivity to
ethically drive the hospitality industry through winning customer experiences. (Prerequisites: BUS 380, BUS 382, BUS 384, BUS 386, BUS 388)

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

ITA 102 Intro Italian Lang & Culture
Introduction to Italian Language and Culture 102 gives a broad overview of
this fascinating and ancient culture and the basics of the Italian language. It is
a continuation of ITA101 and will prepare students to study abroad in Italy and
provide them with the basic tools to survive linguistically and to understand some
of the basics of the Italian culture.

ITM 325 Bus Mgmt for Information Tech
Conduct an in-depth examination of the characteristics of a business and the
stances 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 & Lifecycle Mgmt
Channel effective project management skills to innovate and deliver on business
strategy. Utilize a project management simulation to study planning, scheduling,
and tracking techniques for effective project management. Apply learning to a
draft of the following deliverables for the student's own Applied Research Project:
1) project scope/charter, 2) work breakdown structure, 3) cost-benefit analysis,
4) project schedule, 5) risk register, and 6) quality management plan. Identify the
relationships between IT operations, project management and other value-
chain functions that manage internal and external relationships among partners,
vendors, and outsourcers. Explore the impact of operations management on a
firm's competitiveness and management of IT resources.

ITM 351 Bridging the Technology-Bus 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 objectives 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 400 Bridging the IT Business Gap
Explore how to lead and manage collaborative teams of technical and
non-technical workers to deliver business strategy. Use reflective tools to
examine individual strengths for personal and professional growth. Learn to
use collaborative software tools to work on team projects and to improve in
confidence and credibility as an information-literate critical thinker in conducting
research, writing, communicating, and presenting. Minimize the barriers to
successful intercultural communication by using various tools for teamwork in
local and global settings. (Prerequisites: BUS 380, BUS 382, BUS 384, BUS 386, BUS 388)

ITM 402 Strategic Project Mgmt for IT
Learn to deliver on new ideas and strategies by practicing traditional and agile
methodologies and processes that help bring new products and services to
the market. Build on differing strategic approaches and project management
techniques to manage innovation so that competitive strategy and new ideas
can be realized. Gain skills, through an applied research project, in gathering
requirements, applying appropriate methodologies, and utilizing various
diagnostic tools to crystallize a measurable objective, perform a cost-benefit analysis,
connect to business strategy, and identify constraints. (Prerequisites: BUS 380, BUS
382, BUS 384, BUS 386, BUS 388)

ITM 410 Bus Driven Info Systems & Sec
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 Syst Analysis & 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
diagnosing to communicate process workflow. Apply learned skills to key
decision-making tasks such as in-house development, outsourcing, software

Concordia University Academic Catalog 115
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 112</td>
<td>Introduction to Kinesiology</td>
<td>1</td>
</tr>
<tr>
<td>KHS 113</td>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>KHS 114</td>
<td>Pilates</td>
<td>1</td>
</tr>
<tr>
<td>KHS 116</td>
<td>Group Fitness</td>
<td>1</td>
</tr>
</tbody>
</table>

This physical activity course is designed to help students gain an understanding of how to develop overall physical fitness including cardiovascular fitness, muscular strength and endurance, and flexibility. This course is also designed to help students develop a positive attitude toward exercise and healthful living through participation in aerobic exercise and class discussion. This course involves calisthenics, floor exercises, aerobic exercise, and muscle endurance.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>KHS 120</td>
<td>Research Methods</td>
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</tr>
<tr>
<td>KHS 200</td>
<td>Community Safety &amp; First Aid</td>
<td>1</td>
</tr>
<tr>
<td>KHS 220</td>
<td>Applied Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>KHS 310</td>
<td>Drug Education</td>
<td>2</td>
</tr>
<tr>
<td>KHS 311</td>
<td>Functional Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>KHS 316</td>
<td>Psych of Sport Injury &amp; Rehab</td>
<td>4</td>
</tr>
<tr>
<td>KHS 320</td>
<td>Human Life Experience</td>
<td>3</td>
</tr>
<tr>
<td>KHS 330</td>
<td>Elementary Methods Block I</td>
<td>4</td>
</tr>
<tr>
<td>KHS 335</td>
<td>Mid School/Sec Meth Block II</td>
<td>4</td>
</tr>
</tbody>
</table>

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. 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.

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.

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.
This course is designed to give students the basic principles of effective instruction at the middle/secondary school level. This course will address curriculum content, philosophy development, objective writing and annual/unit/daily lesson planning, teaching skills, methods, class organization, progression of skills, and evaluation as it relates to creating an effective physical education program that promotes lifelong physical activity. Testing and measurement are covered in greater detail during this course. (Prerequisite: KHS330)

KHS 375 Sociology of Sport & Exercise 4
This course is designed to provide the student with a working knowledge about a number of topics regarding the sociological aspects of sport and physical activity. This course engages the students on the impact of sport and exercise in our lives and to make them aware of the social processes which either influence the institution of sport or are influenced by the institution of sport. Concepts covered will include: sport and exercise within and among societies and nations, social organizations, economics, education, the family unit, governments, religions, social differentiation (e.g., status, ethnicity, gender, age, careers, ethical), and social problems (e.g., honesty and violence).

KHS 390 Sport Management 4
Sport Management theories and practices will be examined using a multi-disciplinary approach. Topic areas to be examined include: organization and management, marketing and promotion, special event management, facility management and design, management forecasting, and career opportunities.

KHS 391 Law & Sport 4
This course is an overview of legal aspects relevant to managers in the sport and recreation environment. Areas of study include tort law, contract law, constitutional law, legislation and administrative law related to the operation and administration of sport, recreation and athletic programs. Risk management strategies and sport management applications of legal issues are also addressed.

KHS 392 Mtg & Fundraising in Sport 4
Sport marketing and fundraising presents an overview of the various techniques and strategies used in meeting the and needs of consumers in the sport industry as well as understanding how sport can be used to assist in the marketing of other companies and products. Areas to be addressed are the uniqueness of sport marketing, an overview of the segments of the sport industry, the importance of market research and segmentation in identifying the right sport consumer, the use of date-based marketing in researching the sport consumer the overview of the marketing mix as individual units and the relationship between those units, and the development and endorsement packages.

KHS 393 Planning & Managing Sport Fac 4
This course helps students understand how to plan, design, and maintain sport facilities. In addition, event management and programming will be examined within the context of stadium and arena management.

KHS 394 Sport Business 4
This course will include a comprehensive analysis of issues related to sports business. Topics will include finance, accounting and budgeting as it relates to the world of sports business.

KHS 400 Health Psychology 4
Health Psychology is designed to help students learn those skills necessary in forging a bridge between the client-learner’s thoughts, feelings and actions by integrating thought and behavior into one synergistic approach to the delivery of health education that can accommodate the whole person. Cognitive techniques, such as lecture discussion, readings, presentations, collection of data, and specific planning combined with the behavioral components of emotion and action will help in bringing about this synergistic process.

KHS 410 Health Methods and Strategies 3
Health Methods and Strategies is designed to help learners identify and practice effective methods of facilitating K-12 health education. Observations of teaching of health lessons in elementary, middle school and secondary school settings are included in the requirements. Learners will explore and assess various educational resources from medical, insurance, health agency, business and private organizations that effectively could be used with K-12 learners. This will include development of a professional telecommunications resource database. Learners will learn strategies for effectively using and evaluating telecommunications and interactive multimedia for K-12 health education. (Prerequisites: ED336, ED470)

KHS 420 Program Administration 2
Organization of health science education and physical education programs in schools, work sites, medical care settings, community, private and public settings is studied together with needs assessment and evaluation strategies. Emphases on management, assessment, planning of health promotion enhance such study. This course is designed to give students a broad based exposure to the many organizational and administrative duties that accompany Physical Education, Sport, and various Health Program Management. We will start by looking to understand the characteristics of an effective leader and the ability to tap into those characteristics with the people one works with.

KHS 435 Sport Psychology 4
Psychology of sport and its applications for performance enhancement are examined. Special attention is given to theory and techniques for developing and refining psychological skills to enhance performance and personal growth. Content examines personality traits, anxiety, aggression vs. assertion, motivation, and other individual and group variables. (Suggested prerequisite: PSY101)

KHS 436 Motor Dev,Contrl & Motor Learn 4
This course examines the growth and development patterns of the child from infant, adolescence, adulthood, and through late adulthood. The purpose of the course is to enhance student insight into the fundamental role that the motor system plays in the human condition. There are four broad topic areas: 1) nature and mechanisms of the expression and control of motor behavior; 2) concepts, principles and measurement of motor learning; 3) factors that influence skill and proficiency in motor performance; and 4) practical approaches to studying and learning motor skills. Content will follow motor control through motor development across the life span with special emphasis on early childhood development and late adulthood.

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 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 Athltc Train,Injry Prev&Safe 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. (Suggested prerequisite: KHS474)

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. (Suggested prerequisite: KHS474)

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. (Preferred 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 474 Exercise Physiology)

KHS 479 Coaching Pedagogy 2
This course offers some realistic guidelines and principles that should enable the coach to conduct his/her coaching program successfully. Course content explains the principles of coaching through discussion of the techniques that encompass the philosophical, psychological, and moral issues involved in the administration of
athletic programs. (Prerequisite: KHS110)

KHS 481 Adaptives 2
Students study disorders, which limit student participation in physical education and the adapted development approach to a physical education program. Students will describe past and present legislation that has influenced programs for those with special needs, compare and contrast the major theories and models about movement activities, describe the abilities and limitations of the various degrees of visual, hearing impairment, learning disabled, emotional/behavioral disturbances, mentally disabled, speech and language impairments, awkwardness, brain injured and cerebral palsy, epilepsy and convulsive disorders, muscular dystrophy and other muscular disorders, orthopedic impairments, arthritis, heart disease, and asthma and other respiratory conditions. Students will also analyze the latest research in adaptive methodology and specific conditions, which require adaptive assistance in the physical education setting. (Preferred 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. (Preferred prerequisite: KHS472)

KHS 490 Senior Professional Seminar 1
This capstone course prepares students to chart different paths following graduation with a degree in Kinesiology or physical education: (a) entering the work force in the field of Kinesiology in residence of a bachelor's degree, (b) enter the work force in the field of teacher education at a bachelor's degree level, or (c) enter a graduate school. In this course student will develop a resume, request letters of recommendation, complete a professional portfolio, and identify job-searching strategies. (Prerequisite: senior status)

KHS 505 Organizational Ldrshp & Dev 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/Plng 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, gymnasia, 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 Sport 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 536 Sport Sales 3
Sales is an essential revenue producing function for any commercial organization. Sport and recreation have a unique marketing relationship of product and inventory with the consumer and marketplace. The course is designed for the student to learn the theoretical concepts and the application of skills and practices associated with the sport's sales process. Through readings and lectures, the course will examine the rationale regarding the benefits and disadvantages of various sales and promotional methodologies. This course will then concentrate on promotional and sales strategies, campaigns, and techniques.

KHS 565 Capstone 3
Students will complete an internship or a capstone project to complete the requirements for Master of Arts in Sport Management program. KHS565 and KHS566 will complete the requirements for the capstone project.

KHS 570 Ethics & Policy Sport & Exerc 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 575 Epidemiological Stat. 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 Mech Skilled Neuromusc Behv 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 585 Biomechanics in Exerc. Science 3
This course examines qualitative and quantitative elements and physics of human movement. Content areas include the structural mechanics of bone physiology, muscle mechanics, and connective tissue principles. Sport techniques and environmental conditions (e.g., friction, air, and water resistance) are also explored. Biomechanical implications of sport and fitness skill performance will be analyzed for mechanical efficiency and effectiveness.
KHS 590  Psychology of Sport & 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 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 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 620  Master's Capstone  3
The capstone option provides the exercise science 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 exercise science industry. The capstone will serve as an assessment of student learning within the Master of Science in Exercise Science program.

KHS 625  Master's Thesis  6
The thesis provides the exercise science professional with the opportunity to synthesize the learning, which has taken place throughout the program, and to apply research principles to current exercise science topics. The thesis will serve as an assessment of student learning within the Master of Science in Exercise Science program.

KHS 700  Cross Country-Men  1
KHS 705  Cross Country-Women  1
KHS 710  Football-Intercollegiate  1
KHS 715  Volleyball-Intercollegiate  1
KHS 720  Basketball-Intercollegiate Men  1
KHS 725  Basketball-Women  1
KHS 730  Baseball-Intercollegiate  1
KHS 735  Softball-Intercollegiate  1
KHS 740  Indoor Track & Field-Men  1
KHS 745  Indoor Track & Field-Women  1
KHS 750  Outdoor Track & Field-Men  1
KHS 755  Outdoor Track & Field-Women  1
KHS 760  Cheerleading  1
KHS 765  Dance Line  1
KHS 775  Soccer-Intercollegiate Women  1
KHS 780  Golf-Intercollegiate Women  1
KHS 785  Golf-Intercollegiate Men  1
KHS 790  Spirit Squad  1

LAW 401  Legal Environment of Business  2
This course examines the administrative and common law regulation of business. Constitutional Law, Title VII and product liability are covered. Students also examine contract law and the Uniform Commercial Code provisions on sales and secured transactions.

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.

LSC 159  The Inner Review  2
In this reflective course students will evaluate their strengths as a learner; define priorities and goals when choosing a career; and gain a greater understanding of memory.

LSC 277  Reflection and Synthesis  2
This course is designed for students to reflect upon what they have learned while completing their Associate of Arts degree. Students will examine how their personal strengths, personal limitations, academic goals, and career goals will integrate as they leave the program and begin new endeavors- academic or otherwise. (this course replaces Portfolio and Synthesis)

LTN 111  Beginning Latin I  4
Students begin their study of Latin vocabulary, grammar and syntax in order to read and comprehend Latin prose and poetry with appropriate assistance.

LTN 112  Beginning Latin II  4
Students continue their study of Latin vocabulary, grammar and syntax. Students read selections from the Vulgate (Exodus and Mark) and Ceasar’s Gallic Wars.

MAN 101  Introduction to Business  4
This is a survey course intended to give students an overview of accounting, economics, finance, management and marketing.

MAN 120  Basics of Business  2
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  2
In this course students will learn to use various tools to analyze data and make predictions. These tools include probability analysis, hypothesis testing, regression analysis, linear programming and tools for financial analysis. (Prerequisite: MAT110 - can be taken concurrently)

MAN 301  Organizational Behavior  4
This course will examine the basic principles of management including planning, organizing, integrating, leading, decision-making, and evaluating performance. Using theories contributed from the behavioral sciences students will examine the behavior of individuals, groups and organizations. Students will learn to analyze problems and develop strategies to deal with organizational growth and change.

MAN 302  Operations & Quality Mgmt  2
This course will discuss the theoretical and practical foundations for operations management. The course will focus on the production process (including service), quality, and supply chain management. The production process includes the management of equipment and machinery, facilities, materials management,
inventory control, scheduling, and lean operations. Quality includes quality control and quality management including six sigma. Supply chain management includes purchasing, vendor relations, and logistics. The concepts of project management are also reviewed.

MAN 350 Managing in a Global Economy 4
This cross functional course will build on management principles and apply them to global opportunities using market measurement, competitive analysis, managing distribution, product positioning, ethics and decision-making, forecasting, budgeting, performance evaluation and maintaining control.

MAN 370 Non-profit Lds/hp and Mgmt 4
Students critically examine theories and practices of non-profit leadership and management, such as building, developing, and working with governing boards, employees, volunteers, and community resource people. Students learn to maximize resources in the effective management of volunteers and program delivery while exploring decision making and ethical questions within non-profit organizations.

MAN 401 Business Strategy and Ethics 4
This course introduces the critical business skills of planning and managing strategic activities. Case studies are emphasized. Students learn an executive-level perspective on strategy formulation and implementation. Students also explore the divergent viewpoints one might hold in analyzing the ethical issues likely to confront business practitioners. This course is the capstone course in the Business Program. Therefore, students should take this course only during one of the last two semesters of their program. (Prerequisites: MAN301)

MAN 410 Managing Talent, Change & Neg 4
The role of the human resource management function in organizations will be studied in this cross functional course. The changing nature of work and demographic shifts will be of particular emphasis. The course also will focus on increasing the understanding of the negotiating process and on increasing the skill level for negotiating by focusing on preparation, interest identification, strategies and tactics, listening skills, collaborative negotiations, competitive negotiations, and options outside of negotiation. Emphasis will be given to win/win collaborative negotiations and preserving relationships using principled dispute resolution strategies. (Prerequisite: MAN301)

MAN 450 Managing Finance & Bus. Strat. 4
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, Comm & Proj 4
This course focuses on team building and team leadership utilizing communication, conflict management, and decision making skills. Project management techniques that will enhance success in leading and completing projects are also covered. Students will apply project management knowledge, tools and techniques to an actual team project. Topics include creating a project charter and plan, working as a project team, executing the project and closing out the project. This courses is for seniors only. (Prerequisite: MAN301)

MAR 301 Principles of Marketing 4
This course provides an introduction to the study of marketing in business and other organizations. Topics that will be addressed in this course include the marketing environment, marketing ethics, information gathering, product development, pricing strategies, distribution strategies, the promotional mix, decision making, nonprofit marketing, social marketing and international marketing. (Prerequisite: junior standing)

MAR 312 Consumer Behavior 4
This course addresses the theoretical background for understanding consumer behavior. This course will examine the interaction between the environment, consumer's affect and cognition and a consumer's ultimate behavior. Various theories and perspectives on consumer motivation, attitude formation, information processing, and decision-making will be discussed throughout this course.

MAR 313 Advertising and Promotions 4
This course is designed to provide students with a basic understanding of integrated marketing communications through advertising, promotions, personal selling, public relations and internet marketing. Ethical issues related to these topics will be examined and trends in consumer and business-to-business buyer behaviors will be explored. (Prerequisite: MAR301)

MAR 413 Marketing Research 4
This course will teach some of the fundamental tools needed to analyze the behavior and attitudes of all types of consumers. Students will acquire an overview of scientific methods and the research process. Skills learned will include learning how to identify problems, formulate problem definitions, define research objectives, choose and develop the research design, analyze data, and write up and present a report. Students will be taught several research techniques including survey, observation, focus groups, in-depth interviews, projective techniques, experimentation, and secondary data analysis. This course is for seniors only. (Prerequisite: MAR301)

MAR 414 Marketing Strategy 4
This is the senior marketing capstone course. In the class we will discuss how marketing strategy, tactics, theory and practice are integrated. Students will learn to apply strategic thinking through case analysis and through class facilitation and frequent participation. (Prerequisites: MAR301 and MAR 413)

MAR 470 Social Media Marketing 2
In this course, students will explore the latest tools and trends in social media applied to marketing, advertising, and communication. Using case studies from large corporations, small businesses, and non-profits, students will examine current examples and future opportunities of how marketing professionals use social networks, user-generated content, and blogs for shaping marketing activities.

MAR 471 Global Marketing 2
This course examines the complexities of international marketing. The scope and nature of international and global marketing operations are introduced. The influence of culture on global marketing is explored. The traditional elements of marketing, including price, product, promotion, distribution, and service are examined in the context of international markets. Students are asked to analyze what it takes to introduce a product into a foreign market. (Prerequisite: MAR301)

MAT 95 Mathematics Workshop 2
This course is not a general education course and should only be taken by students planning to take a course with MAT095 listed as a prerequisite. 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, solving linear equations, and solving problems with percents. Students must earn a minimum grade of C- in this course to progress to the next level Math course. (Course does not count for grad requirement of 128 credits.)

MAT 101 Contemporary Mathematics 3
This course was designed to give the liberal arts student an experience in contemporary mathematics with emphasis on its connection to society. The concepts include financial mathematics, statistics, apportionment, voting, graphs and networks. (Prerequisite: Minimum grade of C- in MAT095 or level 2 or higher placement on the Math Placement Exam.)

MAT 103 Beginning Algebra 2
This course is not a general education course and should only be taken by students planning to take a course with MAT103 listed as a prerequisite. Topics include calculator skills, combinatorics, linear equations and systems of linear equations, story problems, function notation, exponentials and logarithms. Students must earn a minimum grade of C- in this course to progress to the next level Math course. (Prerequisite: Minimum grade of C- in MAT095 or level 2 placement on the Math Placement Exam.)

MAT 105 Intermediate Algebra 2
This course is not a general education course and should only be taken by students planning to take a course with MAT105 listed as a prerequisite. Topics include properties of exponents, polynomials, factoring, radicals, rational equations, and graphing functions. Students must earn a minimum grade of C- in this course to progress to the next level Math course. (Prerequisite: A minimum grade of C- in MAT103 or level 3 placement on the Math Placement Exam)

MAT 110 Intro Probability & Statistics 3
This course will explore fundamental topics from probability and descriptive and inferential statistics and apply these to a range of areas of study including business, social science, and biology. Topics include probability and counting rules, probability distributions, hypothesis testing, correlation, regression, chi-square, and analysis-of-variance. (Prerequisite: Minimum grade of C- in MAT100 or MAT103 or level 3 or higher placement on the Math Placement Exam.)
Students in this seminar will explore a variety of exciting mathematics problems.

MAT 125 Precalculus
This course emphasizes functions and their applications. It starts with investigating graphs and solutions of the algebraic functions including polynomial, rational, and root functions. The course continues by exploring transcendental functions including exponential, logarithmic, and trigonometric functions. The course concludes with a study of conic sections. The course is a good preparation for Calculus and for those students who will encounter functions in their course of study. Students must earn a minimum grade of C- in this course to progress to the next level Math course. (Prerequisite: Minimum grade of C- in MAT100 or MAT105 or level 4 or higher 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 5 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 200 Found of Elem Math
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 MAT105 or level 4 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 CSC175)

MAT 255 Calculus III
This course is a continuation of MAT145. Topics covered include analytic geometry in three-dimensional space, vector calculus, partial differentiation, multiple integration, the Fundamental Theorems, and related applications. (Prerequisite: Minimum grade of C- in MAT145)

MAT 305 Foundations of Geometry
This course provides a systematic survey of Euclidean, hyperbolic, transformation, and fractal geometries. Through the use of technology, the students are better enabled to construct, analyze, and prove conjectures. (Prerequisite: Minimum grade of C- in MAT220)

MAT 330 Advanced Prob & Stats
This course is a Calculus-based look at Probability and Statistics. Assuming students have been exposed to the basics through an introductory course, this course will build upon that experience. Topics include an in depth investigations of probability, discrete and continuous random variables, parameter estimation, hypothesis testing, inference using the normal and binomial distributions, goodness of fit, regression and correlation, and ANOVA. The course will include a statistical software component. (Prerequisite: Minimum grade of C- in MAT145 and MAT110)

MAT 375 Diff Equations and Linear Alg
This course is an overview of the concepts of differential equations and linear algebra necessary to solve applied problems. Topics include: Differential equations: separable, first-order linear, higher-order linear, linear systems with constant coefficients. Linear algebra: basis, dimension, matrices, eigenvalues/eigenvectors, and vector spaces. (Prerequisite: Minimum of C- in MAT145)

MAT 450 Abstract Algebra
This course is a rigorous introduction to abstract algebra. Topics include mappings, groups, equivalence relations, isomorphisms, rings, and fields. (Prerequisite: Minimum grade of C- in MAT220)

MAT 460 Foundations of Analysis
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: Minimum of C- in MAT145 and MAT220)

MAT 478 Mathematics Seminar
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)

MBA 500 Org Leadership and Dev
This course introduces leadership in dynamic, changing organizations where customers change, technologies shift, and work processes evolve. In this course students will examine how leaders develop themselves and others and create alignment as an organization changes to meet the needs of the future

MBA 505 Global Economics
The course will apply economic theory to develop a framework to analyze and predict trade, exchange rate, environmental, health, labor and other policies. Strategies will encompass the interaction of American and global economic institutions and policy making entities such as the United States Trade Representative, Congress, Federal Reserve, WTO, and the European Union.

MBA 510 Managerial Res Meth & Design
This course examines the various research methodologies used in organizational settings. It provides an overview of quantitative and qualitative methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of management research are introduced. Students will critique published research, write a literature review, and design research studies.

MBA 515 Applied Business Ethics
This course will review and analyze popular models of ethical decision making. Readings, case studies, and special presenters will provide opportunities to investigate current ethical issues facing leaders and managers in business and organizational settings as well as critically apply various ethical theories and decision-making frameworks. Literature relative to Christian vocation, applied ethics, and value-centered leadership will be explored. Student papers and presentations will demonstrate the integration of a personal and vocational ethic.

MBA 520 Integrated Marketing Comm
This course will develop marketing strategy and executing diverse communication tactics critical to all enterprises. Consistency in both processes and messages is important. Students will analyze business scenarios and determine strategic objectives, target markets and messages, as well as demonstrate to use and how to apply multiple marketing tactics.

MBA 525 Strategic HR Management
This course looks at human resources management from an operating manager’s perspective and focuses on the key role strategic human resource management plays in the development and execution of organizational strategy. Emphasis will be placed on the cultural, behavioral, and the legal issues faced by companies as they attempt to compete in an increasingly expanding global economy. Students will work collaboratively to analyze and compare the complexities and challenges of doing business abroad as well as in the United States and discuss approaches, plans, and programs to address those issues strategically.

MBA 530 Managerial Finance and Acctgt
This course will examine the framework and systems of current accounting and finance principles including preparation of financial statements, accounting cycles and balance sheet classifications. Students will apply these principles along with ethical responsibility and critical thinking skills to management practices of business decision making and strategic planning.

MBA 535 Legal Environment for Managers
This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems and emphasizes developing the legal astuteness to craft solutions that attain core organizational objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions.

MBA 540 Health Care Bioethics
Many hospitals have ethical boards to help with difficult decision making. This speaks to the increasing complexity of ethical issues which health care professionals face. This course will look at end-of-life issues, resource allocation issues, decision-making issues, access-to-care issues and other major ethical issues facing health care professionals. This course will explore
briefly a Christian understanding of the grounds for ethical decision making.

MBA 545 Quality Practices 3
In order to compete in this new economy, health care entities, particularly hospitals, need to employ quality practices. This course will examine current theory and practices for health care institutions: Six sigma, Lean and other processes and procedures. Students will understand how the quality system interweaves with customer service and happiness.

MBA 555 Health Care Informatics 3
A call has come from the highest reaches of government for the computerization of all medical records. Information systems and the interlocking of these systems will be a major concern for health care providers in the years to come. Students will learn how to collect, massage, manipulate data in order to make it useful. There is plenty of useless data and information available; the real professional can mine that data and information into golden nuggets of knowledge.

MBA 560 Health Care Strategic Leadership 3
The distribution system for health care is complex and changing rapidly. The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organizations in these turbulent waters of changing distribution systems. MAP is a process in which students summarize, synthesize, and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA course work, career experiences, and synthesizing activities to build a portfolio.

MBA 561 Customer Analysis 3
This course explores the behavior of consumers and the factors that influence their behavior. Analysis of customer decision-making and how marketing strategy can be used to influence those decisions is examined through various theories, models and techniques that attempt to explain the behavior of the consumer. The framework is a buyer behavior model, in which concepts from psychology, sociology, and economics are applied to individual and organizational purchase decisions. The course will also explore consumer insights and shopper marketing to build revenue and grow the business. Marketing strategies of leading firms in consumer products, technology, and services (including internet services) are analyzed using a variety of formats including lecture-discussions, case studies designed to illustrate the salient issues as well as readings and texts.

MBA 565 Analytics for Bus Intelligence 3
This course deals with the process of acquiring, analyzing and interpreting primary and secondary marketing data needed for profitable marketing decisions. It considers recent developments in the use of internal and external data needed for marketing decisions. This course is intended to explore data mining techniques with the goals: 1) To provide the key methods of classification, prediction, reduction, and exploration that are at the heart of data mining; 2) To provide business decision-making context for these methods; 3) Using real business cases, to illustrate the application and interpretation of these methods.

MBA 570 Marketing Decision Models 3
This course focuses on the benefits of using analytic and modeling-based approaches to marketing decision-making. It offers an applied approach to develop student's ability to work on marketing data, and weigh alternate business decision options based on benefits and costs as well as construct models to aid managerial decisions determining business strategy. This course deals with the process of acquiring, analyzing and interpreting primary and secondary marketing data needed for profitable marketing decisions. Coursework is developed in strategic marketing, new product development, branding, marketing segmentation, sales and trade promotion analysis, pricing, and design of marketing mix, sales force allocation, direct, and internet marketing.

MBA 575 Marketing Strategy Monetized 3
This course focuses on the role of business strategy to create profitable customers by delivering superior value. Strategy becomes monetized during the implementation process which is critical to executing on successful consumer capitalism. This course will develop metrics and systems to utilize in the marketing activities to measure customer value and business return on investment. An outcome of this course is the ability to communicate the value of marketing strategies to executive management regarding ROI. In this course, a hybrid format of lecture-discussions and applied work issues will be incorporated to illustrate the marketing strategy outcomes.

MBA 580 Bridging IT Bus Gap Glbl Set 3
Compare technical to non-technical staff in studying ways to build collaborative effectiveness in managing functions and projects. Minimize the barriers to successful intercultural communication by investigating various tools for teamwork in local and global settings. Utilize project case studies and collaborative software tools to practice communicating virtually across diverse settings and maximize teamwork to deliver on business strategy.

MBA 585 Project and Lifecycle Mgmt 3
Introduce the entire project lifecycle by practicing collaborative development of various project monitoring and reporting tools in a case-study setting: 1) project scope/charter, 2) work breakdown structure, 3) cost-benefit analysis, 4) communication plan, 5) project schedule, 6) risk register, and 7) quality management plan. Transfer learning objectives to the student’s own Management Application Portfolio (MAP) by practicing knowledge retention and by applying concepts from the Project Management Body of Knowledge (PMBOOK).

MBA 590 Info Syst Analysis & Comm 3
Create a systemic understanding of business requirements by interviewing key stakeholders and diagramming to communicate process workflow. Utilize contemporary case studies to compare software and infrastructure development methodologies such as the Systems Development Lifecycle to Agile Methods. Apply learned skills to key decision-making tasks such as in-house development, outsourcing, software testing, and cloud computing. Create a first draft of the initial phases for the student’s own Management Application Portfolio (MAP).

MBA 595 Bus Info Syst Sec, Risk, Qtly 3
Analyze how information systems are designed to interact with people and carry out business strategy. Design plans to analyze and secure enterprise-wide data and applications in a growing mobile environment. Assess risk and manage quality in working to meet auditing and compliance standards. Topics include business continuity and disaster recovery, virtualization, and the effects of compliance on infrastructure development. Create first drafts of middle and final phases for the student’s Management Application Portfolio (MAP).

MBA 605 Operations & Technology Mgmt 3
This course will examine value-chain functions such as product-process design, quality management, supply chain management and workforce management in order to understand the resource-based view of strategic advantage for the organization. Students will examine strategic management of operations utilizing to support the value-chain functions of operations management.

MBA 610 Tools for Managerial Decision 3
This course will focus on how managers think clearly and make effective decisions. Students will examine and apply several models of decision-making. Innovative, critical, emotional and futuristic thinking will be explored. The students will develop their own tools to become effective decision-makers.

MBA 620 Strategic Leadership 3
This course introduces students to the principal practices and the theorists of contemporary strategic thinking. Students will understand how leaders have strategically created and affected organizational outcomes. After examining the elements of a strategic planning process, students apply those principles and focus on strategic analysis of their industry and the strategic practices of the organizations in that industry.

MBA 630 Topics in Global Management 3
This course focuses on the opportunities and threats of the complex environment of international business, with an emphasis on the unique problems involved in managing international operations. Main topics include the relevance of the foreign economic, political, legal, and cultural environment, international market analysis, international human resource management, and import/export transactions.

MBA 705 Managerial Appl Portfolio 1
The MAP is a process in which students summarize, synthesize and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA course work, career experiences and synthesizing activities to build a customized professional portfolio.

MKM 311 Innovation & Complex Systems 4
This course introduces innovation as an essential for the new rule of business. Students will learn the framework and techniques to systematize innovation allowing them to take advantage of emerging opportunities. They will use the knowledge to understand how innovation affects the way we deploy resources to fulfill customer desires, viewing themselves as agents of innovation within organizations. Within this course of study the student will also examine the underlying dynamics, culture and change within an organizational context.
MKM 321 Marketing Innovation 4
This course is the foundation of the marketing program. It reviews the concepts and application-oriented framework for marketing decision-making in a dynamic environment. Students explore current and emerging trends within a shifting marketplace and economic landscape. The five P’s of marketing - place, price, product, promotion and people - are the center of this module. The course emphasizes environmental scanning, target customers and achieving organizational objectives through the intentional and skillful blending of marketing strategies. Students will create their own marketing plans within this module.

MKM 330 Integrated Marketing Comm 4
This course will focus on developing marketing strategy and executing diverse communication tactics that are critical for business success. The student develops specific targeted communications and campaigns to meet their strategic communication objectives and target markets while integrating elements to gain an appreciation for the promotion mix (personal selling, direct mail, advertising, public relations, electronic and personal selling, etc.) tactics. Students will create their own promotional plans as avenues for transmitting marketing messages effectively and present those to the cohort based on their overall value related to usefulness, cost/benefit analysis and social value.

MKM 342 Marketing Research 4
This course gives students the tools for researching consumers and markets. Students learn to develop surveys, observation, experiments, and other tools for learning about customer characteristics and requirements. They learn about analytical techniques, data sources, research planning and costs. It requires an understanding of the components of the marketing research process, how to utilize it effectively to obtain relevant information, and how to integrate such information into the marketing decision-making process. As part of this course students will fully investigate the dynamics of an industry of their choice. Students will analyze the structure, competition, success/failure factors, distribution systems and other industry factors. This analysis will be used in their final business plan.

MKM 350 Interactive & Mobile Mktg 4
This course will explore the explosion of Internet marketing options to engage consumers. It is designed as an introduction to the rapidly evolving world of Interactive marketing focusing on the tools of Internet marketing. Students will explore integrating electronic methods into the marketing function. The course includes discussion of the importance of website return on investment and brand building, community development and digital marketing models. Social media strategy and mobile marketing are also built into the course. By analyzing a company’s marketing situation the student will complete an Internet marketing plan that aligns to the business objectives.

MKM 360 International Marketing 4
Today the economy is global and it is necessary to understand other world stakeholders and how business is ethically implemented worldwide. This course focuses on contemporary issues marketing across national borders, marketing within foreign countries and collaborating within global markets. Areas of focus include identifying marketing-based international business opportunities within the context of cultural, social, economic and governmental factors that may influence buyer behavior and ultimately determine market strategy. Students will create international marketing plans to market products to other countries.

MKM 411 Applied Business Ethics 4
This course is designed to investigate the broad spectrum of personal, business and society ethical issues that managers/leaders encounter. As corporate America struggles to find its social and ethical identity in a business environment that grows increasingly complex, managers are confronted with exceedingly difficult challenges. These challenges include balancing their economic, legal, ethical, and social responsibilities to the variety of stakeholder groups in which they interact. This course provides the structure for students to explore their personal ethics and develop the framework for addressing tough ethical decisions in business and in marketing. Students will apply ethical frameworks to business problems.

MKM 431 Applied Accounting & Finance 4
In this course financial information is made easier to comprehend. It provides the foundation for basic principles and concepts that will make non-finance managers better equipped for service to the organization. Students will address financial assessment, budgeting and spending, global and ethical implications of financial decision-making, and financial prioritization for the present and the future. This course will provide the framework for the financials of market planning strategy including sales, new product development, return on investment, price and profit while offering the student an understanding of corporate reports and internal control.

MKM 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 450 Innovation & Systems Thinking 4
Learn the framework and techniques to systematize innovation taking advantage of emerging opportunities. Develop an understanding for how innovation affects the deployment of resources fulfilling customer desires. Examine the underlying dynamics, culture, and change within an organizational context and its interrelated systems. (Prerequisites: BUS 380, BUS 382, BUS 384, BUS 386, BUS 388)

MKM 452 Integrated Promotnl Strategy 4
Explore competencies in advertising, PR, sales promotion, and marketing through analyzing their strengths and weaknesses. Gain skills in strategy development and planning while concentrating on incorporating targets, timing, and message strategies with a U.S. and global perspective. Develop authentic communication skills to ethically advance organizational strategy. (Prerequisites: BUS 380, BUS 382, BUS 384, BUS 386, BUS 388)

MKM 454 New Media Litrcy & Social Media 4
Learn to analyze, develop, implement, and evaluate communication strategies in the new media landscape where traditional channels and online social media co-exist. Explore digital, mobile, and social media, how to build digital media marketing strategies and track their effectiveness to increase shareholder value. Consideration will also be given to ethical issues associated with online privacy and security. (Prerequisites: BUS 380, BUS 382, BUS 384, BUS 386, BUS 388)

MKM 456 Marketing Informt & Analysis 4
Examine management interaction and leadership in the world’s largest industry by identifying and addressing growth strategies. Develop key management concepts and techniques to support workplace efficiency and productivity to ethically drive the industry through winning customer experiences. (Prerequisites: BUS 380, BUS 382, BUS 384, BUS 386, BUS 388)

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 490 Business Strategy Plan 4
Examine the interaction between business and market strategy to create innovative and sustained competitive advantage. Explore the foundation, processes, outcomes, and state of market strategy within the general framework of the firm. Utilize skills to complete a business plan. (Prerequisites: BUS 380, BUS 382, BUS 384, BUS 386, BUS 388)

MLM 500 Ldrshp, Mgmt, Influ & Change 4
This course provides a comprehensive overview of leadership, management, influence, social power dynamics and change theories and practices, emphasizing application to the challenges and opportunities facing for-profit corporations, nonprofits, and government agencies. Introduces the philosophies and methodological approaches underlying the Master of Arts in Leadership and Management as well as the writing and online research skills students will use in this program.

MLM 510 Applied Moral & Ethical Ldrshp 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 Organiz 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 Mgmt 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 532 Project & 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 Ldrshp & Process Imp 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 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 Mgmt 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 Ldrshp & Mgmt Res, Synthesis 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.

MUS 101 Basic Musicianship 2
Basic Musicianship is designed for the student with little background in music. This course will present concepts needed for an understanding of the basic fundamentals of music theory. Students will also have an introduction to ear training and the keyboard. (Offered every spring. No prerequisite. This course can serve as a prerequisite for MUS201 and ED446. Studio course.)

MUS 111 Class Piano I 2
This is the first of two courses in a beginning piano instruction sequence. Through group-class instruction students are given a practical knowledge of the keyboard and an understanding of the tonal-rhythmic structure of music. Keyboard skills requisite for handling classroom music situations or for personal enjoyment of music are developed. (Offered every fall and spring. No prerequisite. Players with previous keyboard experience may be exempt by examination. Can serve as a prerequisite to MUS201 and ED446. Studio course.)

MUS 112 Class Piano II 2
This is the second of two courses in a beginning piano instruction sequence. Through group class instruction students are given a practical knowledge of the keyboard and an understanding of the tonal-rhythmic structure of music. Keyboard skills requisite for handling classroom music situations or for personal enjoyment of music are developed. (Offered every fall and spring. No prerequisite. Players with previous keyboard experience may be exempt by examination. Can serve as a prerequisite to MUS201 and ED446. Studio course.)

MUS 113 Piano Proficiency Lab 1
This studio course supports students in achieving the piano proficiency requirements that are not covered through other music major courses. These include scales, arpeggios, open score reading, and sight-reading a 4-part texture. Remedial course: placement or exemption by keyboard faculty assessment. This course is a prerequisite for MUS369 Art of Accompanying, MUS439 Parish Music Internship and ED472 Music Student Teaching. Passing of this course or the proficiency exam is a graduation requirement for the Music Performance, Music Theory/Composition, Music History/Literature, Church Music and Music Education majors.

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/West. Clscl 2
Using music primarily from the classical Western tradition, this course teaches music listening skills, relates music to history and culture, and reveals music as a conveyor 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 Listen to Life: Global & Pop 2
Using global folk and art music and contemporary popular idiom music, this course teaches music listening skills, relates music to history and culture, and reveals music as a conveyor of human emotions, thoughts, and ideals. This course contributes to the Fine Arts/Aesthetic component of the General Education curriculum. MUS121 is required for Music Education students.

MUS 161 Class Voice 1
Students will examine and personally develop the foundations of a healthy, efficient technique of singing. Activities to achieve this goal include vocal exercises practiced in and out of the classroom, solo singing for one's classmates, lectures and demonstrations by the instructor on vocal technique and the vocal mechanism, and related reading assignments. (Offered every semester. No prerequisite. Studio course.)

MUS 201 Musicianship I 4
This course begins with a brief review of music fundamentals (scales, keys, intervals and triads) and continues with four-part harmonic writing, and basic analysis. Exercises in keyboard harmony, sight singing, and dictation are included in the course. (Offered every fall. Prerequisite: MUS101 or equivalent as determined by music placement test.)

MUS 202 Musicianship II 4
Students continue to learn four-part harmonic writing, including the use of inversions and seventh chords. Exercises in analysis incorporate the study of melody, harmony, rhythm, texture, and form. Dictation, sight singing, and keyboard harmony are continued. (Offered every spring. Prerequisite: MUS201 or equivalent.)

MUS 261 Beginning Conducting 2
The goal of this introductory course is to begin to develop a clear and expressive conducting technique. Students will conduct in class frequently, videotaping their work and receiving immediate feedback and suggestions for improvement. Students will learn to conduct regular beat patterns, preparatory gestures, cues,
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MUS 267</strong> Diction for Singers</td>
<td>1</td>
<td>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.)</td>
</tr>
<tr>
<td><strong>MUS 301</strong> Musicianship III</td>
<td>4</td>
<td>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.)</td>
</tr>
<tr>
<td><strong>MUS 321</strong> Music History I</td>
<td>3</td>
<td>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.)</td>
</tr>
<tr>
<td><strong>MUS 322</strong> Music History II</td>
<td>3</td>
<td>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.)</td>
</tr>
<tr>
<td><strong>MUS 323</strong> Music History III</td>
<td>3</td>
<td>This course explores Western Music from the late 19th century to the present. (Offered every third semester in sequence with the other two Music History Courses. Prerequisites MUS 120 or 121 and 201. MUS 321 and 322 preferred but not required.)</td>
</tr>
<tr>
<td><strong>MUS 356</strong> K-6 Gen Music &amp; Teach Method</td>
<td>2</td>
<td>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 120 or 121.</td>
</tr>
<tr>
<td><strong>MUS 357</strong> 7-12 General Music Tchg Mthds</td>
<td>2</td>
<td>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 120 or 121.</td>
</tr>
<tr>
<td><strong>MUS 360</strong> String Techniques &amp; Pedagogy</td>
<td>1</td>
<td>This course acquaints students with the techniques and challenges of playing and teaching stringed instruments. (Offered even falls. Prerequisite: music reading ability. Studio course.)</td>
</tr>
<tr>
<td><strong>MUS 361</strong> Woodwind Tech &amp; Pedagogy</td>
<td>1</td>
<td>This course acquaints students with the techniques and challenges of playing and teaching woodwind instruments. (Offered odd springs. Prerequisite: music reading ability. Studio course.)</td>
</tr>
<tr>
<td><strong>MUS 362</strong> Brass Techniques &amp; Pedagogy</td>
<td>1</td>
<td>This course acquaints students with the techniques and challenges of playing and teaching brass instruments. (Offered odd falls. Prerequisite: music reading ability. Studio course.)</td>
</tr>
<tr>
<td><strong>MUS 363</strong> Piano Pedagogy</td>
<td>1</td>
<td>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.)</td>
</tr>
<tr>
<td><strong>MUS 364</strong> Handbell Tech &amp; Pedagogy</td>
<td>1</td>
<td>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.)</td>
</tr>
<tr>
<td><strong>MUS 365</strong> Elect Intrsm Tech &amp; Pedagogy</td>
<td>2</td>
<td>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.)</td>
</tr>
<tr>
<td><strong>MUS 366</strong> Vocal Pedagogy &amp; Techniques</td>
<td>1</td>
<td>This course is designed for advanced singers who wish to gain techniques and practice in teaching vocal technique, both in working with individual voice lessons and with choral groups. This course is required for the vocal tracks of the director of parish music (DPM) program and the music teaching major. Activities include leading warm-ups and teaching peer voice lessons. (Offered even falls. Prerequisites: private voice study and consent of instructor. Studio course.)</td>
</tr>
<tr>
<td><strong>MUS 367</strong> Percussion Tech &amp; Pedagogy</td>
<td>1</td>
<td>This course acquaints students with the techniques and challenges of teaching and playing percussion instruments. (Offered even springs. Prerequisite: music reading ability. Studio course.)</td>
</tr>
<tr>
<td><strong>MUS 368</strong> Jazz Improvisation</td>
<td>1</td>
<td>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.)</td>
</tr>
<tr>
<td><strong>MUS 369</strong> Art of Accompanying</td>
<td>1</td>
<td>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.)</td>
</tr>
<tr>
<td><strong>MUS 424</strong> Keyboard Literature</td>
<td>2</td>
<td>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 or 121, MUS840 or other previous private piano study.)</td>
</tr>
<tr>
<td><strong>MUS 425</strong> Choral Literature</td>
<td>2</td>
<td>A study of the choral literature from the Renaissance through the present (including global choral music) forms the material for this course. Choral composers and representative compositions from each era are studied. The historical perspective on choral music is discussed and a filing card reference library developed. (Offered odd falls. Prerequisites: MUS120 or 121, MUS202 or consent of instructor.)</td>
</tr>
<tr>
<td><strong>MUS 426</strong> Instrumental Literature</td>
<td>2</td>
<td>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 or 121, MUS202 or consent of instructor.)</td>
</tr>
<tr>
<td><strong>MUS 427</strong> Organ Literature</td>
<td>2</td>
<td>This course surveys organ literature of various historical, national, and stylistic types. Historical organ design, performance practice and aesthetics are emphasized. (Offered even falls.) Prerequisite: MUS120 or 121.</td>
</tr>
<tr>
<td><strong>MUS 430</strong> History of Sacred Music</td>
<td>4</td>
<td>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.)</td>
</tr>
</tbody>
</table>
MUS 439 Parish Music Admin Field Exp 2 This course offers experiences in parish music under the supervision of a cooperating parish musician. Activities include directing choirs, leading and accompanying congregational singing, performing attendant music, working with instrumentalists and cantors, planning worship, and composing practical service music. (Offered on demand. Prerequisite: approval of Music Department.)

MUS 440 Church Organist 2 This course examines the role of the organist in Lutheran worship and seeks to prepare organists to provide effective leadership of hymns and liturgy. (Offered on demand. Prerequisite: 4 semesters of MUS850 - Private Organ Study or consent of instructor. Studio course.)

MUS 441 Organ Improvisation 2 In this course, students are challenged to introduce a greater degree of creativity into their service playing, to develop keyboard skills necessary for improvisation and to practice basic procedures for improvising choral preludes and intonations. (Offered on demand. Prerequisites: 2 semesters of MUS850 - Private Organ Study, MUS202, Studio course.)

MUS 444 Instrumental Arranging 1 Instrumental arranging focuses on the practical aspects of scoring and is approached in terms of understanding how composers have traditionally written for instrument(s) and ensembles. (Offered even springs. Prerequisites: MUS301, current or previous enrollment in MUS202.)

MUS 445 Choral Arranging 1 This course is designed for the musician wishing to make effective settings for choral groups. (Offered odd springs. Prerequisites: MUS301, current or previous enrollment in MUS202.)

MUS 456 Choral Conducting & Methods 2 This advanced conducting course will apply and develop the skills gained in MUS261, focusing on leading choirs. Topics will include literature selection/programming for various school and church choirs, choral score study, audition procedures, seating formations, rehearsal planning and execution, working to develop vocal quality and musicianship in rehearsals and administration of church and school choral programs. A major component of the course will be the preparation and conducting of a public choral ensemble performance. Requirement for Vocal Music Education majors and Church Music majors-choral track. (Offered even springs. Prerequisite: MUS261. Studio course.)

MUS 492 Composition Recital 2 The student is challenged to compose a major piece or group of pieces. Students are challenged to begin to develop a personal language, one that gives evidence of skill, imagination and originality and that communicates effectively to an audience. This project is the capstone experience for the Music Major in the Music Theory/Composition track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisite: MUS990) Honors lesson fee applies.

MUS 493 Senior Project Thesis 2 The student will research a musico-logical 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, MUS323 and consent of instructor) Honors Lesson fee applies.

MUS 494 Sr Project: Conducting Recital 2 The student will conduct a public recital of an instrumental and/or vocal ensemble for which they have selected literature, prepared scores, rehearsed the ensemble, and prepared a program. The conducting experience may involve regularly scheduled university ensembles and student organized ensembles. This project is done with the supervision of the appropriate faculty conducting teacher. This is an option for the capstone experience for the Music Major in the Applied Music track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: MUS456 or MUS457 and consent of instructor) Honors Lesson fee applies.

MUS 495 Sr Project: Recital 2 The student will present a public recital on their primary instrument, building on private lesson study over several semesters. This project is done with the supervision of the student's primary applied teacher. This is the capstone experience for the Music Major in the Applied Music track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: MUS99x and consent of instructor) Honors Lesson fee applies.

MUS 712 Shades of Harmony Gospel Choir 1 The multicultural choir consists of students and staff from varying races, cultures and backgrounds who are interested in learning about, experiencing and singing African-American gospel music and spirituals. Gospel music has an improvisational dimension to it and the choir typically learns new music by rote, although music may be provided for choir members. In addition to the choral rehearsals, there will be periodic discussions of the historical aspects of this music and the social atmosphere that brought the songs to life. The choir will occasionally sing for chapel, but will also perform at local area churches, and is expected to expand its performance territory. Any student, staff or faculty member can register for the choir. (No auditions are required)

MUS 713 Jubilate Choir 2 This choir regularly provides music for chapel worship. Special projects include the Fine Arts Christmas Concert and choral worship services throughout the year. While full-year membership is desired, students may audition to enter the choir at semester breaks. Jubilate is an excellent ensemble for students who wish to sing but are involved in other touring ensembles or will be off-campus part of the year as student teachers or interns. (Offered every fall and spring. Prerequisite: choral audition for placement by instructor)

MUS 714 Christus Chorus 2 This group presents major choral works in a series of concerts, including the Fine Arts Christmas and Concert. Weekend tours/retratets and an extended annual spring tour are part of the schedule. Trips abroad are planned occasionally. Auditions are held at the beginning and end of each academic year. Full-year membership is required. (Offered every fall and spring. Prerequisite: choral audition for placement by instructor)

MUS 716 Opera Workshop 2 Exploration of operatic singing, character development, and basic stage movement through workshop activities, class play, and assigned operatic scenes. Open to sophomores, juniors, and seniors. Must also be enrolled in MUS 860 or MUS 960. First time enrollment must be for 2 credits.

MUS 717 Vox 9 2 This is a small vocal ensemble of 4-16 singers focusing on learning and performing vocal jazz literature. The group meets for one rehearsal 90 minutes/week and performs occasionally on campus.

MUS 720 Concert Band 2 Concert Band performs works drawn from worldwide genres. Performances include chapel services, fall and spring concerts, and Commencement. Occasional off-campus performances are also scheduled. (Offered every fall and spring. Prerequisite: prior instrumental experience and seat audition placement.)

MUS 730 Chamber String Ensemble 1 Chamber Ensemble performs works drawn from worldwide genres. Performances include chapel services, fall and spring concerts, and Commencement. Occasional off-campus performances are also scheduled. (Offered every fall and spring. Prerequisite: prior instrumental experience and seat audition placement.)

MUS 739 CSP Ringers 1 This course is open to any student with limited or no handbell experience. It teaches basic handbell techniques. Members of this class will perform 1-2 times/semester in chapel.

MUS 740 Handbell Ensemble 2 This ensemble is open to any student with handbell experience or sufficient music reading ability. It will perform both on campus for chapel services and the Fine Arts Christmas Concert as well as for area congregations. Members of this ensemble may also belong to other music organizations on campus. (Offered every fall and spring. Prerequisites: music reading ability, audition for placement by instructor)

MUS 750 Jazz Band Ensemble 2
Jazz Ensemble and Jazz combos from the group perform works from various jazz styles. Performances include fall and spring concerts, chapel service playing, and occasional off campus performances. (Offered every fall and spring.) Prerequisite: previous instrumental experience.

MUS 760 Percussion Ensemble
The Percussion Ensemble is open to all students and is designed to develop mastery of various percussion instruments. Students will develop and refine percussion techniques through the rehearsal and performance of standard percussion ensemble repertoire.

MUS 782 Chapel Band
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. (Preqquisite: audition by instructor)

MUS 800 Violin
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 801 Viola
1 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 802 Cello
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 803 String Bass
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 810 Flute
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 811 Oboe/English 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 812 Clarinet
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 813 Saxophone
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 814 Bassoon
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 815 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.)
studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 829 Private Jazz Lesson 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 830 Percussion 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 831 Handbell Lesson 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 840 Piano 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 841 Harpsichord 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 850 Organ 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 860 Voice 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 861 Popular/Jazz Voice 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: 4 semesters of MUS860, approval and placement by instructor. Private lesson fee.)

MUS 861 Private Vocal Jazz Lesson 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: 4 semesters of MUS860, approval and placement by instructor. Private lesson fee.)

MUS 870 Guitar 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 872 Private Electronic Music Lesson 1
Private weekly 1/2 hour lesson in using electronic music technology.

MUS 880 Conducting Lessons 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 890 Composition Lessons 1
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 900 Honors 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 Honors 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 Honors 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 Honors 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 Honors 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 Honors 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 Honors 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 Honors Saxophone 2  
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass.  
Each of the above 800 level individual lessons may be taken as weekly one-hour  
lessons with the instructor's approval. Honors lessons may be taken in conjunction  
with recital preparation. All lessons include studio classes scheduled throughout  
the term as a lab time. (Offered every semester. Prerequisites: music reading ability,  
previous study at the 800 level and/or approval and placement by instructor.  
Private lesson fee.)

MUS 914 Honors Bassoon 2  
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass.  
Each of the above 800 level individual lessons may be taken as weekly one-hour  
lessons with the instructor's approval. Honors lessons may be taken in conjunction  
with recital preparation. All lessons include studio classes scheduled throughout  
the term as a lab time. (Offered every semester. Prerequisites: music reading ability,  
previous study at the 800 level and/or approval and placement by instructor.  
Private lesson fee.)

MUS 915 Honors Recorder 2  
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass.  
Each of the above 800 level individual lessons may be taken as weekly one-hour  
lessons with the instructor's approval. Honors lessons may be taken in conjunction  
with recital preparation. All lessons include studio classes scheduled throughout  
the term as a lab time. (Offered every semester. Prerequisites: music reading ability,  
previous study at the 800 level and/or approval and placement by instructor.  
Private lesson fee.)

MUS 920 Honors Trumpet 2  
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass.  
Each of the above 800 level individual lessons may be taken as weekly one-hour  
lessons with the instructor's approval. Honors lessons may be taken in conjunction  
with recital preparation. All lessons include studio classes scheduled throughout  
the term as a lab time. (Offered every semester. Prerequisites: music reading ability,  
previous study at the 800 level and/or approval and placement by instructor.  
Private lesson fee.)

MUS 921 Honors Trombone 2  
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass.  
Each of the above 800 level individual lessons may be taken as weekly one-hour  
lessons with the instructor's approval. Honors lessons may be taken in conjunction  
with recital preparation. All lessons include studio classes scheduled throughout  
the term as a lab time. (Offered every semester. Prerequisites: music reading ability,  
previous study at the 800 level and/or approval and placement by instructor.  
Private lesson fee.)

MUS 922 Honors French Horn 2  
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass.  
Each of the above 800 level individual lessons may be taken as weekly one-hour  
lessons with the instructor's approval. Honors lessons may be taken in conjunction  
with recital preparation. All lessons include studio classes scheduled throughout  
the term as a lab time. (Offered every semester. Prerequisites: music reading ability,  
previous study at the 800 level and/or approval and placement by instructor.  
Private lesson fee.)
NUR 475 Nursing Capstone
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 health and emergency/disaster preparedness are explored. Health policy will be analyzed within and outside the United States and as to its impact on health disparities, health, the healthcare experience, and cultural competence of those delivering the care. The Christian ethic of social justice will be further examined as it relates to populations and reducing health disparities. A practice experience designed to meet the requirements for the Minnesota Board of Nursing Public Health Nursing Registration is included, which involves completion of a community health assessment. In addition, a proposed public health program with population focused nursing interventions will be identified through collaboration with community agencies. Lastly, measurable health-related outcomes for the community/population assessed will be identified.

NUR 475 Nursing Capstone
This capstone course emphasizes reflective practice and integration of learning obtained during student's liberal arts and fundamental nursing course journey. Students will refine their personal philosophy of nursing, to include his/her beliefs regarding the four major concepts of nursing (nurse, client, health, and environment) and their interface to the interprofessional team, and the evolving context of healthcare.

NUR 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 health and emergency/disaster preparedness are explored. Health policy will be analyzed within and outside the United States and as to its impact on health disparities, health, the healthcare experience, and cultural competence of those delivering the care. The Christian ethic of social justice will be further examined as it relates to populations and reducing health disparities. A practice experience designed to meet the requirements for the Minnesota Board of Nursing Public Health Nursing Registration is included, which involves completion of a community health assessment. In addition, a proposed public health program with population focused nursing interventions will be identified through collaboration with community agencies. Lastly, measurable health-related outcomes for the community/population assessed will be identified.
the profession. An e-professional portfolio will be created and compiled by each student.

OML 300 Group Dynamics & Org Cult
In this course, students study group behavior and development, especially focusing on relationships of groups within organizations. Students examine organizational complexity, learn to analyze group and individual decision making techniques, determine various roles within organizational groups, and identify decision making skills and effective collaborative styles for efficient group management within the complexities of varying organizational cultures.

OML 310 Systems Theory & Org Behav
This course trains leaders to observe and manage patterns and relationships within the organizational system as a whole, especially the impact of individuals, groups, structure, and environment on motivation and decision making. Organizational Systems concepts are used to analyze organizational behavior, facilitate and manage change, and find creative ways for leaders to address unique organizational behavior issues in positive ways.

OML 320 Org Res & Decision Making
This course explores basic research methodologies in the context of organizational management. Professional research articles are evaluated and analyzed with an emphasis on reading and understanding research. Basic statistical terms and concepts are taught and analyzed. Students also focus on the writing tasks of the research process. Many assignments dovetail with the synthesis project which is developed throughout the OML program, ending with OML 450.

OML 330 Strat Plng & Project Mgmt
This course addresses the practical aspects of working with teams in a project environment. Students will learn the basics of strategic planning theories, effective project management, and applications that contribute toward organizational success, along with a functional application of project management software that helps manage the research project and other organizational challenges.

OML 340 Interpers & Intercult Comm
This course explores interpersonal and organizational communication strategies and interpersonal relationship skills essential for creating a productive work environment in the diverse intercultural and global setting of the United States. Students explore language, non-verbal communication, context, constructive dialog, and global and multi-cultural implications of effective communication on an organizational setting as they explore the values, beliefs, customs and perceptions represented in various kinds of multi-cultural themes and create effective communication models.

OML 410 Financial & Strategic Ldrshp
This course explores major concepts of corporate finance within an organizational context, including basic accounting terms, budgeting, the time-value of money, and global considerations. Students learn to use standard financial tools that allow accurate business assessments leading to effective financial decisions important for leaders and managers in any organization. Financial analysis and strategic planning integrate in a culminating case study.

OML 420 Personal & Org Mgmt
Students examine key elements of management and leadership theory, including planning, organizing, motivation, feedback, and accountability. Students will analyze management and supervision styles and techniques to develop creative solutions to personal and organizational issues.

OML 430 Innovative Marketing
Students use market research skills and the Five P’s of Marketing (place, price, product, promotion and people) as the context for understanding and researching customer needs and wants, advertising, branding, and market niches, all leading up to the development of a Marketing Plan.

OML 440 Applied Synthesis Project
This course is the culmination of the synthesis project that has been developed throughout the program. Students submit their complete written synthesis project and give a formal presentation of the project’s content to the instructor and the cohort.

OML 450 Pers & Org Values & Ethical Ld
In this final capstone course, students explore and assess their personal value systems, organizational mission and values, and diverse global characteristics, and explore their moral and ethical base to develop strategies for leading and managing from that ethical foundation in a Christian and secular context.

OML 452 Managing Talent & Organization
Learn the fundamentals of how people contribute talent and capabilities to work as an interconnected organizational unit. Examines key elements of organizational management theory, including planning, organizing, motivation, feedback, and accountability. Explores a range of management and supervision styles and techniques that contribute to creative solutions to personal and organizational issues. (Prerequisites: BUS 380, BUS 382, BUS 384, BUS 386, BUS 388)

OML 454 Change Mgmt & Decision Making
Explore basic research methodologies for use in organizational change management. Learn to identify and analyze root causes and symptoms, focusing in on the characteristics of each. Develop skills in reading, analyzing, and understanding the application of research as it relates to making successful organizational change and aiding in the decision making process. Apply creative problem solving based on solid organizational research to the majorâ€™s capstone project and for future organizational applications. (Prerequisites: BUS 380, BUS 382, BUS 384, BUS 386, BUS 388)

OML 456 Systems Theory & Strateg Plng
Gain insight into the foundational components of an organization as a complex system of interacting people and dynamics. Learn to observe and manage patterns and relationships within an organizational system, especially the impact of individuals, groups, structure, and environment on motivation and decision making. Explore how systems concepts can be used to analyze organizational behavior, facilitate change, and find creative ways for leaders to address unique organizational behavior issues. Learn the basics of strategic planning. (Prerequisites: BUS 380, BUS 382, BUS 384, BUS 386, BUS 388)

OML 458 Comm Across Orgs & Cultures
Explore interpersonal and organizational communication strategies essential for creating a productive work environment in diverse intercultural and global settings. Examine the importance of dynamics of language, non-verbal communication, context, constructive dialog, and the global and multi-cultural implications of effective communication on an organizational setting. Gain skills to analyze the values, beliefs, customs, and perceptions represented in various kinds of multi-cultural themes to create effective communication models. (Prerequisites: BUS 380, BUS 382, BUS 384, BUS 386, BUS 388)

OML 460 Ethical Leadership Solutions
Examine the relationship of personal values, beliefs, and an ethical core as a critical component of professionalism. Explore the role of values and ethics in organizational change, mission development and implementation, and decision making. Develop a basic use of primary and secondary data sources as relevant components of organizational decisions. Learn the role of critical reflection on research, ethics, leadership, and the decision-making process. Students submit a final capstone paper. (Prerequisites: BUS 380, BUS 382, BUS 384, BUS 386, BUS 388)

OP 505 Lower Extremity Orthotic Mgmt
This course integrates current principles in human movement, pathology, functional assessment and measurement. Principles are then applied through the formulation and implementation of an orthotic treatment plan. The students will research, design, fabricate, and fit functional and accommodative orthotic devices for the lower limb.

OP 510 Spinal Orthotic Management
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 Upper Extremity Orthotic Mgmt
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 Trans-Tibial Prosthetic Mgmt
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 Stat Analysis
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 Trans-Femoral Prosthetic Mgmt 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 Upper Extremity Prosthetic Mgt 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 Orth & Prosth Practice Mgmt 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 Internet and literature are used to obtain current information. The course is applicable to students majoring in pre-medicine, pre-engineering, biology, chemistry, mathematics, and science education. (Prerequisite: One year of high school physics and Calculus I)

PHS 222 General Physics II-Cal Based 4
This calculus-based course deals with the areas of electricity and magnetism, light and optics and modern physics. Physics concepts related to these topics are presented, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics' concepts and model practical situations. The Internet and literature are used to obtain current information. The course is applicable to students majoring in pre-medicine, pre-engineering, biology, chemistry, mathematics, and science education. (Prerequisite: PHS221)

POL 131 American Government 4
This course introduces the student to mechanics, institutions, problem and principles of American national government. It stresses the relationship of constitutional principles to American political practice. Emphasis is placed on change in the political environment and judicial interpretation of constitutional tenants as major factors in a viable and dynamic American political system. Racial and Ethnic minorities are also examined in this course.

POL 242 State & Local Government 4
State and local government is the primary contact a citizen has with government. In a creative learning experience students use Minnesota Legislature as their laboratory for learning and participating in the governmental process.

POL 243 Contemporary Global Problems 4
Survey and examination of the current issues and problems around the world. Course will also discuss themes and approaches in the study of global politics. Students will specifically examine how the current global system is constructed and how nations interact. Topics include contemporary issues like globalization, trade, immigration, war and peace, arms control, terrorism, climate change, and global poverty. This course fulfills the Global Studies General Education requirement.

POL 337 Parties, Campaigns, & Election 4
Analysis of party organizations, campaigns, and presidential and congressional elections in the United States. Attention will be given to state and local party structures and activities, third-party movements, and historical patterns of voting behavior.

POL 487 Readings Seminar 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.

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 Dev 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 & Ad Dev Psy for K-12 Ed 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 Psy 4
This course is a scientific study of development from prenatal life through late adulthood, with emphasis on the interplay of physiological processes, heredity and environment. This chronological review addresses physical, cognitive, social and emotional changes across the lifespan. Students observe children in the campus Early Childhood Center or in a similar setting off campus. (Prerequisites: PSY 101)

PSY 300 Cognition, Learn & 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 330 Introduction to Counseling 4
Basic theory, principles, and techniques of counseling and its application to counseling settings are explored. In addition, students develop counseling skills in the following three theoretical areas: person-centered therapy, behavioral contracting, and reality therapy. The student becomes both teacher and subject in experiential laboratory sessions. (Prerequisite: 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 Intro to Industrial/Org Psych 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 Intro 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 Meth/Stats Appl 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. (Prerequisite: PSY380)

PSY 490 Biology of the Mind 4
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)

PUL 220 Epidemiological Foundations 4
This course is designed to provide students with a historical background in epidemiological studies. The course is also designed to expose students to the principles and concepts necessary for understanding the basics of epidemiological activity and classical epidemiological investigations. By applying knowledge from a range of disciplines, epidemiologists are able to more adequately study disease, wellness and other health-related events in populations. The ultimate goal of this course is to stimulate a desire for further education in epidemiological course work.

PUL 301 Principles of Healthcare Syst. 4
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 & Regulatory Req. 4
The focus of this course is to examine the role law plays in the everyday operation of our health care system from the management perspective. Key topics will include: The Affordable Care Act of 2010, Corporate Compliance and Integrity, Fraud and Abuse, health care laws, and health care regulatory agencies. Laws and bills related to health care in the State of Minnesota will be examined and followed.

PUL 329 Advances in Pharmacology 4
This course is designed to help broaden the health care professional's knowledge of pharmacology. Topics include types and effects of drugs, including diagnostic imaging contrast media. Pharmacology, pharmacokinetics, and pharmacodynamics of drugs commonly used in ancillary health care are presented. Students taking this course will also study the most recent FDA approved medications and understand the current state of respiratory care practice in today's health care environment.

PUL 330 Multi-Specialties in Resp.Thr 4
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.
This course focuses on the advanced medical and respiratory care needed for the critically ill adult patients. Among the topics covered are cardiopulmonary assessment of trauma, postsurgical, cardiac and renal patients. The course will also provide instruction in advanced cardiac life-support.

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.

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 healthcare information and management systems that contribute to ensuring quality patient care.

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.

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.

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.

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 included is the study of cell response to radiation and chemotherapy.

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.

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.

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.
to the research project. Emphasis may be given to molecular biology, cell and bacterial culture, or HP-LC mass spectrometry. This course is intended for students with little to no research experience. Students will meet during regularly scheduled class time to learn techniques and design experiments. Time will be required outside of class to carry out and maintain experiments. (Prerequisites: BIO130 and CHE115)

SCI 450 Special Topics
The topic for this course will vary each semester from a wide range of current scientific research. Students will read background material, participate in discussions and complete writing assignments. (Prerequisite: Minimum grade of C- in BIO120)

SCI 456 Research in Science
This course offers students the opportunity to do original research in science under the direction of university faculty. When applicable, the research will result in a presentation at a research symposium. This advanced course is intended for students with prior research experience. (Prerequisite: Minimum grade of C- in BIO120 and instructor approval)

SLS 300 Intro 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 400 Sales Mgmt & Bus. Devlpmnt
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. (Prerequisite: SLS300)

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 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 Intro 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 MN Criminal Codes & 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.) Prerequisite: SOC152

SOC 351 Juvenile Justice
This 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
Though this course addresses the primary purposes and functions of policing, instructional priorities include scientific police management; the dynamics of community policing; theories underlying crime prevention and control; the ability of law enforcement to effectively address cultural diversity, police ethics, emerging technologies, and the application of Constitutional and Minnesota State law and procedures to current practice. (Prerequisites: SOC152, SOC256)

SOC 353 Themes in Adult Dev & Aging
This course explores a variety of themes in development throughout the lifespan beginning with youth and ending in the last stages of adulthood including aging, death and dying. Lifespan, sociological, psychological, and family science perspectives will be used to examine a variety of themes. (Prerequisite: SOC152)

SOC 354 Sociology of Law
This course examines the formal, public responses to crime. It includes a discussion of the nature of criminal law and its purposes and the classification and grading of various criminal wrongs. Case law examples are used to enable students to understand, critique and apply criminal laws to situations in contemporary society. (Prerequisites: SOC152, SOC256 or consent of instructor)

SOC 357 Class and Community
This course analyzes the nature and functions of American social class and community life. The primary focus is on patterns of social inequality and resulting systems of stratification, both of which are evaluated in terms of their consequences for the individual and the community. The debate of rights versus responsibilities forms the basis of inquiry into the individual-community relationship. (Prerequisite: SOC152)

SOC 358 Minority Groups
Students study various racial, ethnic, and other social groups in the broad context of American society. Attention is given to the concept of minority status as it relates to prejudices, discrimination and segregation in contemporary life. (Prerequisite: SOC152)

SOC 359 Social Welfare: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)

SOC 452 Social Organization
This course addresses the fundamental question of how and why social organization is possible. Attention is given to major concepts and theories of social structure, forms of social organization (groups, communities, networks, formal organizations), basic social processes (integration, differentiation, regulation, change), the emergence of social organization from individual decision-making, and the sociology of work and occupations. (Prerequisite: SOC152)

SOC 453 Social Theory
This class provides an overview of classic and contemporary theory including a discussion of the works of Karl Marx, Max Webber, Georg Simmel, Emile Durkheim, George Herbert Mead, Talcott Parsons, Ralf Dahrendorf, Anthony Giddens, and others. Social theory is examined as a continually evolving process that both inspires and enlightens sociological research. **This course serves as the capstone experience for the sociology major. (Prerequisite: SOC152)

SPA 101 Beginning College Spanish I
This course introduces basic vocabulary along with present and past tense verbs. Cultural notes and short readings are included along with the basic grammar. Immediate use of the language is encouraged.

SPA 102 Beginning College Spanish II
This course continues vocabulary building through short readings and dialogues in simulated real-life situations. Grammar concentrates on past-tense review, present subjunctive, perfect tenses, the future, commands, and object pronouns. Cultural readings and film are included. (Prerequisite: SPA101 Beginning Spanish I or equivalent; usually 2 years of high school Spanish)

SPA 201 Intermediate College Spanish I
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:
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPED 583</td>
<td>Collab in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A Study and applied practice in collaboration teaching between general educators and special educators and paraprofessionals in both settings</td>
<td></td>
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<tr>
<td>SPED 584</td>
<td>Intrv. Stdnt w/Emot &amp; Behv Dis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Application of evidenced-based interventions focused on behavioral, psycho-educational, medical and ecological theories for working with youth with EBD in educational settings</td>
<td></td>
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<tr>
<td>SPED 586</td>
<td>Learners &amp; Disab. Educ Assess</td>
<td>3</td>
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<tr>
<td></td>
<td>Development of competencies in the use and interpretation of instruments to measure educational achievement, learning discrepancies, and inferential thinking and conceptual development</td>
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<tr>
<td>SPED 589</td>
<td>Collaborative Consult. SPED</td>
<td>3</td>
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<tr>
<td></td>
<td>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</td>
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<tr>
<td>SPED 590</td>
<td>Tchg Stds/Mth or Lang Dif</td>
<td>3</td>
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<tr>
<td></td>
<td>An examination of the mathematical and writing needs of learners in contemporary classrooms and research-based practices for meeting those needs</td>
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<tr>
<td>SPED 591</td>
<td>Applied Experience in LD</td>
<td>3</td>
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<tr>
<td></td>
<td>Students complete supervised practice in teaching learners with special needs. Specialized methods and ongoing diagnosis are used within a clinical setting. (Prerequisites: All course work within specified licensure program.)</td>
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<tr>
<td>SPED 593</td>
<td>Appl Exp Autism Spec Disorder</td>
<td>3</td>
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<tr>
<td></td>
<td>Supervised practice in teaching learners with special needs. Specialized methods and ongoing diagnosis are used within a clinical setting</td>
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<tr>
<td>SPED 595</td>
<td>Applied Experience in EBD</td>
<td>3</td>
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<tr>
<td></td>
<td>Students complete supervised practice in teaching learners with special needs. Specialized methods and ongoing diagnosis are used within a clinical setting. Prerequisites: All course work within specified licensure program.</td>
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<tr>
<td>SPED 596</td>
<td>Behavior Management</td>
<td>3</td>
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<td>An examination of positive behavior teaching and support for promoting acceptable behavior in school and grounded in research based interventions</td>
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<tr>
<td>SPED 598</td>
<td>Fund. Emotn &amp; Behv Disorders</td>
<td>3</td>
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<td></td>
<td>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</td>
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<tr>
<td>SSS 101</td>
<td>CSP Seminar</td>
<td>2</td>
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<td></td>
<td>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.</td>
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<tr>
<td>SSS 110</td>
<td>College Reading</td>
<td>2</td>
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<td>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.</td>
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<tr>
<td>SSS 120</td>
<td>College Turning Points</td>
<td>2</td>
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<td>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.</td>
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<tr>
<td>SSS 125</td>
<td>Learning to Lead</td>
<td>4</td>
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<td>This course will enable students to develop the necessary skills to lead themselves academically, personally and professionally. This course will teach students about the resources and technology available to assist in their academic success. Specific topics of time management and goal setting will lead students to develop and utilize appropriate study techniques. Topics in life skills will lead students to a better understanding of self and others, and encourage the development and</td>
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</tbody>
</table>
THL 300 Biblical Heritage of Christian 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 201 Old Testament 3
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 Porphets and Writings.

THL 205 Hist & Lit 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 Porphets and Writings. Students begin to use the tools of Biblical interpretation and practice reading texts in their historical and literary contexts.

THL 206 New Testament 3
An introduction to the historical context and literature of the New Testament. Students master the stories and teachings of early Christianity, and grow in their ability to read texts of the Bible in their historical and literary contexts.

THL 219 Princ Biblical Interpretation 3
As an introduction to principles and methods of Biblical interpretation as employed by Lutherans with a high view of the Scriptures, students will focus on learning and practicing methodological models for studying and interpreting Biblical literature. Special attention will be given to the study of the historical/cultural context and literary nature of the inspired text. Prerequisites: THL 201 and THL 206.

THL 241 Church History 3
A panoramic survey of Christian history and thought from the apostolic age to the present. As such, the course traces the church's institutional history, its theology, its worship life, and the history of its missionary expansion against the larger political, intellectual, and socio-cultural back drop. This course is required for the minor in Confessional Lutheranism. It is not a general education course.

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 206 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 206 or THL 215).

THL 325 Goodness, Justice & Christ Fth 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 206 or THL 215).

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: THL 100 or THL 206 or THL 215).

THL 342 Athens and Jerusalem 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: THL 100 or THL 206 or THL 215).

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: THL 100 or THL 206 or THL 215).

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 Hishan, Al-Waqidi, and some later writers. Students will gain skill and confidence in reading ancient texts and understanding the historical, social, and religious trends that shaped the ancient world. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 206 or THL 215).

THL 352 Is God Green? 4
Drawing on the resources of Christianity and other religions, this course examines issues of ecology, sustainability and human health (broadly conceived). Students will explore the significance of Biblical themes of creation and new creation as they consider 21st century ethical choices for the care of the cosmos and the human community. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 206 or THL 215).

THL 353 Varieties of Beliefs 4
From a Christian perspective, this course explores the varieties of human religious beliefs. Major religions are surveyed in terms of artifacts, behaviors, emotions, beliefs, values, world views, and histories. The course will cover Animism, Buddhism, Hinduism, Judaism, Islam, and Christianity, with special attention in the latter case devoted to the Christian denominations of North America. Prerequisites: THL 100 or THL 206 or THL 215.

THL 356 One Nation under God? 4
THR 101 Introduction to The Theatre 2

THR 111 Theatre in Practice I 1

THR 112 Theatre in Practice II 2

THL 100 Introduction to Theology 3

THL 101 Christian Ministry & Practice 3

THL 111 Theatre in Practice I 1

THL 112 Theatre in Practice II 2

THL 120 Asian Christian Studies 3

THL 121 Christian Interpretation 3

THL 122 Women in Theology 3

THL 160 Introduction to Dance 3

THL 201 Dance for Musical Theatre 3

THL 202 Intermediate Dance Technique 3

THL 203 Advanced Dance Technique 3

THL 204 Dance History 3

THL 205 Dance Composition 3

THL 206 Dance and Culture 3

THL 215 Survey of Modern Theology 3

THL 251 Stagecraft 4

THL 260 History of Theatre and Drama 4

THL 261 Theatre Production 4

THL 262 Modern Dance Technique 3

THL 263 Jazz Dance Technique 3

THL 264 Dance in Contemporary Culture 3

THL 265 Dance and Society 3

THL 266 Dance and Technology 3

THL 267 Dance and Performance 3

THL 268 Dance and Social Justice 3

THL 269 Dance and Diversity 3

THL 270 Dance and Community 3

THL 271 Dance and Identity 3

THL 272 Dance and Globalization 3

THL 273 Dance and Business 3

THL 274 Dance and Law 3

THL 275 Dance and Ethics 3

THL 276 Dance and Technology in Performance 3

THL 277 Dance and Performance Art 3

THL 278 Dance and Performance Technology 3

THL 279 Dance and Performance Psychology 3

THL 280 Dance and Performance Sociology 3

THL 281 Dance and Performance Anthropology 3

THL 282 Dance and Performance History 3

THL 283 Dance and Performance Economics 3

THL 284 Dance and Performance Geography 3

THL 285 Dance and Performance Environmental Science 3

THL 286 Dance and Performance Psychology of Movement 3

THL 287 Dance and Performance Psychology of Music 3

THL 288 Dance and Performance Psychology of Dance 3

THL 289 Dance and Performance Psychology of Movement Science 3

THL 290 Dance and Performance Psychology of Movement Education 3

THL 291 Dance and Performance Psychology of Movement Therapy 3

THL 292 Dance and Performance Psychology of Movement Research 3

THL 293 Dance and Performance Psychology of Movement Practice 3

THL 294 Dance and Performance Psychology of Movement Instruction 3

THL 295 Dance and Performance Psychology of Movement Development 3

THL 296 Dance and Performance Psychology of Movement Assessment 3

THL 297 Dance and Performance Psychology of Movement Evaluation 3

THL 298 Dance and Performance Psychology of Movement Policy 3

THL 299 Dance and Performance Psychology of Movement Legislation 3

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THL 355 Dance and Performance Psychology of Movement Advocacy Development 3

THL 356 Dance and Performance Psychology of Movement Advocacy Evaluation 3

THL 357 Christianity & the Media 4

THL 358 Christianity & the Media 4

THL 359 Christianity & the Media 4

THL 360 Christianity & the Media 4

THL 361 Christianity & the Media 4

THL 362 Christianity & the Media 4

THL 363 Christianity & the Media 4

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THL 366 Christianity & the Media 4

THL 367 Christianity & the Media 4

THL 368 Christianity & the Media 4

THL 369 Christianity & the Media 4

THL 370 Christianity & the Media 4

THL 371 Mission of God 4

THL 372 Mission of God 4

THL 373 Mission of God 4

THL 374 Mission of God 4

THL 375 Mission of God 4

THL 376 Mission of God 4

THL 377 Mission of God 4

THL 378 Mission of God 4

THL 379 Mission of God 4

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THL 398 Mission of God 4

THL 399 Mission of God 4

THL 400 Mission of God 4

THL 401 Mission of God 4

THL 402 Mission of God 4
combinations, and across the floor patterns. Students will learn a choreographed jazz dance and perform in a final student showcase.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THR 291</td>
<td>Scene Painting</td>
<td>1</td>
</tr>
<tr>
<td>THR 302</td>
<td>London Theatre Tour</td>
<td>2</td>
</tr>
<tr>
<td>THR 321</td>
<td>Acting II</td>
<td>4</td>
</tr>
<tr>
<td>THR 356</td>
<td>Costume Design</td>
<td>4</td>
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<tr>
<td>THR 357</td>
<td>Lighting &amp; Sound</td>
<td>4</td>
</tr>
<tr>
<td>THR 364</td>
<td>Tap Dance Technique</td>
<td>3</td>
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<tr>
<td>THR 365</td>
<td>Dance History</td>
<td>3</td>
</tr>
<tr>
<td>THR 366</td>
<td>Choreography/Composition</td>
<td>3</td>
</tr>
<tr>
<td>THR 367</td>
<td>Ballet Technique</td>
<td>3</td>
</tr>
<tr>
<td>THR 445</td>
<td>Theatre Hist, Theory &amp; Lit I</td>
<td>4</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>THR 446</td>
<td>Theatre History, Theory &amp; Literature II</td>
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<td>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.</td>
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<tr>
<td>THR 478</td>
<td>Directing</td>
<td>4</td>
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<td>Studio course focusing on the basic fundamentals of stage direction. Script analysis and directorial concepts are executed throughout the semester in preparation for a final prepared performance in the form of a one act play or excerpt from a full-length play. As directing requires knowledge of many aspects of the theatrical art, this course is seen as a culminating activity taken after a solid foundation of other theatre course work. Attendance at area productions is required. (Prerequisite: THR 241)</td>
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<tbody>
<tr>
<td>URB 201</td>
<td>Mission Shift Institute I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course introduces students to south Minneapolis, exposing them to the issues and topics they will study in greater detail in other U4C courses.</td>
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</tr>
<tr>
<td>URB 202</td>
<td>Mission Shift Institute II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course continues the introduction of students to south Minneapolis, exposing them to the issues and topics they will study in greater detail in other U4C courses.</td>
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</tr>
<tr>
<td>URB 310</td>
<td>Principles of Urban Ministry</td>
<td>3</td>
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<td>This course is intended to provide the learner with an introduction to theory and methodology of urban ministry from a Biblical perspective. An overview of the history, theological trends, leadership and future of urban service, with attention to Biblical principles for evaluating the strengths and weaknesses of urban service and designs will be covered to give the students a greater understanding of urban service.</td>
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<td>URB 320</td>
<td>History and Contemp Issues</td>
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<td>This class is designed to give students a thorough understanding of the history and development of Minneapolis as well as its current trends and challenges. It gives the student and in-depth understanding of the milieu in which he or she will be studying the rest of the urban classes. The course will be taught using various learning methods including reading, lectures, discussions, research, writing, field trips, media presentations and guest speakers. As in integrative approach, the students will engage in a combination of classroom preparations, field experience and post-experience analysis, creating a critical reference point for the student to deepen his or her Christian worldview, cross-cultural engagement, and understanding of diverse social and cultural contexts.</td>
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<td>URB 330</td>
<td>Demographics and Research Mthd</td>
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<td>This class instructs students in the methods and procedures on how to conduct and read urban demographics. The class will focus on the consumption of demographic material to make competent, strategic decisions. The class will also require students to conduct mini-research projects to further their understanding of compiling demographic decisions.</td>
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<tr>
<td>URB 340</td>
<td>Urban Service Issues</td>
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<td>This class is designed to give students a good understanding of several interrelated areas of urban service. The students will learn from practitioners and specialists in each of the following areas: chemical dependency (including detox, intervention strategies, treatment methods, community resources, 12-step programs, etc.), teen pregnancy, prostitution and the sex industry, HIV/AIDS, Homeland Security/INS, domestic violence, narcotics distribution and gangs.</td>
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<tr>
<td>URB 410</td>
<td>Urban Social Psychology</td>
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<td>This course will cover various phenomena related to social influence - the power of people to affect, persuade, or control the beliefs or behaviors of others. The student will become familiar with fundamental topics in social psychology, such as perception, motivation, attitudes, and attitude change.</td>
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<td>URB 420</td>
<td>Intercult Com in Urban Setting</td>
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<td>This course emphasizes parallels in learning a language and learning a culture in the urban, cross-cultural context. Course assignments and discussions are designed for application in everyday encounters with individuals from other cultures within the city.</td>
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<tr>
<td>URB 430</td>
<td>Urban Econ, Entrep, Comm Devlp</td>
<td>3</td>
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|             | This course is a study of the process of forming and managing a non-profit organization, with a focus on the unique contributions and characteristics of faith-based organizations. Students will spend eight hours on-site at a local
ministry non-profit, attending board meeting, interviewing the chief executive and observing programs. Through this field study, students will witness the application of the concepts taught in class and will be asked to assess the various aspects of the non-profit they are studying. In addition, students will develop an overall concept/vision for a non-profit organization they would like to start and will develop a strategic plan and case statement for it.

URB 440 Race and Ethnicity in America 3
In this course students will examine the issues surrounding race relations in the United States. This examination will include some of the history of race relations leading up to the most current racial climate. The class will develop a Biblical grid through which to understand the issues. Students will not only study the issues but also learn to think critically about Christian and secular models currently offered to solve racial problems in our nation. The class will also attempt to recast valuable secular models into Biblical categories. The class will suggest alternative modes of thinking about race relations to those concerned individuals and institutions in our culture.

URB 498 Urban Ministry Fall Internship 3
Supervised experience in a non-profit/ministry in the urban, cross-cultural context. This course requires ministry involvement totaling 50 hours per credit in the area of the student's emphasis.
A weekly internship seminar will guide the student through the entire internship experience.

URB 499 Urban Ministry Spring Intern 3
Supervised experience in a non-profit/ministry in the urban, cross-cultural context. This course requires ministry involvement totaling 50 hours per credit in the area of the student's emphasis.
A weekly internship seminar will guide the student through the entire internship experience.