



2023-2024

# UNDERGRADUATE ACADEMIC CATALOG

**CONCORDIA  
UNIVERSITY**  
WISCONSIN & ANN ARBOR

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# UNDERGRADUATE CATALOG



## The University

Concordia University is one of six colleges or universities in the Concordia University System, an entity of The Lutheran Church - Missouri Synod. We operate two residential campuses, Concordia University Wisconsin in Mequon, Wisconsin and Concordia University Ann Arbor in Ann Arbor, Michigan.

### Mission Statement

Concordia University is a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and the world.

### Vision Statement

Our vision is to be well known nationally and internationally as a premier Lutheran Christian university, widely recognized for meaningful integration of faith and learning. Our alumni will assume significant servant leadership responsibilities in the Church and communities across the nation and around the world.

### Concordia's Vision is Vigorously Pursued in Four Critical Ways:

#### We are a Faith and Learning Centered Higher Education Community.

Concordia students learn in innovative Christ-centered environments that are guided by comprehensive assessment. Our faculty, staff and University administrators are role models and servant leaders. Our

Christian faculty excel in teaching and mentoring, and successfully connect to faith to learning. Our academic programs are rigorous and diverse, consistent with the needs of the Church and our communities.

#### We Plan for Purposeful Growth.

Students grow as they develop in mind, body and spirit. Concordia grows as we reach more people with our mission. Our campuses, facilities, human and financial resources, and infrastructure expand to support a robust student experience in a welcoming environment that results in the professional, social, academic and spiritual formation of all Concordians.

#### We Make an Impact Through Service and Leadership.

Concordia impacts the Church and the world, developing globally-minded citizens who transform lives, influence communities, and value their neighbors near and far, through Christ-like service and leadership.

#### We Champion Access and Opportunity for All Learners.

We provide access to the highest value higher education experience. As a result, Concordia students discover and develop their vocations. Rigorous assessment of our academic offerings, university services, delivery systems, and market and organizational performance result in continuous improvement of the Concordia experience, which enables our students to pursue and persist in their chosen career paths.

## University Contact Information

### Concordia University, Inc.

12800 North Lake Shore Drive, Mequon, Wisconsin 53097-2402,  
Telephone: 262.243.5700, Website: [www.cuw.edu](http://www.cuw.edu)

### Campus Information

#### Concordia University Wisconsin

12800 North Lake Shore Drive, Mequon, Wisconsin 53097, Telephone:  
262.243.5700, Website: [www.cuw.edu](http://www.cuw.edu) (<https://www.cuw.edu>)

#### Concordia University Ann Arbor

4090 Geddes Road, Ann Arbor, Michigan 48105, Telephone: 734-995-7300,  
Website: [www.cuaa.edu](http://www.cuaa.edu) (<https://www.cuaa.edu>)

## Administrative Officers

Position	Name
President	Erik Ankerberg
Executive Vice President and Chief Operating Officer	Allen Prochnow
Chief of Staff, Interim	William Cario
Senior Vice President, Finance & CFO	Roy Peterson
Provost and Chief Academic Officer, Interim	Leah Dvorak
Vice President of Advancement	Dean Renniecke
Vice President of Student Life	Steven Taylor
Vice President of Marketing and Communications	Lisa Liljegren
Vice President, CUAA Operations	Ryan Peterson
Vice Provost of Faculty Affairs	Leah Dvorak
Vice Provost of Enrollment and Student Engagement	Michael Uden
Vice Provost of Academic Operations	Brooke Johnson

Vice Provost of Research & Innovation	Daniel Sem
Chair, Faculty Senate	Jordan Beck

## Deans

Department	Name
School of Arts and Sciences	Steven Montreal
Batterman School of Business	Matthew Hurtienne
School of Education	James Pingel
School of Health Professions	Linda Samuel
School of Nursing	Diane Ames
School of Pharmacy	Erik Jorvig
Student Life CUAA	John Rathje
Student Life CUW, Interim	Joseph Niswonger

## 2023-2024 Academic Calendar

### Fall Semester

Date	Day	Event
August 27	Sunday	Opening Service - Mequon
August 28	Monday	First day of classes (16-week & 8-week A); Opening service - Ann Arbor
September 3	Sunday	Last day to add 8-week course
September 4	Monday	LABOR DAY- No classes
September 10	Sunday	Last day to add a 16-week semester course
September 22	Friday	Fourth Friday break-No Classes
October 1	Sunday	Last day to withdraw from 8-week A course
October 22	Sunday	Final day of classes (8-week A)
October 23	Monday	First day of classes (8-week B)
October 29	Sunday	Last day to add 8-week B course
November 5	Sunday	Last day to withdraw from a 16-week semester course
November 22	Wednesday	Thanksgiving vacation begins - no classes meet after 4:00pm local time
November 23	Thursday	Thanksgiving Day - no classes
November 24	Friday	University closed- no classes
November 26	Sunday	Last day to withdraw from 8-week B course
November 27	Monday	Classes resume

December 11-15	Monday - Friday	Final Examinations (16-week), Christmas recess begins after last exam
December 16	Saturday	Commencement Ceremony 1:30 pm - Mequon
December 17	Sunday	Commencement Ceremony 2:00 pm - Ann Arbor; Final day of classes (8-week B)
December 19	Tuesday	Final grades due (11:59pm)
December 18-January 5	Monday-Friday	Christmas Break - No Classes
December 25	Monday	Christmas Day

### Spring Semester

Date	Day	Event
January 8	Monday	First day of classes (16-week & 8-week A)
January 14	Sunday	Last day to add a 8-week A course
January 15	Monday	Martin Luther King Day - No Classes
January 21	Sunday	Last day to add a 16-week course
February 2	Friday	Fourth Friday break - No Classes
February 11	Sunday	Last day to withdraw from a 8-week A course
March 3	Sunday	Final day of classes (8-week A)
March 4-8	Monday-Friday	Spring Recess
March 11	Monday	First day of classes (8-week B)
March 17	Monday	Last day to add 8-week B course
March 24	Sunday	Last day to withdraw from a 16-week course
March 28	Thursday	Easter Break begins - No Classes meet after 4:00pm local time
March 31	Sunday	Easter Sunday
April 1	Monday	Classes resume at 4:00pm local time
April 14	Sunday	Last day to withdraw from a 8-week B course
April 29-May 3	Monday-Friday	Final Examinations (16-week)
May 3	Friday	Graduate student Commencement Ceremony 4:00pm - Mequon

May 4	Saturday	Undergraduate student Commencement Ceremony 1:30pm - Mequon
May 5	Sunday	Commencement Ceremony 2:00pm - Ann Arbor; Final day of classes (8-week B)
May 6-10	Monday-Friday	May Break - No Classes
May 7	Tuesday	Final grades due (11:59PM)

### Summer Semester

Date	Day	Event
May 13	Monday	First day of classes (14-week & 8-week A/6-week A)
May 19	Sunday	Last day to add a 8-week A/6-week A course
May 26	Sunday	Last day to add a 14-week course
May 27	Monday	Memorial Day-No Classes
June 9	Sunday	Last day to withdraw from a 6-week A course
June 16	Sunday	Last day to withdraw from a 8-week A course
June 23	Sunday	Final day of classes (6-week A)
June 24	Monday	First day of classes (8-week B)
June 30	Sunday	Last day to add a 8-week B course
July 4	Thursday	Independence Day - No Classes
July 7	Sunday	Final day of classes (8-week A); Final day to withdraw from 14-week course
July 8	Monday	First day of classes (6-week B)
July 14	Sunday	Last day to add a 6-week B course
July 28	Sunday	Last day to withdraw from a 8-week B course
August 4	Sunday	Last day to withdraw from a 6-week B course
August 12-16	Monday-Friday	Final Examinations (14-week)
August 18	Sunday	Final day of classes (14-week, 8-week B, & 6-week B)
August 19-23	Monday-Friday	August break - No Classes
August 20	Tuesday	Final grades due (11:59PM)

### Accreditation

Concordia University Wisconsin / Ann Arbor is accredited by the Higher Learning Commission.

The Higher Learning Commission  
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413,  
(312) 263-0456  
<http://www.ncahigherlearningcommission.org> (<http://www.ncahigherlearningcommission.org/>)

Concordia University Wisconsin / Ann Arbor is also 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.

The CUW elementary and secondary teacher education programs are approved by the Wisconsin State Department of Public Instruction. The CUAA elementary and secondary teacher education programs are approved by the Michigan Department of Education.

The following agencies have accredited various programs of Concordia University:

- Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (Graduate Occupational Therapy)
- Accreditation Council for Pharmacy Education (ACPE) (Graduate Pharmacy)
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) (Graduate Physician Assistant)
- American Chemical Society (ACS) (Undergraduate Chemistry Major)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP) (Undergraduate Medical Assisting)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP) (Diagnostic Medical Sonography)
- Commission on Accreditation of Athletic Training Education (CAATE) (Graduate Athletic Training)
- Commission on Accreditation of Physical Therapy Education (Graduate Physical Therapy)
- Commission on Collegiate Nursing Education (CCNE) (Undergraduate & Graduate Nursing)
- Council for the Accreditation of Educator Preparation (CAEP) (CUAA Undergraduate and Graduate Teacher Education)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology (Graduate Speech-Language Pathology)
- Council on Social Work Education (CSWE) (Undergraduate Social Work & Graduate Social Work)
- International Assembly for Collegiate Business Education (IACBE) (Undergraduate and Graduate Business)
- Joint Review Committee on Education in Radiological Technology (Undergraduate Radiologic Technology)
- Michigan Board of Nursing (Undergraduate Nursing)
- Michigan Department of Education (Undergraduate & Graduation Teacher Education)
- The National Council on Family Relations (NCRF) (Undergraduate Family Life)

- Wisconsin Department of Public Instruction (Undergraduate & Graduate Teacher Education)
- Wisconsin State Board of Nursing (Undergraduate Nursing)

## Academic Definitions

### Academic Program Definitions

**Degree program:** A degree program is an area of study approved as such by the university and listed on the official inventory of degree programs (e.g., English, social work, pharmacy, accounting). The degree, which is a credential signifying a rank or level of educational attainment and which is conferred on students who have successfully completed a degree program, is represented by the official degree designation (e.g., B.A.—Bachelor of Arts, B.S.—Bachelor of Science, etc.)

Associates degrees are a minimum of 60 credits. Bachelor's degrees are a minimum of 120 credits. Master's degrees are a minimum of 30 credits beyond the bachelor's. There is no specified minimum for doctoral programs other than those required by accrediting agencies.

**Major:** An undergraduate major is a field of study within an approved undergraduate degree program, having its own curriculum. A degree program may have more than one major. A major must have a minimum of 30 credits. A major must have at least 21 credits that do not overlap with the undergraduate core curriculum, or with another major, including the student's concentration.

**Minor:** A minor is an area of study outside of the major that permits students to pursue a secondary academic discipline. A minor must include at least 18 credits. Minors are only available to students earning a baccalaureate degree. A minor must have at least 12 credits that do not overlap with the core curriculum, with a major including the student's concentration, or with another minor. Exceptions to this minimum of 12 unique credits for a minor can be made for students in majors that require at least 48 credits who are also seeking a minor. In such circumstances, students can earn a minor with a minimum of 8 unique credits.

**Certificate:** Concordia offers two types of certificates. A credit-bearing certificate program is a coherent, specialized curriculum designed for students seeking a specific body of knowledge for personal/career development or professional continuing education. Certificates may be earned by students already enrolled at the university, or may be stand-alone programs where students enroll specifically to earn the certificate.

Credit-bearing certificates may be offered at undergraduate or graduate levels and are a minimum of 12 academic credits. There are no unique credit requirements for a certificate. A certificate is a subset of an existing degree program if 50 percent or more of its courses were derived from that program.

The university also offers non-credit, continuing education certificates which consist of continuing education credits (CEUs).

Concordia also offers graduate professional development (GPD) credits for students seeking professional development experiences (in Graduate Education only); these are not interchangeable with regular academic credits. GPD credits do not lead to an academic credential from Concordia University.

**Concentration** (AKA "area of emphasis" or "track"): A concentration is a specific subject area of focus within an approved degree program, such as an undergraduate major or a graduate program. A program

concentration involves fewer than 50% of the total hours in the program of which it is a part, with the remaining hours taken in common by all students in the program.

Undergraduate major concentrations must be at least 12 credits; at least 9 credits must be unique to that concentration, and cannot overlap with another concentration. None of the credits in a concentration may overlap with the undergraduate core curriculum.

Graduate program concentrations must be at least 9 credits; at least 6 credits must be unique to that concentration, and cannot overlap with another concentration. None of the credits in a concentration may overlap with any graduate core curriculum that may apply.

**Pathway:** A Pathway is defined as a University-wide emphasis consisting of select sections of existing courses. Students must complete a minimum of 15 credits in course sections assigned to a specific Pathway. Fulfillment of Pathway requirements culminates in a transcript designation. In some cases, completion of a pathway may result in a digital or paper credential upon degree completion.

## Academic Policies

### Classification of Students

Class	Credits
Undergraduate Full-time	12+ Credits
Undergraduate Three-Quarter-time	9-11 Credits
Undergraduate Half-time	6-8 Credits
Undergraduate Less than Half-Time	0-5 Credits
Degree	Seeking an Associate in Arts (AA), a Bachelor of Arts (BA), a Bachelor of Science (BS), a Bachelor of Science in Nursing (BSN), or a Bachelor of Social Work (BSW). An associate degree is a minimum of 60 credit hours and a bachelor's degree is a minimum of 120 credit hours.
Non-Degree	Not seeking a degree
Church Vocation Students	Full-time students who are preparing themselves for one of the church vocations within The Lutheran Church-Missouri Synod and have maintained a grade point average of at least 2.00

A student's class is determined by the total number of credits completed, including those accepted by Concordia from other colleges or universities, and is established as follows:

Class	Credits
Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90-graduation

### Student Course Load for Full-Time Student

Semester	Minimum	Average	Maximum
Regular Semester	12	15	18
Summer	3	3	6

## Grading

Formal reports of the student's progress are available at the close of each term. The following grade point system is used in connection with these grades:

Letter Grade	Points Per Credit
A	Equals 4.00 points per credit
A-	Equals 3.67 points per credit
B+	Equals 3.33 points per credit
B	Equals 3.00 points per credit
B-	Equals 2.67 points per credit
C+	Equals 2.33 points per credit
C	Equals 2.00 points per credit
C-	Equals 1.67 points per credit
D+	Equals 1.33 points per credit
D	Equals 1.00 points per credit
D-	Equals 0.67 points per credit
F	Equals 0.00 points per credit
P	0.0 points pass in pass-fail course, not computed in grade point average, credits counted.
NC	0.0 points, failure in pass-fail course, not computed in grade point average, no credit earned.
W	0.0 points, withdrawn without penalty, not computed in grade point average. Given for withdrawal previous to withdrawal deadline, and for certain extenuating circumstances thereafter, such as illness.
I	0.0 points, incomplete, not computed in grade point average, (see policy on incomplete grades below)

## Progress Report Grades

Instructors must keep the LMS (Blackboard) gradebook updated by the Progress Report deadlines so that students and academic advisors and others may access progress report grades for 16-week, 8-week and 6-week courses. The instructor should also directly notify the students whose mid-semester and mid-session grades are below a C, or whose performance does not meet the expectations of the academic program in which the student is enrolled.

## Incomplete Grades

An incomplete grade given in any term (i.e., Fall, Spring or Summer) may become a failing grade if the work is not completed within three weeks after the end of the final day of the term, or by the time agreed to in writing between the instructor and student. Requests for extension of time to resolve an incomplete (I) grade will be approved only when the instructor is satisfied that circumstances prompting the request justify waiving this three-week policy. Instructors must inform the Registrar's Office if a change needs to be made to the original incomplete extension date.

## Final Examinations

Faculty policy requires a culminating experience, such as a final examination, paper or project, during the final exam week of a traditional term. In certain schools, faculty may offer final exam exemptions. Specific requirements for these exemptions are outlined on the syllabus for each course offering an exemption. If a final exam exemption is not mentioned on the syllabus, no exemption is available.

## Individual Instruction/Independent Study

Students may be given the option of taking a course as Individual Instruction or Independent Study. Individual Instruction refers to a student taking a course that is regularly offered by the university and listed in the course catalog; however, the student has a valid reason to take the course individually. In an Independent Study, a student who wishes to study a topic not addressed in an existing university course may collaborate with an instructor to design a unique course of study. Further information and required forms are available on the CU Portal.

## Audit Policy

An audited class will appear on the transcript as a zero-grade point class with a grade of AU, and no credits earned. Students may sign up to audit a traditional class before the semester starts as long as there is room in the class. After the semester starts, students may change their registration status from *enrolled for credit* to *audit* up until the withdraw deadline. Students taking accelerated classes must register as an audit before the class starts. The university offers audits on a space-available basis, and programs/majors/instructors have the ability to disallow audits: such policies need to be stated in writing in program handbooks or on individual syllabi. Self-paced online classes cannot be audited.

A student who audits a course has access to the in-class (and/or online) didactic portions of the course. The student is expected to attend class, but the student is not required to participate in any of the course's assessment activities, and the instructor is not required to assess the student's progress in the course (that includes the formulation of a comprehensive assessment such as a course grade). The university does not require, expect, or allow the auditing student with a documented disability – other than a physical disability – to participate in its disability services process, as the students will not take part in the university's course assessment. Skills courses, such as foreign language, applied music, and some art courses are not available for audit. Students who audit a course will be charged a \$125 per credit fee.

## Waitlist Policy

Waitlisting is on a first-come, first-served basis. Students may add themselves to a waitlist for a course section that is full. If a seat becomes available, the first student on the waitlist has 72 hours to resolve any conflicts or holds and register themselves for the course. If registration does not take place within the 72-hour window, the student is removed from the waitlist and the open seat is offered to the next student in the queue. One week before courses start, waitlist processing ends and students are removed from the waitlists.

## Very Low Enrollment Policy

Course sections with four or fewer students are normally cancelled four weeks before classes begin. Exceptions include but are not limited to: practicums, internships, student teaching, co-op, student research, music lessons and individual instruction (II).

## Low Enrollment Policy

Course sections with 5-9 students will run as scheduled provided that there are no other sections of that course offered in the same semester.

## Course Cancellation Policy

Course sections pending cancellation are no longer eligible for registration. Courses with very low enrollment are normally cancelled four weeks before the start of a semester or session to allow students to find alternative courses. When a course section is cancelled, students are notified via official university communication from the registrar's office. Impacted students must meet with their advisor to adjust their schedule for the upcoming semester or session. If a student in a cancelled course must have that course in that term in order to graduate at the end of that term, the student will be enrolled in an Individual Instruction (II), and the fee will be waived.

## Change of Name or Address

Students are to promptly notify the Registrar's Office in writing of any change in name or address. It is critical that current contact information is on file for each student as important documents may be mailed to the student's name and address on file.

Student official academic records are maintained by the Registrar's Office. Concordia University maintains the standards of the Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. 1232 et seq. (1975) which guarantees the confidentiality of all student records, while allowing the student the right to examine their official records.

A written request signed by the student shall be presented to the Registrar or appropriate office. The Registrar or other appropriate office will arrange a time and date, within 45 days after receipt of the request, for the student to review the record.

A student's name of record includes the first name, middle initial or full middle name, and the family name. Currently-enrolled students may request a name of record change on the official academic record through a written request along with legal documentation of the name change. Request forms are available on the CUW/CUAA Registrar website or in the Registrar office. Any previous names will be archived; however, the official record will reflect the new name.

Concordia University reserves the right to make changes to the name of record based on receiving the appropriate written request and valid legal documentation of the name change.

Name changes for alumni can be done through the Office of Advancement or Alumni Relations.

## Prerequisite Requirement

A prerequisite is a requirement a student must successfully fulfill prior to being allowed to attend a subsequent higher-level course. Many courses have prerequisites which students are expected to satisfy prior to attending the higher-level course. Typical examples include a certain year-in-school (e.g., "Jr. standing"), other specific courses (e.g., "Physics 210"), a particular placement test score, admission to a particular major, or consent of the instructor.

It is the student's responsibility to be aware of and meet prerequisite(s) prior to registration. Therefore, students will be permitted to register for all courses on an annual basis and will do so based on prerequisites and order of curriculum. However, students who register for future semester coursework will be dropped from a class should any prerequisites not be completed successfully. Faculty and advisors have the right to enforce

prerequisite requirements and may deny enrollment to students who do not meet them. Instructors may also permit exceptions. If a student does not meet the prerequisites specified for a particular course but believes they have equivalent preparation, they can contact the instructor (or department) for more information.

## Academic Honors

### The President's Honors List

The President's Honors List for the University is composed of those full-time undergraduate students who have completed a minimum of 12 combined undergraduate and graduate credits in a 16-week semester and have a minimum grade point average of 3.75 or above.

### The Provost's Scholastic Honors List

The Provost's Scholastic Honors List for the University is composed each semester of those full-time students who have a semester grade point average of 3.6 or above. Students must earn at least 12 undergraduate credits in a semester to be eligible; graduate credits are not considered for this honor.

### Graduation with Honors

- A candidate who achieves a cumulative grade point average of 3.90 or better will be graduated **Summa Cum Laude**
- One who achieves a cumulative grade point average of 3.80 or better will be graduated **Magna Cum Laude**
- One who achieves a cumulative grade point average of 3.60 or better will be graduated **Cum Laude**

### Graduation Cords for Honor Students

For recognition in the commencement ceremony, students' GPA and credits are calculated through their second to last CUWAA semester. The final semester grades, which have not yet been finalized, cannot be included for honors to be recognized. Adjustments are made to diplomas and transcripts as warranted after the inclusion of final semester grades and credits.

- Summer Cum Laude - Solid Gold
- Magna Cum Laude - Solid Silver
- Cum Laude - Bronze

Concordia considers it right and proper to recognize through special awards unusual proficiency and performance in a certain area of learning as well as in worthwhile and purposeful co-curricular activity. Many such awards are given annually to students who have demonstrated exceptional achievement or who have made unusual contributions. From time to time, friends of Concordia have established such awards and have usually stipulated conditions under which the respective award should be given. Since in these instances the recognition aspect is more important than the financial element, Concordia has listed these as awards rather than scholarships. Such awards include:

- American Bicentennial Award in Business
- Walter W. Stuenkel Award
- E. R. Brann Citizenship Award
- Science Awards in Life Sciences, Mathematics, and Physical Sciences
- Wilhelm Schickard Award in Computer Science
- Moeller Award in English, German, Greek, Hebrew, Latin, and Spanish
- Religion Award
- Northup-Bartelt Memorial Music Award
- Nightingale Nursing Award

- Charles W. Finke Health and Human Performance Award
- Marsha Konz Student Educator Award
- Marsha Konz Graduate Educator Award
- CUW Visual Arts Award
- Søren Kierkegaard Philosophy Award
- Zondervan Publishing House Award in Greek, Hebrew, and Theology

## Academic Probation and Dismissal Policy for Undergraduate Students

### Academic Standing

Academic standing is calculated at the end of each semester when a student enrolls in 6 or more credits.

### Good Standing

Students are considered to be in good academic standing when they maintain a minimum cumulative GPA of a 2.0 or higher, in addition to a semester GPA of 2.0 or higher.

### Academic Probation I

Students are placed on Academic Probation I when their cumulative GPA falls below 2.0. Students are notified of their status via a letter and CUWAA email from the Registrar's Office. To remove probation status, students must complete a semester of coursework with a semester GPA above 2.0.

### Probation Remains

Students are placed on Probation Remains when they have been placed on probation and fail to raise their cumulative GPA to at least 2.00, but have earned a semester GPA of 2.0 or higher in the most recently completed semester. Students are notified of their status via a letter and CUWAA email from the Registrar's Office. Students will remain on Probation Remains until both their cumulative GPA and semester GPA reach 2.0.

### Academic Dismissal

Any student on probation failing to raise his or her cumulative GPA to at least 2.0, and unable to earn a GPA of at least a 2.0 in his or her next semester, is placed on academic dismissal. Students are notified of their status via a letter and CUWAA email from the Registrar's Office. Students placed on academic dismissal will automatically be dropped from future course enrollment. Decisions regarding continued eligibility for federal financial aid are made independently of the academic dismissal/reinstatement policy.

### Academic Recovery Resources

After being placed on Academic Probation I or Probation Remains, it is critical for the student to return to good standing as quickly as possible to maintain progress toward graduation. In the immediate next semester, after being placed on probation, the student must engage in the academic recovery process. This process includes working closely with his/her advisor to explore and address the circumstances that may have led to probation status and create a plan to earn both a semester and cumulative GPA of 2.0.

### Appeal for Academic Reinstatement

If the student believes his/her academic dismissal occurred under extraordinary circumstances, he/she may file an appeal for academic reinstatement. Examples of extenuating or extraordinary circumstances that may be considered acceptable for appeal include the death of an immediate relative, serious illness of a family member or yourself, recent

diagnosis of a learning disability or emotional disorder, or severe financial issues.

The Academic Standards Committee will review appeals on the following dates. Please note that students are required to submit appeal materials on or before the appeal deadline. Incomplete appeals and/or appeals submitted after the deadline will not be considered.

### Appeal Deadlines

- Fall Reinstatement: July 1
- Spring Reinstatement: October 1
- Summer Reinstatement: March 1

### Steps to File an Appeal

The following materials are required when appealing for academic reinstatement:

- **Academic Reinstatement Form.** The student will complete the Academic Reinstatement Form ([https://falcon.cuw.edu/formrepo/UploadedForms/\(1\)RequestForReinstatementForm.pdf](https://falcon.cuw.edu/formrepo/UploadedForms/(1)RequestForReinstatementForm.pdf)). Students are encouraged to consult with their advisor when determining their intended major, course schedule, and plans for success, should their appeal be granted.
- **Typed Appeal Narrative.** The student will write a narrative of the extraordinary circumstances and explain why he/she has not been as academically successful as anticipated. Directions regarding requirements for the written appeal narrative can be found on the Appeal for Academic Reinstatement Form ([https://falcon.cuw.edu/formrepo/UploadedForms/\(1\)RequestForReinstatementForm.pdf](https://falcon.cuw.edu/formrepo/UploadedForms/(1)RequestForReinstatementForm.pdf)).
- **Verified Documentation.** The student will submit verified documentation of the extraordinary circumstances. For example, if the student was under the care of a medical professional during the semesters in question, provide documentation of this care including dates of service. All verification documents will be destroyed as soon as the appeal process has been completed.

Submit all required items to the Provost's Office by the deadline. The Academic Standards Committee will review the appeal packet and other materials related to the student's comprehensive academic record (e.g. high school transcript, college transcript, student conduct records, etc.) when making their decision.

### Appeal Results

Students will learn of the appeal decision from the Provost's Office via letter and CUWAA email.

If the appeal is granted, the student will be eligible to enroll for the following semester. Students granted an appeal are not eligible to return during an 8-week session. If the appeal is granted, the student should complete the following steps:

- Register for the courses selected with your academic advisor and are written on your Appeal for Academic Reinstatement form. If you have difficulty registering for these classes, you must contact your academic advisor.
- You will be academically reinstated on Probation Remaining and have one semester to earn BOTH a semester and cumulative GPA of 2.0, thus being removed from academic probation. If this does not happen, you will be dismissed.

If the appeal is denied:

- You will be unable to enroll at CU for at least one semester. We highly encourage you to meet with your academic advisor to discuss potential options and plans during your time away from CU.

### Readmission Following Dismissal

Formal readmission is required for any student who has been dismissed from Concordia University. A student dismissed for academic reasons may apply for readmission after a period of at least one semester from the point of dismissal. The applicant must submit evidence of growth in maturity and responsibility indicative of capacity to perform university-level work. Declarations of good intentions are not sufficient. If the student has attended another institution while on dismissal, the student must submit an official transcript to be considered for readmission. Applications for readmission are reviewed by the Admissions Office and the Academic Standards Committee. Decisions are made on a case-by-case basis involving review of the student's file.

A student dismissed for poor academic performance who is readmitted but fails to progress academically, resulting in a second academic dismissal, will only be readmitted after completing a minimum of 6 credits at another institution and earning a GPA of 2.0 or higher. If a student is dismissed for academic reasons a third time, the student will not be readmitted to Concordia University.

### Academic Ethics

Mutual respect and concern for one another in the atmosphere of a Christian caring community is the basic principle which should govern the relationship between student and instructor. Faculty are professional in their expectations of academic excellence and students respond with an appropriate level of effort and commitment. Unprofessional conduct and unethical behavior are serious breaches of the academic contract.

### Academic Honesty

Academic honesty is the foundation of our education institution. Without it, we make a mockery of the academic endeavor and the ultimate rewards associated with a degree in higher education. At Concordia, honesty is central to our Christian identity and way of relating to one another. The names of students found guilty of engaging in academic dishonesty will be reported to the Provost's Office. Types of academic dishonesty can be defined in the following manner:

- Cheating: includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment; b) assisting another student in cheating on a test or class assignment, including impersonation of another student.
- Plagiarism: includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own; b) handing in the same assignment for two different courses without the consent of the instructors.
- Fabrication: includes, but is not limited to: the forgery, alteration, or misuse of any University academic document, record, or instrument of instruction.
- Academic misconduct: includes, but is not limited to: intentionally or recklessly interfering with teaching, research, and/or other academic functions.

### Disciplinary Actions

- First instance: The faculty member determines the penalty. This may include any of the following: an opportunity to redo the assignment or test, a reduced grade on the assignment or test, a failing grade on

the assignment or test, a lower grade in the course, a failing grade in the course, or removal of the student from the course.

- Second instance: The faculty member determines the penalty, and the campus-specific Chief Academic Officer (CAO) or designee connects with the student at which time additional sanctions may be imposed.
- Third instance: The faculty member determines the penalty, and the Academic Conduct Board meets with the student at which time additional sanctions may be imposed, including suspension or expulsion. The Academic Conduct Board (ACB) consists of the CAO, Assistant Vice President of Academics, and the appropriate Dean. If the student is in an accelerated post-traditional program, the appropriate Center Director joins the ACB. If the student is a graduate student, the appropriate Program Director joins the ACB.

### Appeal Process

Students may appeal a faculty-issued academic dishonesty decision or penalty in writing to the Dean of the School in which the course was offered within 15 working days of receiving the report. The Dean (in consultation with the Department Chair or Program Director or Center Director) will consider the appeal and render a decision within 10 working days of receiving the appeal and issue a written response to the student.

### Final Course Grade Appeal

#### Rights Concerning Grading Practices

The determination of grades is the responsibility of the course instructor. Instructors are required to inform students, through the course syllabus at the beginning of each semester, of the grading criteria for assignments and all grading policies. Instructors must apply all grading criteria uniformly and in a timely manner. A final grade is defined as the grade recorded on the student's academic record by term for each course. Final grades submitted to the Registrar's Office are presumed to be accurate and final.

#### Grounds For A Final Course Grade Appeal

Students and faculty should make every effort to resolve questions about grades without seeking a grade appeal. A Final Course Grade Appeal is a last resort and should be pursued only if evidence exists that the student's final grade does not accurately reflect the grading policy. The responsibility for developing and presenting the case for changing a grade rests with the student making the appeal. In addition, depending on the nature of the appeal, a final grade appeal may involve re-examination of all components that constitute the final grade.

#### Procedure For Final Course Grade Appeal

This procedure involves specific deadlines for pursuing an appeal. Students are required to follow the steps and timeline outlined within this procedure. At any step in the appeal process, issues presented past the deadlines will not be considered.

The steps listed below are to be carried out by all parties with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-face meetings are expected throughout the process, but may not be possible depending on the specific circumstances. In such cases, a phone call or other real-time conversation may be substituted. All parties will be expected to act in a professional and civil manner and make good-faith attempts to resolve the grievance.



**Step 1:** The student must take the appeal, in writing, to the instructor no later than sixty (60) calendar days after the final grade is posted on the transcript. The instructor has ten (10) business days of receiving the appeal to respond to the student, in writing. If the issue is rectified, or the student is satisfied in this meeting with the instructor, the matter is settled. The dean of the school in which the class is offered has the authority to extend the deadline for an appeal due to extenuating circumstances.

**Step 2:** If the student is dissatisfied with the instructor's response to the appeal, the student may take an appeal to the chair of the department in which the instructor involved is a member. If the instructor is one of these officials, the appeal should be made to the instructor's immediate supervisor. This appeal must be brought within ten (10) business days of the unsatisfactory response to the initial statement of appeal. The student must provide, in writing, relevant evidence that supports the argument that the final grade was assigned incorrectly, based on the criteria established in the Grounds for Final Course Grade Appeal section.

The department chair will review the material submitted by the student. The reviewer may choose to meet individually with the student and the faculty member, or may choose to meet together, in an attempt to resolve the grade.

The reviewer's decision will be given to the student in writing within ten (10) business days of receiving the student's appeal, and a written record of the decision and its basis must be kept by the chair and shared with the instructor. The chair must confine the grade analysis to the fidelity of the scoring as presented in the syllabus, along with the published grade scale and other pertinent information, and not rescore assessments as he/she wishes. The decision of the department chair is final.

## General Student Grievances

Concordia University is committed to providing students with an avenue to express concerns and to work with CU officials toward amicable resolutions. CU believes engaging in this process can also be an inherently valuable educational experience for students and can help prepare students to address issues in a professional and productive manner after they leave CU.

Grievances applicable under this policy:

- Arbitrary and/or capricious actions by a college employee or administrative office that caused demonstrable harm to a student;
- Policy or procedure applied unfairly and/or in a different manner than it was applied to others in like circumstances; or
- Administrative error in the application of a policy or procedure.

Grievances not applicable under this policy (but which may be covered under other existing policies):

- Accessibility services (e.g., student accommodations through the ARC);
- Final grade appeals;
- Academic misconduct;
- The Code of Student Conduct and the conduct system;
- Title IX (e.g., sexual harassment);
- Residence Life;
- Parking tickets;
- Financial debt to the University;

- Financial Aid appeals; and
- University-wide requirements (e.g., student fees).

The steps listed below shall be carried out by all parties with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-face meetings are expected throughout the process, but may not be possible depending on the specific circumstances. All parties will be expected to act in a professional and civil manner and make good-faith attempts to resolve the grievance in the spirit of Matthew 18.

### General Grievance Procedure

There are specific deadlines for pursuing a grievance. Students are required to follow the steps and timeline outlined within this procedure. At any step in the grievance procedure, issues presented past the deadlines will not be considered.

CU is committed to the Peacemakers model of conflict resolution (i.e., Biblical reconciliation). Peacemakers encourages all parties to discuss conflicts in person, when possible. Therefore, when a student does not feel comfortable directly confronting the alleged, the student is encouraged to schedule a "coaching session" with our Director of Counseling or his/her designee to help prepare the student for the conversation. The Assistant Vice President of Academics (for academic grievances) and the Dean of Students (for non-academic grievances) may also serve as resources for the grievance process.

### Informal Resolution

**Step 1:** Student complaints should first be communicated to the appropriate person to resolve the matter informally. Resolution of a majority of complaints can likely be resolved at this informal level. This communication must take place within ten (10) business days of the alleged injustice. If the complaint is resolved, or the student is satisfied with the outcome of this meeting, the matter is settled. If resolution does not occur, the student may elect to file a formal grievance.

### Formal Resolution

**Step 2:** Within ten (10) business days of the informal resolution attempt, a student may present the grievance in writing to the chair or director (or the dean if the complaint involves a chair or director), who hereinafter is referred to as the University Official, of the department or area where the person alleged to have caused the grievance is employed. The student shall include the following elements in his/her written grievance:

- a clear description of the incident(s) and the parties involved;
- a chronological timeline of all relevant communications and events;
- the efforts taken to resolve the matter (e.g., Informal Resolution);
- a list of potential witnesses (e.g., someone who overheard a conversation or observed something);
- the outcome being sought.

The student may use the help of an advisor or support person but the student must be the sole author of the document. The University Official will conduct an inquiry, gathering additional information if needed. Following this, the University Official will issue a formal written response within ten (10) business days of receiving the written grievance. If the student is satisfied, the matter is settled.

**Step 3:** If the student is dissatisfied with the decision regarding the grievance rendered by the individual at step 2, he/she may grieve the decision within ten (10) business days of the unsatisfactory decision to the supervising vice president (non-academic) or dean (academic). This

grievance must be in writing, include the same elements described above, and also must indicate why a grievance should be heard.

The vice president/dean will review the documentation, may request a meeting with one or both parties, and will issue a decision within ten (10) business days of receiving the written grievance. Decisions at this level are final.

*Who may file a grievance under this policy?* Any student who is admitted, enrolled, or registered for study at the University for any academic period and/or those who may attend other educational institutions and reside in a University residence hall or attend University classes. The full definition of a student is listed in the Code of Student Conduct. Please note that third parties (e.g., parents, faculty) are not allowed to file a grievance on behalf of a student under this policy.

*Utilizing an Advisor.* The University encourages the student to create a support network with an advisor. The advisor may be a member of the campus community or a family member of the student. The advisor may not make a presentation, speak on behalf of the student, or write the documentation. During any meetings, the student and advisor may speak quietly, request a short break to talk, or communicate in writing.

*Sanctions/Consequences.* Please note that any administrative actions or decisions imposed on a student stand until "overturned" in any of the steps listed above. For example, a student who has been dismissed from an athletic team remains dismissed until otherwise determined by the University.

*Retaliation Prohibited.* Retaliation against a complainant (i.e., student) or witness involved in the investigation is prohibited. Retaliation may be an implicit or explicit act (e.g., intimidation, hostility). The University will investigate any reports of retaliation and take appropriate action.

*Privacy.* All communications and investigative actions related to a grievance will be treated with as much privacy as possible without compromising the thoroughness and fairness of the process. Confidentiality cannot be guaranteed.

[1] (p. ) Typically, the appropriate person in Step 1 is the person who has allegedly violated the student's rights. In some instances, the appropriate person could be the direct supervisor of the alleged.

## Transcripts

An official transcript bears the seal of the University and the signature of the Registrar or his/her representative. Official transcripts may be ordered by students or alumni and can be sent electronically through the National Student Clearinghouse e-transcripts system to institutions or persons considering the applicant for admission or for employment. Transcripts will not be released for students who have a financial hold due to an outstanding balance.

## Graduation

### Associate

Concordia University confers the degree of Associate in Arts on a student of good character who has met the following requirements:

1. a cumulative minimum grade point average of 2.00 for all academic credit earned at Concordia University;
2. satisfied any program-specific requirements; and
3. met all financial obligations to the University.

### Bachelor

Concordia University confers the degree of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, or Bachelor of Social Work on a student of good character who has met the following requirements:

1. accumulated a cumulative minimum grade point average of 2.00 for all academic credit earned at Concordia University;
2. satisfied all program-specific requirements; and
3. met all financial obligations to the University.

### Doctoral/Master

Concordia University confers the doctoral and master's degrees on a student of good character who has met the following requirements:

1. accumulated a cumulative minimum grade point average of 3.00 for all academic credit earned at Concordia University;
2. satisfied all program-specific requirements; and
3. met all financial obligations to the University.

## Graduation Application

Each candidate for graduation must complete a Graduation Application online by the assigned deadline, prior to commencement. Graduation Application deadline dates are the following:

Fall - October 1

Spring - March 1

Summer - July 1

## Commencement Participation

In order to participate in commencement, the student must have:

- completed all coursework toward the degree (or be currently in or registered for the final class);
- completed the Graduation Application

If students will complete their courses in the summer or fall terms, they will walk in the December commencement. If students will complete their courses in the spring term, they will walk in the May commencement.

## Diploma Covers

Diploma covers are only given at commencement. Students not attending commencement will not receive a diploma cover.

## Change of Enrollment

### Adding a Course

#### Courses Greater than 8 Weeks in Length

For courses that are greater than eight (8) weeks in length, students may add a course up to the end of the second week; however, instructor approval must be provided to the Registrar's office or the student's Academic Advisor if a student wants to add a class in the second week.

#### Courses 6-8 Weeks in Length

For classes that are between six (6) and eight (8) weeks in length, students may add a course up to the end of the first week. Instructor approval is not required.

#### Courses Less than 6 Weeks in Length

For classes that are less than six (6) weeks in length, students must be registered prior to the class start date. Once the course begins, enrollment is no longer available.

### Withdrawing from a Course

After starting to participate in a class, a student may request to withdraw up to the withdraw deadline for the term. The student's transcript will reflect a withdraw ('W') for the course. The 'W' is not a grade and will not affect the student's overall GPA. A student participating in a course past the withdrawal deadline is not eligible for a withdrawal and will be assessed a final grade.

Students administratively withdrawn from a course for failure to begin or excessive absence may not re-enroll in the same course section during the same term or semester.

The timing of when a student withdraws has both academic and financial implications. Students must meet with their academic advisor and financial aid counselor prior to making changes as withdrawing from a course may have ramifications for student status, financial aid eligibility, athletic eligibility, or program progression. Please see the *Refund Policies* for details regarding the potential academic and financial implications of withdrawing from a course.

### Administrative Withdraw from a Course

The University reserves the right to administratively withdraw a student from a course. An administrative withdraw may occur for one of the following:

- Failure to begin the course in the allotted time frame;
- Failure to comply with attendance policies;
- Disciplinary reasons (i.e. academic dishonesty).

If withdrawn, the student is responsible for any academic, financial, or athletic consequences that may result. Please see the *Refund Policies* for details regarding the potential academic and financial implications of being administratively withdrawn from a course.

### Leave of Absence

Students enrolled at Concordia University are anticipated and encouraged to maintain continuous enrollment every term from the time they matriculate until they graduate. However, it is sometimes necessary or desirable for a student to take a leave from enrollment for a period of time. Students who do not maintain continuous registration for any reason should consult with a representative from the financial aid office, an academic advisor, and program director, when applicable, about whether to request a leave of absence.

#### Definition

A leave of absence ("leave") is defined as a period of time when a student is not enrolled in classes but intends to re-enroll. During a leave, the student is not enrolled in any classes (at any point during the semester(s) in question) and may return in subsequent semester(s) without reapplying.

A leave may be utilized for national service, serious illness, mental health concerns, academic reasons, career opportunities, or for personal or financial reasons. Since certain academic programs, departments, or schools may have additional specific criteria for leave, a student considering a leave should consult his or her academic program, department, or school in addition to consulting this policy.

A leave should be sought prior to the semester in which the leave is taken, if possible; however, the student may request a leave of absence at any point during active course enrollment. A leave of absence granted within the withdrawal period will result in the student being withdrawn from all active coursework and W's assigned for all enrolled coursework, resulting in no change to cumulative GPA. A leave of absence granted after the withdrawal period will result in grades earned in all enrolled coursework, affecting a student's cumulative GPA; any incomplete coursework will receive no credit. A leave of absence is not retroactive and cannot be sought for a previous semester.

This policy may not be used in lieu of disciplinary action to address any violations of University rules, regulations, policies, or practices.

### Duration of Leave

The duration of the leave generally will be a minimum of one academic semester to a maximum of 12 months. Students who do not return to the University within 12 months will be withdrawn and must reapply to the University. Students required to reapply to the University may be subject to the program requirements and policies under the current academic catalog.

### Implications of a Leave of Absence

This policy does not have any effect on the exemption of students from student loan repayments. Before taking a leave of absence, a student should contact his or her lender regarding repayment obligations that may arise as a result of their leave. A student should also consult the University's Financial Aid Office to discuss any impact the leave may have on financial aid.

Students on a leave of absence are ineligible for any co-curricular activity, athletic participation, campus housing, and student employment. International students must contact the International Center to determine if a leave has an impact on their visa status.

If active in coursework at the time of the leave, the student will be financially responsible for expenses as described in the Refund Policy.

### Procedure

#### Planning for a Leave of Absence

When planning a leave of absence, a student must take the necessary steps to initiate the leave of absence:

- The student should discuss a leave of absence with his/her programs, departments, or schools,
- The student should discuss a leave of absence with his/her academic advisor,
- The student should discuss a leave of absence with his/her financial aid counselor,
- The student should arrange payment for any outstanding balance,
- If the student is residential, the student should discuss a leave of absence with his/her resident director,
- The student must complete the Change of Enrollment Survey to notify university personnel of their intent to take a leave of absence, as well as an anticipated return date.

The student will not be allowed to register for future courses until their balance has been paid in full.

### Returning from a Leave of Absence

When the student is ready to return from a leave of absence, they must take the necessary steps to initiate the re-enrollment process:

- The student should discuss his/her intent to reenroll with his/her programs, departments, or schools,
- The student should contact his/her advisor to indicate the intent to reenroll,
- The student should contact his/her financial aid counselor to indicate the intent to reenroll,
- If the student intends to live on campus, the student must contact the Residence Life Office,
- The student must meet with his/her advisor to enroll in courses for the intended return term.

## Withdrawal from the University

Students who wish to cease coursework and withdraw completely from the University must notify their academic advisor and financial aid counselor prior to making changes as withdrawing will have implications on student status, financial aid, future athletic eligibility, and program progression. Students must withdraw from the University during the withdrawal period or at the end of a term. Withdrawals outside of the withdrawal period result in the grade based on what is earned through the student's time in the course; any incomplete coursework will receive no credit.

### Implications of a Withdrawal

If active in coursework at the time of the withdrawal, the student will be removed from all coursework and the last date of attendance will be used to determine course grades and financial responsibility following the Refund Policy. Prior to a withdrawal being fully processed, any outstanding balance must be paid in full. Should a student wish to return to his/her program at a later time, they must reapply for University admission.

Students who are inactive from coursework for 12 months, and who have not notified the University of their intention to take a leave of absence, will be withdrawn from the University for inactivity. Students will be required to reapply to the University if they wish to resume coursework.

### Procedure

When withdrawing from the University, a student must take the necessary steps to initiate the withdrawal:

- The student should discuss a withdrawal with his or her academic advisor,
- The student should discuss a withdrawal with his/her financial aid counselor,
- The student must arrange payment for any outstanding balance,
- The student must complete the Change of Enrollment Survey to indicate his/her intention to withdraw from the University.

Students will not be allowed to register for future courses until their balance has been paid in full.

## Medical Leave of Absence

The University recognizes that students may experience medical situations that significantly limit their ability to function successfully or safely in their role as students. In those situations, students should seek to determine whether their medical condition can be accommodated by the University. It may be possible for accommodations to be designed to enable the student to remain in school and meet academic standards.

All accommodation needs are assessed on an individual basis by the Academic Resource Center (ARC). Students must disclose to the ARC that they have a disability and/or medical condition.

This policy has been designed to ensure that students are given the individualized attention, consideration, and support needed to address medical issues that arise or escalate during their time at the University. This policy outlines an individualized process that students must follow to request a medical leave of absence to address their medical difficulties so that they can successfully return to the University.

### Definition

In some cases, despite accommodations, the student may wish to take a medical leave of absence. A medical leave of absence is defined as a break from University enrollment so that the student may receive medical treatment and later return to the University with an opportunity to achieve their academic and co-curricular goals. During a medical leave, the student is not enrolled in classes (at any point during the term(s) in question), but a degree-seeking student maintains matriculated status.

A medical leave may be utilized when academic progress and performance, or ability to otherwise function, has been seriously compromised by a medical condition (including mental health conditions). Since certain academic programs, departments, or schools may have additional specific criteria for a medical leave of absence, a student considering a medical leave should also consult their academic program, department, or school in addition to consulting this policy. A medical leave should be sought prior to the semester in which the leave is taken, if possible; however, the student may request a medical leave of absence at any point during active course enrollment. A medical leave of absence is not retroactive and cannot be sought for a previous term.

This policy may not be used in lieu of disciplinary action to address any violations of University rules, regulations, policies, or practices.

### Duration of Medical Leave

The duration of a medical leave will generally be a minimum of one academic semester. A medical leave may be as long as 12 months. The goal of taking a medical leave is to ensure that students return to the University with an increased opportunity for academic success.

### Implications of a Medical Leave

This policy does not have any effect on the exemption of students from student loan repayments. Before taking a medical leave of absence, a student should contact their lender regarding repayment obligations that may arise as a result of their leave. The student should also consult the University's Financial Aid Office to discuss any impact the leave may have on financial aid.

Students on a medical leave of absence are ineligible for any co-curricular activity, athletic participation, campus housing, and student employment. International students must contact the International Center to determine if a medical leave has an impact on their visa status.

If active in coursework at the time of the leave, the student will be removed from all coursework and the last date of attendance will be used to determine financial responsibility following the Refund Policy. The student will receive a "W" in all active courses.

### Procedure

#### Planning for a Medical Leave of Absence

The exit process proceeds as quickly as possible to allow a student experiencing difficulties due to a medical condition to immediately step away from University life and receive the support they need:

- The student should discuss a leave of absence with his or her academic advisor to discuss program progression.
- The student should arrange a payment plan for any outstanding balance.
- The student's medical provider must submit the Medical Leave of Absence form directly to the Health & Wellness Committee that indicates the student's inability to continue enrollment as well as the expected duration for treatment. The Health & Wellness Committee is a three-person committee including the Assistant Vice President of Academics for Student Success, the Director of Financial Aid or Business Operations Manager, and the student's program director.
- Once the review is completed, the Health & Wellness Committee will then notify the student of the decision to grant or deny a Medical Leave of Absence.
- If the medical leave is granted, the student status will be coded within the University system to reflect the medical leave standing. If the medical is denied, the student is welcome to continue enrollment or pursue a non-medical Leave of Absence.

Students will not be allowed to register for future courses until their balance has been paid in full.

#### Returning from a Medical Leave of Absence

During the medical leave, the student will be expected to obtain treatment for the condition that warranted the medical leave. When the student is ready to return from a medical leave of absence, they must take the necessary steps to initiate the re-enrollment process:

- The student will contact the Health & Wellness Committee, in writing, of his/her intent to return at least 45 calendar days prior to the beginning of the term in which the student wishes to begin classes, unless otherwise arranged. This allows the University sufficient time to review the appropriate materials as described below and re-enroll the student.
- If treatment was recommended at the time of the medical leave, the treating provider should complete a form certifying that the student is ready to resume academic and residential (if relevant) responsibilities, with specifications regarding any support or requested accommodations needed to ensure a successful return. A copy of this form can be found here (<https://falcon.cuw.edu/formrepo/UploadedForms/HealthRecommendationReturnMedicalLeave.docx>).
- The student must provide a brief statement when ready to return describing (1) the student's experience away from the University, including the activities undertaken while away, (2) the student's current understanding of the factors that led to the need for the leave, and the insights the student has gained from treatment and time away, and (3) and, how the student plans to ensure a successful return. The student is invited to be open and honest in this statement; however, the student is not required to provide private health information.
- Once a student has sent in all the required documentation, the Health & Wellness Committee will review the materials and schedule a Health and Wellness meeting with the student. The Health & Wellness Meeting may include additional participants at the discretion of the Committee. The student will be informed of additional participants prior to the scheduled meeting. During the Health &

Wellness Meeting, the faculty, staff, and student will work together to determine any resources and supports that may aid the student in a successful return to the University.

- Following the Health & Wellness Meeting, the student will contact his/her advisor to re-enroll.

While the return process is time-intensive for the University as well as for students, it is designed to ensure that a student will be in the best possible position to thrive when he or she returns to school.

#### Medical Leave of Absence Beyond 12 Months

Specific approval by the Health & Wellness Committee is required a medical leave in excess of 12 months. Students who do not return to the University within 12 months will be withdrawn and must reapply to the University. Students required to reapply to the University may be subject to the program requirements and policies under the current academic catalog.

Students seeking accommodations or leave due to pregnancy and/or parenting should first reference the Pregnant & Parenting section of the Title IX Policy. (<https://www.cuw.edu/about/offices/title-ix/pregnant-parenting.html>)

#### Experiential Learning Policy

An experiential learning activity is a single, off-campus educational/instructional experience provided by CU faculty/staff to their students which normally involves travel for the group. The Experiential Learning Policy does not include internships, clinical experiences, fieldwork experiences, or practicums. Policy regarding participation in such experiences are determined by individual departments.

University experiential learning expands student learning, knowledge and understanding of a subject and adds realism to the topic of study through active hands-on experience with the rich resources of the local community. Students can expect the following with regard to experiential learning in their courses:

- All required academic experiential learning will be linked to the course objectives and objectives for student learning during the experiential learning activity will be identified in the syllabus.
- All required academic experiential learning will be clearly identified as such in the course syllabus at the beginning of the term, with detailed information about date, time, locations, means of transportation, and any fees for which the student is responsible. If an unforeseen educational opportunity arises later in the term, as soon as possible the faculty member will discuss it with the class. In that case, such a trip cannot be required of all students.
- Faculty will work to schedule the experiential learning activity during their regularly-scheduled class session or during a time that causes the least disruption to other courses whenever possible (e.g. weekends or late afternoon/evenings for traditional undergraduates, alternate weeks for blended courses).
- In order to ensure that students with disabilities have equal access to experiential learning activities, faculty members will review student accommodations provided by the ARC and work closely with the student to ensure accommodations can be provided during the experiential learning activity. Students who have concerns about access to the experiential learning activity should discuss their concerns with the Academic Resource Center Director.

- Either the faculty member or some other responsible University official designated by the faculty member will accompany students to all academic experiential learning activities.
- All faculty will be notified of students participating in an experiential learning activity via email to excuse the participating students from class.
- Students are expected to notify faculty of other courses at least three days ahead of time that they will be absent and/or miss required assignments due to an experiential learning activity.

## Class Attendance

Class attendance is very important, not only to the instructor and the individual student, but also to the entire campus community. Students can expect faculty to have a clear attendance policy in each course syllabus. Students are expected to be aware of the attendance policy in each course for which they are enrolled.

### Attendance Definition

Depending on the course delivery, attendance is defined as seated time in the class (face-to-face courses), an assignment submission (online courses), and/or time present for live video conferencing with the instructor (virtual courses).

### No-Show/Never Attend

Students are considered a no-show if they do not attend or participate within the required timeline of a course or laboratory in which they are registered, and they have not contacted the instructor to indicate their intent. Students will receive a 100% tuition refund on courses dropped for never attending.

- Students will be dropped when they have failed to begin or never attended a course within the first two (2) weeks for courses greater than eight (8) weeks in length.
- Students will be dropped when they have failed to begin or never attended a course within the first (1) week for courses that are equal to or less than eight (8) weeks in length.

### Unexcused/Excused Absences

For known attendance conflicts, students must contact their instructor in advance of the class session to notify him/her of the absence. In general, acceptable reasons for student absence from or failure to participate in class include:

- Participation as a representative of the University in a scheduled intercollegiate athletic event;
- Participation as a representative of the University in a scheduled professional/academic conference, academic competition or performance, or a experiential learning activity scheduled as part of a course;
- Participation as an officer of a University co-curricular organization in a scheduled conference for which participation is mandatory for the student (e.g., a required annual meeting for all presidents of a national student organization);
- Health-related absences for which valid documentation is presented;
- Accommodation-related absences for which documentation is provided through the Academic Resource Center;
- Death in the family;
- Military commitments;

- Other situations not specifically noted in this list, but approved by the Assistant Vice President of Academics and/or the dean of the school in which the student is enrolled.

Students may be required to submit documentation of absences to faculty members. Students shall be permitted a reasonable amount of time to make up the material or activities covered if their absence was excused by the instructor.

### Excessive Student Absence

Concordia University reserves the right to administratively withdraw a student from class for excessive, unexcused absences based on the thresholds articulated below. The chart below documents when a student meets excessive absences (defined as approximately 15% of the course).

If administratively withdrawn for excessive absence, the Registrar's office will indicate a "W" on the student's transcript if the student's last class participation was prior to the withdrawal deadline for the term. A student who participated in a course past the withdrawal deadline, but who reaches an excessive absence threshold, is not eligible for a withdrawal and will be assessed a final grade.

Course Duration	Course Delivery Type	Excessive Absence
16 weeks	Face-to-face & Virtual	7 or more hours of class
16 weeks	Online	No assignment submissions for 3 or more total weeks online
14 weeks	Face-to-face & Virtual	Three or more 4-hour class sessions
14 weeks	Online	No assignment submissions for 3 or more total weeks online
8 weeks	Face-to-face & Virtual	Two or more 4-hour class sessions
8 weeks	Online	No assignment submissions for 2 or more total weeks online
6 weeks	Face-to-face & Virtual	Two or more 4-hour class sessions
6 weeks	Online	No assignment submissions for 1 or more total weeks online

### Consequences of Excessive Absences

An administrative withdrawal due to excessive absences may impact a student's scholarships, athletic eligibility, federal financial aid, and his/her ability to live in Concordia University Residence Halls. Residence Life requires that students maintain full-time status to live in Residence Halls. The Cashier's Office will implement applicable provisions of the Refund Policy when a student is administratively withdrawn, and Financial Aid will take appropriate action under applicable policies related to student aid.

## Academic Programs

### Traditional and Post-Traditional Academic Programs

Concordia University serves diverse types of students at varying stages in their lives; therefore, it offers programs that meet the distinctive needs

of its students. For the sake of clarity, Concordia identifies students by either of the two following classifications, traditional and post-traditional.

Both undergraduate and graduate/professional academic programs may attract post-traditional or traditional students. To meet the needs of those different types of students, Concordia University has developed academic programs to meet their distinctive needs.

This catalog includes all programs at Concordia University Ann Arbor and Concordia University Wisconsin (Mequon). In the undergraduate catalog, programs will be labeled with (A) if available at Ann Arbor, (M) if available at Mequon. Course modality varies and is indicated on the course schedule for each academic year. In the graduate catalog, programs specific to a certain campus will be labeled either (CUAA) or (CUW).

### Traditional Academic Programs

Traditional students most often see their higher education experience as their primary vocation; they are able to devote “full-time” effort to that experience. Traditional students are most likely to reside on campus, although many commute. While traditional students might work and continue to have family responsibilities, those responsibilities are complementary to their vocations as students. These academic programs are offered during the fall and spring semesters, supplemented by a summer semester. The courses in these programs are typically offered on campus in face-to-face or blended formats. Students generally receive financial aid on a semester-by-semester basis.

### Post-Traditional Academic Programs

Post-traditional students include their higher education experiences as one of several vocations in their lives. Post-traditional students often have full-time employment; many have significant family responsibilities and participate in other church and community efforts. They often bring to their educational programs a wealth of professional and personal experience. These academic programs are offered during the fall, spring, and summer semesters, where students take classes in a face-to-face, blended, or online format. Students generally receive financial aid on a course-by-course format.

### Program Changes

Requirements are subject to change in programs, majors or minors.

### The Individualized Major and Minor

(Major 30 cr. minimum) (Minor 18 cr. minimum)

An exception to the requirement of a ready-made major may be granted to a limited number of capable students with special needs or interests. For example, the student whose particular academic interests or career goals may better be served by a distinctive and flexible, but related grouping of courses, that provide for sustained contact with some problem or topic, may develop an appropriate major within the existing resources of the college.

Such self-designated proposals are initiated by the student with the aid of the mentor or academic advisor, developed with the assistance of a professor from an appropriate field, and submitted to the Academic Council for evaluation and recommendation. Final action rests with the Vice Provost of Academics. If approved, a copy of the plan must be filed in the student’s records by the Registrar.

### Cooperative Programs

Concordia University Wisconsin enables students to enrich their academic preparation by taking courses at other higher education

institutions with which CUW has a written agreement. Consult the Registrar’s Office for eligibility and guidelines.

### Independent Study

Independent Study allows students to develop a course of study in a subject area for which there is not already a module or credits on the student’s transcript. Through the completion of the proposal, the student will state goals and objectives, materials to be used, and means of assessing the learning. An advisor will be assigned to the study. It is the responsibility of the advisor to supervise the completion of the study and to report to Concordia satisfactory completion of the work, at which time credit will be awarded.

### Travel Studies

Travel opportunities are available to students through Concordia University’s International Center. Travel study participants must contact the sponsor of the trip to obtain the required forms and must complete the necessary paperwork. Credits earned through travel experience may apply to the core or elective areas.

### Reserve Officer Training Corps

#### Air Force Reserve Officers Training Corps

Concordia University students have the opportunity to fully participate in the Air Force Reserve Officers Training Corps program. Students enrolled in the Air Force ROTC program attend AFROTC courses at Marquette University.

Through the program, Concordia offers its students the opportunity to prepare for initial active duty assignments as Air Force Commissioned Officers. In order to receive a commission, AFROTC cadets must complete all university requirements for a degree and courses specified by the Air Force. AFROTC offers four-, three-, two-, and one-year programs leading to a commission as an Air Force officer. Four-year program students complete the general military course, the professional officer course, in addition to a four-week summer field training between their second and third years in the program. Two-year students complete only the professional officer course. One-year students complete a seven-week field training session.

AFROTC College Scholarship and Scholarship Actions Programs: These programs provide scholarships to selected students participating in AFROTC. While participating in AFROTC, students receive \$250-400 per month along with paid tuition, fees, and a fixed textbook reimbursement.

For more information, contact the Department of Aerospace Studies at Marquette University (414) 288-7882.

#### Army Reserve Officer Training Course

Concordia University students have the opportunity to fully participate in the Army Reserve Officer Training Course (AROTC) program. Students in the program attend AROTC courses at Marquette University. This program prepares Concordia University students for commissions in the U.S. Army, Army National Guard, or the U.S. Army Reserve.

There are two program options a four- or two-year program. The four-year program is divided into two phases: the basic course (taken during the freshman and sophomore years) and the advanced course (taken during the junior and senior years). The two-year program is designed for students at four-year institutions who did not take AROTC during the first two years of college, students entering a postgraduate course of study, or students who have prior military service. Students enrolling in the advanced course who have not taken the basic course will begin their training with a five-week paid summer session at Fort Knox called the

Leader's Training Course or a one-week program held at Marquette called Accelerated Cadet Commissioning Training.

The Army offers a number of scholarship opportunities to Concordia University students enrolled in the ROTC program. There are two-year, three-year, and four-year active duty scholarships as well as two-year U.S. Army Reserve and National Guard scholarships available. These scholarships are awarded on a competitive basis by the Department of Military Science at Marquette University and can be applied to tuition expenses at Concordia University. In addition to the scholarships, all contracted students in the advanced course receive a \$250-400 monthly stipend.

Prospective students interested in the Army ROTC program are encouraged to visit the Army ROTC website [www.armyrotc.com](http://www.armyrotc.com) (<http://www.armyrotc.com>), the Marquette Army ROTC website [www.mu.edu/rotc/army/html](http://www.mu.edu/rotc/army/html), (<http://www.mu.edu/rotc/army/html>) or contact our Enrollment and Scholarship Officer at Marquette University (414) 288-2046.

## Post-Traditional Students

### The Core Curriculum

The Core Curriculum of Concordia University takes the four following concerns as central to a student's education. The ultimate goal is to form a distinctive identity in our graduates that they may carry the university's mission out into their families, communities, workplaces, and the world at large.

### Mission

As a "Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and the World," the development of "mature Christian students" forms the *raison d'être* for Concordia. The Core Curriculum functions as a primary means of fulfilling this mission. A Liberal Arts education at Concordia represents a broad course of study directed at educating the whole person by developing skills necessary for future careers and providing insights that shape Christian citizens for global society.

### Liberal Arts

The Liberal Arts are the foundation and hallmark of Lutheran education. At its heart, an education in the liberal arts was designed to prepare citizens for an active life of Christian public service, an invaluable goal in modern democratic society. The founders of Lutheran education urged learning in the redesigned Protestant university to cover a broad range of disciplines so that students could gain a full understanding of the world that is "genuine and useful for humankind."

### Programs and Majors

The Core curriculum has dual purpose as a constituent part of a student's college career: it is both preparatory for, and complementary to, the education students receive in major programs and areas of study. In its preparatory function, it serves to provide foundational skills, knowledge, and background on which programs can build. As complementary it gives students cultural context, modes of inquiry, and opportunities for spiritual growth that enhance the many vocations they will fill in life.

### Development of the Individual

Luther said, "Every occupation has its own honor before God as well as its own requirement and duties." As part of our commitment to this ideal, the Core Curriculum's design provides a framework for continued learning, development, and growth in a lifelong pursuit of Vocation. This reflects our understanding that all of us are called by God to labor for the

common good of society and for the welfare of our neighbor as a means to accomplish His will. The Core also provides students, through a study of the liberal arts, a broad understanding of their place in the world and a substantial augmentation to major programs of study. Thus, the Core Curriculum provides a meaningful, unifying influence for all Concordia graduates.

### Core Themes

The model of the Core outlined here is learning-centered in its structure and Christ-centered in its philosophy and approach. These six areas represent key ideas, skills, and attitudes that comprise a Liberal Arts education at Concordia. The ultimate goal is to foundationally prepare students with the skills necessary for their future careers and the insights that will shape them for vocations as Christian citizens in the global community.

**Faith and Life**—Students will explain and analyze the basic tenets of the Christian faith and will apply the Christian worldview to consider the paradox of humans as eternal souls in a mortal world. Students are encouraged to use this understanding to shape engagement with historical and contemporary issues in the world around them.

**Natural World**—Students study the laws, language, and patterns of the natural world in order to take on the responsibility of its stewardship. Students will utilize the epistemologies of science and math, that is: knowledge about the natural world can be obtained through careful observations of the natural world; the natural world operates in a way that can be understood by the development of theories that are often mathematical in nature; and appropriate manipulation of numbers is essential to gather data, frame questions, and solve logical, algorithmic, empirical, and statistical problems.

**Society and Culture**—Students study the human interactions that form the basis of daily life, in order to develop a sense of citizenship in a global society. This should provide context for leading impactful lives in the church and the world through individual vocation. Society and Culture focuses on structures and systems devised by humans to maintain and provide for the common good, institutions that can be governmental or non-governmental in nature, that bring people together in social, horizontal relationships.

**Human Beings and Being Human**—Students study the interactions among the various aspects of being human. The understanding of human health & wellness, the workings of the human body, human thought, and psychology serves as the foundation for a joyful life of service. Human Beings and Being Human focuses on what it means to be an individual, how humans interact with systems not made by humans, such as nature, geography, and stewardship, and how humans interact with God's creation. Students here grapple with the roll of humans in the physical world and the question of what it means to be human.

**Human Creativity and Expression**—Students explore the expression of complex aspects of human experience through a variety of media and learn to comprehend the aesthetic expression of others across time and space.

**Communication and Language**—Students develop skills in oral, written, multimedia, and multimodal communication. This includes knowledge of different communication systems, varied rhetorical situations/strategies and foreign languages. Courses in this area train and require students to employ cogent, coherent, and effective language for a broad range of audiences, as well as to analyze how others have communicated effectively through language and its presentation.



**Students entering Concordia University without an Associates Degree, and not transferring in at least 45 credits will be required to fulfill the Core Curriculum (p. 24).**

**Students entering Concordia University without an Associates Degree, and transferring in 45 to 59 credits will be required to fulfill the Intermediate Core Curriculum (p. 25).**

**Students entering Concordia University with an Associates Degree, or transferring in at least 60 credits will be required to fulfill the Transfer Core (p. 26).**

## Post-Traditional - Core

### The Core Curriculum

The Concordia Core is divided into two parts: the Concordia Common Core (15 credits) and the Liberal Arts Dimensions (29 credits). The Concordia Common Core is comprised of five classes, each unique to Concordia, that cannot be transferred in; these classes would be required of all students, regardless of major. Two of the classes center on the core theme of Faith; the other three classes each address two core themes.

The intent is to build a sense of community, to instill a sense of what it means to be a Concordian, to provide an opportunity to present important subject matter from our distinctly Lutheran perspective. This will provide a framework, a commonality, to the intellectual life of the student.

Code	Title	Hours
	Common Core Experience (p. 24)	15
	<i>Liberal Arts Dimensions</i>	29
	Faith and Life (3 credits) (p. 24)	
	Natural World (6 credits) (p. 24)	
	Society and Culture (6 credits) (p. 24)	
	Human Beings and Being Human (5 credits) (p. 24)	
	Human Creativity and Expression (3 credits) (p. 24)	
	Communication and Language (6 credits) (p. 25)	
<b>Total Hours</b>		<b>44</b>

### Post-Traditional Common Core Experience Core Courses

Code	Title	Hours
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
CCE 140	Science & Humanity	3
REL 159	Heritage of Faith	3
REL 204	Biblical Theology	3
<b>Total Hours</b>		<b>15</b>

### Post-Traditional Faith and Life Core Courses

Code	Title	Hours
	<i>Select one from the following:</i>	3
REL 229	Religious Education of Youth and Adults	
REL 233	Communicating Bible Messages	
REL 287	Christian Care Giving	
REL 310	Religion in America Today	
REL 312	Office of the Professional Church Worker	
REL 340	Life of Christ	
REL 376	Christian Ethics	
REL 383	Gospel of Luke	

REL 387	Christ's People Through the Ages	
REL 410	World Religions	
<b>Total Hours</b>		<b>3</b>

### Post-Traditional Natural World Core Courses

Code	Title	Hours
	<i>Science - Select one from the following:</i>	3
JPP 312	Forensic Investigation	
SCI 175	Introduction to Environmental Science	
	<i>Mathematics - Select one from the following:</i>	3
MATH 125	Contemporary Math	
MATH 128	College Algebra	
BUS 315	Business Statistics	
<b>Total Hours</b>		<b>6</b>

### Post-Traditional Society and Culture Core Courses

Code	Title	Hours
	<i>Select two from the following:</i>	6
COMM 225	Intercultural Communication	
ECON 222	Macroeconomics	
HIST 161	History and Worldviews of the Western World	
HIST 203	Historical Methods	
HIST 205	Faces of Culture	
HIST 383	Age of Enlightenment	
POLS 135	Voices in Democracy	
POLS 359	Constitutional Law	
SOC 101	Introduction to Sociology	
<b>Total Hours</b>		<b>6</b>

### Post-Traditional Human Beings and Being Human Core Courses

Code	Title	Hours
	<i>Social World - Select one from the following:</i>	3
COMM 354	Gender and Communication	
HCM 308	Eldercare	
HIST 376	Classical Greece and Rome	
JPP 103	Criminology	
PHIL 256	Critical Thinking & Creativity	
PSY 271	Social Psychology in the Workplace	
PSY 324	Introduction to Psychopathology	
	<i>Physical Development</i>	2
HHP 215	Fit & Well	
<b>Total Hours</b>		<b>5</b>

### Post-Traditional Human Creativity and Expression Core Courses

Code	Title	Hours
	<i>Select one from the following:</i>	3
ART 105	Art	
ART 285	Art History I	
COMM 215	American Cinema	
ENG 130	Literature	
ENG 136	Literary Visions	

MUS 171	Creative Arts: Music	
<b>Total Hours</b>		<b>3</b>

### Post-Traditional Communication and Language Core Courses

Code	Title	Hours
<i>Writing:</i>		
ENG 210	College Writing	3
<i>Select one from the following:</i>		
COMM 112	Speech Communication	
COMM 201	Interpersonal Communication	
COMM 260	Social Media	
COMM 335	Technical Writing and Speaking	
ENG 205	English Language	
<b>Total Hours</b>		<b>6</b>

## Post-Traditional - Intermediate Core

### The Intermediate Core Curriculum

The Concordia Core is divided into two parts: the Concordia Common Core (9 credits) and the Liberal Arts Dimensions (29 credits). The Concordia Common Core is comprised of three classes, each unique to Concordia, that cannot be transferred in; these classes would be required of all students, regardless of major. Two of the classes center on the core theme of Faith; the other classes each address two core themes. The intent is to build a sense of community, to instill a sense of what it means to be a Concordian, to provide an opportunity to present important subject matter from our distinctly Lutheran perspective. This will provide a framework, a commonality, to the intellectual life of the student.

Code	Title	Hours
Common Core Experience (p. 25)		9
<i>Liberal Arts Dimensions</i>		29
Faith and Life (3 credits) (p. 25)		
Natural World (6 credits) (p. 25)		
Society and Culture (6 credits) (p. 25)		
Human Beings and Being Human (5 credits) (p. 25)		
Human Creativity and Expression (3 credits) (p. 26)		
Communication and Language (6 credits) (p. 26)		
<b>Total Hours</b>		<b>38</b>

### Post-Traditional Common Core Experience Intermediate Core Courses

Code	Title	Hours
<i>Select one from the following CCE courses:</i>		
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	
CCE 140	Science & Humanity	
REL 159	Heritage of Faith	3
REL 204	Biblical Theology	3
<b>Total Hours</b>		<b>9</b>

### Post-Traditional Faith and Life Intermediate Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		
REL 229	Religious Education of Youth and Adults	3
REL 233	Communicating Bible Messages	
REL 287	Christian Care Giving	
REL 310	Religion in America Today	
REL 312	Office of the Professional Church Worker	
REL 340	Life of Christ	
REL 376	Christian Ethics	
REL 383	Gospel of Luke	
REL 387	Christ's People Through the Ages	
REL 410	World Religions	
<b>Total Hours</b>		<b>3</b>

### Post-Traditional Natural World Intermediate Core Courses

Code	Title	Hours
<i>Science - Select one from the following:</i>		
JPP 312	Forensic Investigation	3
SCI 175	Introduction to Environmental Science	
<i>Mathematics - Select one from the following:</i>		
MATH 125	Contemporary Math	3
MATH 128	College Algebra	
BUS 315	Business Statistics	
<b>Total Hours</b>		<b>6</b>

### Post-Traditional Society and Culture Intermediate Core Courses

Code	Title	Hours
<i>Select two from the following:</i>		
COMM 225	Intercultural Communication	6
ECON 222	Macroeconomics	
HIST 161	History and Worldviews of the Western World	
HIST 203	Historical Methods	
HIST 205	Faces of Culture	
HIST 383	Age of Enlightenment	
POLS 135	Voices in Democracy	
POLS 359	Constitutional Law	
SOC 101	Introduction to Sociology	
<b>Total Hours</b>		<b>6</b>

### Post-Traditional Human Beings and Being Human Intermediate Core Courses

Code	Title	Hours
<i>Social World - Select one from the following:</i>		
COMM 354	Gender and Communication	3
HCM 308	Eldercare	
HIST 376	Classical Greece and Rome	
JPP 103	Criminology	
PHIL 256	Critical Thinking & Creativity	

PSY 271	Social Psychology in the Workplace	
PSY 324	Introduction to Psychopathology	
<i>Physical Development</i>		2
HHP 215	Fit & Well	
<b>Total Hours</b>		<b>5</b>

### Post-Traditional Human Creativity and Expression Intermediate Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		3
ART 105	Art	
ART 285	Art History I	
COMM 215	American Cinema	
ENG 130	Literature	
ENG 136	Literary Visions	
MUS 171	Creative Arts: Music	
<b>Total Hours</b>		<b>3</b>

### Post-Traditional Communication and Language Intermediate Core Courses

Code	Title	Hours
<i>Writing:</i>		
ENG 210	College Writing	3
<i>Select one from the following:</i>		3
COMM 112	Speech Communication	
COMM 201	Interpersonal Communication	
COMM 260	Social Media	
COMM 335	Technical Writing and Speaking	
ENG 205	English Language	
<b>Total Hours</b>		<b>6</b>

## Post-Traditional - Transfer Core

### The Transfer Core Curriculum

Code	Title	Hours
<b>Liberal Arts Dimensions</b>		<b>30</b>
Faith and Life (6 credits) (p. 26)		
Natural World (6 credits) (p. 26)		
Society and Culture (6 credits) (p. 26)		
Human Beings and Being Human (3 credits) (p. 26)		
Human Creativity and Expression (3 Credits) (p. 26)		
Communication and Language (6 credits) (p. 27)		
<b>Total Hours</b>		<b>30</b>

### Post-Traditional Faith and Life Transfer Core Courses

Code	Title	Hours
REL 159	Heritage of Faith	3
REL 204	Biblical Theology	3
<b>Total Hours</b>		<b>6</b>

### Post-Traditional Natural World Transfer Core Courses

Code	Title	Hours
<i>Science - Select one from the following:</i>		3
JPP 312	Forensic Investigation	
SCI 175	Introduction to Environmental Science	
<i>Mathematics - Select one from the following:</i>		3
MATH 125	Contemporary Math	
MATH 128	College Algebra	
BUS 315	Business Statistics	
<b>Total Hours</b>		<b>6</b>

### Post-Traditional Society and Culture Transfer Core Courses

Code	Title	Hours
<i>Select two from the following:</i>		6
COMM 225	Intercultural Communication	
ECON 222	Macroeconomics	
HIST 161	History and Worldviews of the Western World	
HIST 203	Historical Methods	
HIST 205	Faces of Culture	
HIST 383	Age of Enlightenment	
POLS 135	Voices in Democracy	
POLS 359	Constitutional Law	
SOC 101	Introduction to Sociology	
<b>Total Hours</b>		<b>6</b>

### Post-Traditional Human Beings and Being Human Transfer Core Courses

Code	Title	Hours
<i>Social World - Select one from the following:</i>		3
COMM 354	Gender and Communication	
HCM 308	Eldercare	
HIST 376	Classical Greece and Rome	
JPP 103	Criminology	
PHIL 256	Critical Thinking & Creativity	
PSY 271	Social Psychology in the Workplace	
PSY 324	Introduction to Psychopathology	
<b>Total Hours</b>		<b>3</b>

### Post-Traditional Human Creativity and Expression Transfer Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		3
ART 105	Art	
ART 285	Art History I	
COMM 215	American Cinema	
ENG 130	Literature	
ENG 136	Literary Visions	
MUS 171	Creative Arts: Music	
<b>Total Hours</b>		<b>3</b>

## Post-Traditional Communication and Language Transfer Core Courses

Code	Title	Hours
<i>Writing:</i>		
ENG 210	College Writing	3
<i>Select one from the following:</i>		
COMM 112	Speech Communication	3
COMM 201	Interpersonal Communication	
COMM 260	Social Media	
COMM 335	Technical Writing and Speaking	
ENG 205	English Language	
<b>Total Hours</b>		<b>6</b>

## Traditional Students

### The Core Curriculum

The Core Curriculum of Concordia University takes the four following concerns as central to a student's education. The ultimate goal is to form a distinctive identity in our graduates that they may carry the university's mission out into their families, communities, workplaces, and the world at large.

#### Mission

As a "Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and the World," the development of "mature Christian students" forms the *raison d'être* for Concordia. The Core Curriculum functions as a primary means of fulfilling this mission. A Liberal Arts education at Concordia represents a broad course of study directed at educating the whole person by developing skills necessary for future careers and providing insights that shape Christian citizens for global society.

#### Liberal Arts

The Liberal Arts are the foundation and hallmark of Lutheran education.

At its heart, an education in the liberal arts was designed to prepare citizens for an active life of Christian public service, an invaluable goal in modern democratic society. The founders of Lutheran education urged learning in the redesigned Protestant university to cover a broad range of disciplines so that students could gain a full understanding of the world that is "genuine and useful for humankind."

#### Programs and Majors

The Core curriculum has dual purpose as a constituent part of a student's college career: it is both preparatory for, and complementary to, the education students receive in major programs and areas of study. In its preparatory function, it serves to provide foundational skills, knowledge, and background on which programs can build. As complementary it gives students cultural context, modes of inquiry, and opportunities for spiritual growth that enhance the many vocations they will fill in life.

#### Development of the Individual

Luther said, "Every occupation has its own honor before God as well as its own requirement and duties." As part of our commitment to this ideal, the Core Curriculum's design provides a framework for continued learning, development, and growth in a lifelong pursuit of Vocation. This reflects our understanding that all of us are called by God to labor for the common good of society and for the welfare of our neighbor as a means to accomplish His will. The Core also provides students, through a study of the liberal arts, a broad understanding of their place in the world and a substantial augmentation to major programs of study. Thus, the Core

Curriculum provides a meaningful, unifying influence for all Concordia graduates.

#### Core Themes

The model of the Core outlined here is learning-centered in its structure and Christ-centered in its philosophy and approach. These six areas represent key ideas, skills, and attitudes that comprise a Liberal Arts education at Concordia. The ultimate goal is to foundationally prepare students with the skills necessary for their future careers and the insights that will shape them for vocations as Christian citizens in the global community.

**Faith and Life**—Students will explain and analyze the basic tenets of the Christian faith and will apply the Christian worldview to consider the paradox of humans as eternal souls in a mortal world. Students are encouraged to use this understanding to shape engagement with historical and contemporary issues in the world around them.

**Natural World**—Students study the laws, language, and patterns of the natural world in order to take on the responsibility of its stewardship.

Students will utilize the epistemologies of science and math, that is: knowledge about the natural world can be obtained through careful observations of the natural world; the natural world operates in a way that can be understood by the development of theories that are often mathematical in nature; and appropriate manipulation of numbers is essential to gather data, frame questions, and solve logical, algorithmic, empirical, and statistical problems.

**Society and Culture**—Students study the human interactions that form the basis of daily life, in order to develop a sense of citizenship in a global society. This should provide context for leading impactful lives in the church and the world through individual vocation. Society and Culture focuses on structures and systems devised by humans to maintain and provide for the common good, institutions that can be governmental or non-governmental in nature, that bring people together in social, horizontal relationships.

**Human Beings and Being Human**—Students study the interactions among the various aspects of being human. The understanding of human health & wellness, the workings of the human body, human thought, and psychology serves as the foundation for a joyful life of service. Human Beings and Being Human focuses on what it means to be an individual, how humans interact with systems not made by humans, such as nature, geography, and stewardship, and how humans interact with God's creation. Students here grapple with the roll of humans in the physical world and the question of what it means to be human.

**Human Creativity and Expression**—Students explore the expression of complex aspects of human experience through a variety of media and learn to comprehend the aesthetic expression of others across time and space.

**Communication and Language**—Students develop skills in oral, written, multimedia, and multimodal communication. This includes knowledge of different communication systems, varied rhetorical situations/strategies and foreign languages. Courses in this area train and require students to employ cogent, coherent, and effective language for a broad range of audiences, as well as to analyze how others have communicated effectively through language and its presentation.

*Students entering Concordia University without an Associates Degree, and not transferring in at least 45 credits, will be required to fulfill the Core Curriculum (p. 28).*

**Students entering Concordia University without an Associates Degree, and transferring in at 45 to 59 credits, will be required to fulfill the** Intermediate Core Curriculum (p. 30).

**Students entering Concordia University with an Associates Degree, or transferring in at least 60 credits, will be required to fulfill the** Transfer Core Curriculum (p. 32).

## Traditional Students - Core

### The Core Curriculum

The Concordia Core is divided into two parts: the Concordia Common Core (18 credits) and the Liberal Arts Dimensions (27 credits). The Concordia Common Core is comprised of six classes, each unique to Concordia, that cannot be transferred in; these classes are required of all students, regardless of major. Two of the classes center on the core theme of Faith; the other four classes each address two core themes. The intent is to build a sense of community, to instill a sense of what it means to be a Concordian, to provide an opportunity to present important subject matter from our distinctly Lutheran perspective. This provides a framework, a commonality, to the intellectual life of the campus. To this end, campus events are organized around selected themes that are presented in these classes.

Students entering Concordia University without an Associates Degree, and not transferring in at least 60 credits will be required to fulfill the Core Curriculum.

Code	Title	Hours
	Common Core Experience (p. 28)	18
	<i>Liberal Arts Dimensions</i>	27
	Faith and Life (3 credits) (p. 28)	
	Natural World (7 credits) (p. 28)	
	Society and Culture (3 credits) (p. 28)	
	Human Beings and Being Human (5 credits) (p. 29)	
	Human Creativity and Expression (3 credits) (p. 29)	
	Communication and Language (6 credits) (p. 29)	

#### Required Elements: (no additional credits hours needed)

Non Western Culture - One of the classes the student takes to satisfy the Liberal Arts Dimensions of the core must have a "Culture" designation. Selections are noted with an \*. Any travel study (TS) course also satisfies this requirement.

Writing Intensive - Two courses must have a "Writing Intensive" designation, one of which must be in the core. Currently CCE110 is being offered as a Writing Intensive Course. Some sections of REL100 and REL110 are also being offered as Writing Intensive.

<b>Total Hours</b>	<b>45</b>
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### Traditional Common Core Experience Core Courses

Code	Title	Hours
REL 100	The Bible (or)	3
REL 201 & REL 203	Old Testament and New Testament	
REL 110 or REL 204	Christian Faith Biblical Theology	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
CCE 130	Christian Citizen	3

CCE 140	Science & Humanity	3
<b>Total Hours</b>		<b>18</b>

### Traditional Faith and Life Core Courses

Code	Title	Hours
	Non-church work students - any REL course with a number above 204	3
	Church work students - check with your advisor	3

### Traditional Natural World Core Courses

Code	Title	Hours
<i>Science Core with Lab - Select from the following:</i>		4
BIO 141	General Biology I	
BIO 146	Essentials of Anatomy and Physiology	
BIO 156	Environmental Science	
BIO 191	Human Anatomy and Physiology I	
BIO 240	Zoology	
BIO 244	Botany	
BIO 367 & BIO 368	Ecology of the Tropics and Ecology of the Tropics-Lab *	
CHEM 105	Elements of General and Biological Chemistry	
ENV 160	Introductory GIS	
ENV 220	Water Quality and Aquaponics	
PHYS 108	Introductory Astronomy	
PHYS 151	General Physics I	
SCI 110	Introduction to Life and Physical Sciences	
SCI 235	Earth Science	
SCI 246	Oceanography	

This requirement is also met by any 4-credit lab course, including some that may be required by specific majors.

<i>Mathematics or Computer Science - Select from the following:</i>		3
CSC 150	Foundations of Computer Science	
MATH 125	Contemporary Math <sup>1</sup>	
MATH 119 & MATH 120	Number Sense: Teaching Pre K-9 and Data & Space: Teaching Pre K-9 <sup>2</sup>	

<b>Total Hours</b>	<b>7</b>
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<sup>1</sup> Or any MATH course above 125, unless the student's program or major requires another class.

<sup>2</sup> Required for Elementary Education and Early Childhood

\* Satisfies the non-western culture requirement in the core.

### Traditional Society and Culture Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		3
COMM 460	Cross-Cultural Communication *	
ECON 200	Principles of Economics	
ECON 222	Macroeconomics	
ECON 231	Microeconomics	
ED 1103	Human Relations for Teachers	
GEOG 220	Cultural Geography *	
HIST 153	American Civilization	
HIST 163	Non-Western World *	
HIST 190	Western Historical Perspectives	

HIST 208	History of Christianity
HIST 210	History of Food
HIST 212	Monsters
HIST 215	The Civil War
HIST 220	Sports of the World *
HIST 221	The Ancient World *
HIST 235	Rats, Lice & Mice: Hist of Disease *
HIST 240	Ancient Civilizations *
HIST 241	History & Culture of Latin America *
HIST 243	Modern Africa *
HIST 246	History of Modern Japan *
HIST 250	Modern Middle East *
HIST 255	Empires: East & West *
HIST 265	World of Superheroes *
HIST 270	Asia on Fire *
HIST 277	Byzantium *
HIST 285	History of Modern China *
HIST 295	America and Vietnam *
HIST 363	Women in America
HIST 420	European National History
PH 105	Introduction to Public Health
POLS 101	Introduction to Political Science
POLS 201	American Government
POLS 255	Presidency
POLS 285	American Politics and Health Care Policy
SOC 101	Introduction to Sociology
<b>Total Hours</b>	<b>3</b>

\* Satisfies the non-western culture requirement in the core.

### Traditional Human Beings and Being Human Core Courses

Code	Title	Hours
HHP 100	Stewardship of the Body	1
HHP Activity Course or THTR 103		1
<i>Select one from the following:</i>		3
COMM 354	Gender and Communication	
ED 1102	Foundations of Education	
LEGL 230	Environmental Law & Politics	
Any PHIL course except PHIL 101		
PSY 101	General Psychology	
SCI 275	Cosmogony	
<b>Total Hours</b>		<b>5</b>

### Traditional Human Creativity and Expression Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		3
ART 110	Design Fundamentals	
ART 111	2-D Composition	
ART 130	Digital Photography I	
ART 131	Darkroom Photography I	

ART 141	Drawing Fundamentals
ART 145	Drawing for Art Majors
ART 151	Art Fundamentals
ART 160	Loom Weaving Fundamentals
ART 170	Ceramics I
ART 176	Sculpture I
ART 210	3-D Design
ART 230	Printmaking Studio I
ART 231	Photography II
ART 245	Drawing II: Assorted Media
ART 246	Color & Media Dynamics
ART 265	Painting I
ART 270	Advanced Ceramics
ART 276	Sculpture II
ART 282	Typography I
ART 285	Art History I
ART 286	Art History II
ART 289	Art in Italy
ART 291	Exploration in Glass
ART 298	Applied Design - Metals
GD 100	Digital Design Fundamentals
GD 110	Graphic Design I
ENG 103	Civilization & Worldviews: Literature
ENG 245	Advanced Writing
ENG 246	Creative Writing
MUS 100	Piano Class for Beginners
MUS 130	Guitar Class
MUS 171	Creative Arts: Music
MUS 180	Chapel Ringers
MUS 181	Symphonic Wind Ensemble
MUS 182	Chapel Choir
MUS 184	Kammerchor
MUS 185	Alleluia Ringers
MUS 187	Pep Band
MUS 188	Jazz Ensemble
MUS 190	String Ensemble/Chamber Orchestra
MUS 191	Selah
MUS 192	University Band
MUS 197	Concordia Civic Chorale
THTR 120	Orientation to Theatre
THTR 215	Voice & Speech for the Actor
THTR 225	Acting for the Camera
THTR 231	Stagecraft I: Intro Stagecraft
THTR 254	Producing Children's Theatre
THTR 261	Acting I: Introduction to Acting
THTR 269	Musical Theatre and Dancing
<b>Total Hours</b>	<b>3</b>

### Traditional Communication and Language Core Courses

Code	Title	Hours
<i>Writing:</i>		3
ENG 104	Introduction to Writing	

<i>Select one from the following:</i>		3
COMM 105	Public Speaking	
COMM 201	Interpersonal Communication	
COMM 260	Social Media	
COMM 335	Technical Writing and Speaking	
FRE (any) *		
GER (any) *		
GRK (any) *		
HEB (any) *		
LAT (any) *		
SIGN (any) *		
SPAN (any) *		
<b>Total Hours</b>		<b>6</b>

\* Satisfies the non-western culture requirement in the core.

## Traditional Students - Intermediate Core

### The Intermediate Core Curriculum

The Concordia Core is divided into two parts: the Concordia Common Core (12 credits) and the Liberal Arts Dimensions (27 credits). The Concordia Common Core is comprised of four classes, each unique to Concordia, that cannot be transferred in; these classes are required of all students, regardless of major. Two of the classes center on the core theme of Faith; the other classes each address two core themes. The intent is to build a sense of community, to instill a sense of what it means to be a Concordian, to provide an opportunity to present important subject matter from our distinctly Lutheran perspective. This provides a framework, a commonality, to the intellectual life of the campus. To this end, campus events are organized around selected themes that are presented in these classes.

Students entering Concordia University without an Associates Degree, and transferring in 45 to 59 credits will be required to follow the intermediate core curriculum listed below.

Code	Title	Hours
	Common Core Experience (p. 30)	12
	<i>Liberal Arts Dimensions</i>	27
	Faith and Life (3 credits) (p. 30)	
	Natural World (7 credits) (p. 30)	
	Society and Culture (3 credits) (p. 31)	
	Human Beings and Being Human (5 credits) (p. 31)	
	Human Creativity and Expression (3 credits) (p. 31)	
	Communication and Language (6 credits) (p. 32)	
<b>Required Elements: (no additional credits hours needed)</b>		
	Non Western Culture - One of the classes the student takes to satisfy the Liberal Arts Dimensions of the core must have a "Culture" designation. Selections are noted with an *. Any travel study (TS) course also satisfies this requirement.	

Writing Intensive - Two courses must have a "Writing Intensive" designation, one of which must be in the core. Currently CCE110 is being offered as a Writing Intensive Course. Some sections of REL100 and REL110 are also being offered as Writing Intensive.

**Total Hours** **39**

### Traditional Common Core Experience Intermediate Core Courses

Code	Title	Hours
REL 100	The Bible (or)	3
REL 201 & REL 203	Old Testament and New Testament	
REL 110	Christian Faith	3
or REL 204	Biblical Theology	

*Select two from the following CCE courses:* 6

CCE 110	Western Culture & Worldview	
CCE 120	Western Thought & Worldview	
CCE 130	Christian Citizen	
CCE 140	Science & Humanity	

**Total Hours** **12**

### Traditional Faith and Life Intermediate Core Courses

Code	Title	Hours
	Non-church work students - any REL course with a number above 204	3
	Church work students - check with your advisor	3

### Traditional Natural World Intermediate Core Courses

Code	Title	Hours
<i>Science Core with Lab - Select from the following:</i>		4
BIO 141	General Biology I	
BIO 146	Essentials of Anatomy and Physiology	
BIO 156	Environmental Science	
BIO 191	Human Anatomy and Physiology I	
BIO 240	Zoology	
BIO 244	Botany	
BIO 367 & BIO 368	Ecology of the Tropics and Ecology of the Tropics-Lab *	
CHEM 105	Elements of General and Biological Chemistry	
ENV 160	Introductory GIS	
ENV 220	Water Quality and Aquaponics	
PHYS 108	Introductory Astronomy	
PHYS 151	General Physics I	
SCI 110	Introduction to Life and Physical Sciences	
SCI 235	Earth Science	
SCI 246	Oceanography	

This requirement is also met by any 4-credit lab course, including some that may be required by specific majors.

*Mathematics or Computer Science - Select from the following:* 3

CSC 150	Foundations of Computer Science	
MATH 125	Contemporary Math <sup>1</sup>	
MATH 119 & MATH 120	Number Sense: Teaching Pre K-9 and Data & Space: Teaching Pre K-9 <sup>2</sup>	

**Total Hours** **7**

<sup>1</sup> Or any MATH course above 125, unless the student's program or major requires another class.

<sup>2</sup> Required for Elementary Education and Early Childhood

\* Satisfies the non-western culture requirement in the core.

## Traditional Society and Culture Intermediate Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		
COMM 460	Cross-Cultural Communication *	3
ECON 200	Principles of Economics	
ECON 222	Macroeconomics	
ECON 231	Microeconomics	
ED 1103	Human Relations for Teachers	
GEOG 220	Cultural Geography *	
HIST 153	American Civilization	
HIST 163	Non-Western World *	
HIST 190	Western Historical Perspectives	
HIST 208	History of Christianity	
HIST 210	History of Food	
HIST 212	Monsters	
HIST 215	The Civil War	
HIST 220	Sports of the World *	
HIST 221	The Ancient World *	
HIST 235	Rats, Lice & Mice: Hist of Disease *	
HIST 240	Ancient Civilizations *	
HIST 241	History & Culture of Latin America *	
HIST 243	Modern Africa *	
HIST 246	History of Modern Japan *	
HIST 250	Modern Middle East *	
HIST 255	Empires: East & West *	
HIST 265	World of Superheroes *	
HIST 270	Asia on Fire *	
HIST 277	Byzantium *	
HIST 285	History of Modern China *	
HIST 295	America and Vietnam *	
HIST 363	Women in America	
HIST 420	European National History	
PH 105	Introduction to Public Health	
POLS 101	Introduction to Political Science	
POLS 201	American Government	
POLS 255	Presidency	
POLS 285	American Politics and Health Care Policy	
SOC 101	Introduction to Sociology	
<b>Total Hours</b>		<b>3</b>

\* Satisfies the non-western culture requirement in the core.

## Traditional Human Beings and Being Human Intermediate Core Courses

Code	Title	Hours
HHP 100	Stewardship of the Body	1
HHP Activity Course or THTR 103		1
<i>Select one from the following:</i>		3
COMM 354	Gender and Communication	
ED 1102	Foundations of Education	
LEGL 230	Environmental Law & Politics	
Any PHIL course except PHIL 101		
PSY 101	General Psychology	
SCI 275	Cosmogony	
<b>Total Hours</b>		<b>5</b>

## Traditional Human Creativity and Expression Intermediate Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		3
ART 110	Design Fundamentals	
ART 111	2-D Composition	
ART 130	Digital Photography I	
ART 131	Darkroom Photography I	
ART 141	Drawing Fundamentals	
ART 145	Drawing for Art Majors	
ART 151	Art Fundamentals	
ART 160	Loom Weaving Fundamentals	
ART 170	Ceramics I	
ART 176	Sculpture I	
ART 210	3-D Design	
ART 230	Printmaking Studio I	
ART 231	Photography II	
ART 245	Drawing II: Assorted Media	
ART 246	Color & Media Dynamics	
ART 265	Painting I	
ART 270	Advanced Ceramics	
ART 276	Sculpture II	
ART 282	Typography I	
ART 285	Art History I	
ART 286	Art History II	
ART 289	Art in Italy	
ART 291	Exploration in Glass	
ART 298	Applied Design - Metals	
GD 100	Digital Design Fundamentals	
GD 110	Graphic Design I	
ENG 103	Civilization & Worldviews: Literature	
ENG 245	Advanced Writing	
ENG 246	Creative Writing	
MUS 100	Piano Class for Beginners	
MUS 130	Guitar Class	
MUS 171	Creative Arts: Music	
MUS 180	Chapel Ringers	
MUS 181	Symphonic Wind Ensemble	



MUS 182	Chapel Choir
MUS 184	Kammerchor
MUS 185	Alleluia Ringers
MUS 187	Pep Band
MUS 188	Jazz Ensemble
MUS 190	String Ensemble/Chamber Orchestra
MUS 191	Selah
MUS 192	University Band
MUS 197	Concordia Civic Chorale
THTR 120	Orientation to Theatre
THTR 215	Voice & Speech for the Actor
THTR 225	Acting for the Camera
THTR 231	Stagecraft I: Intro Stagecraft
THTR 254	Producing Children's Theatre
THTR 261	Acting I: Introduction to Acting
THTR 269	Musical Theatre and Dancing
<b>Total Hours</b>	<b>3</b>

### Traditional Communication and Language Intermediate Core Courses

Code	Title	Hours
<i>Writing:</i>		
ENG 104	Introduction to Writing	3
<i>Select one from the following:</i>		
COMM 105	Public Speaking	3
COMM 201	Interpersonal Communication	
COMM 260	Social Media	
COMM 335	Technical Writing and Speaking	
FRE (any) *		
GER (any) *		
GRK (any) *		
HEB (any) *		
LAT (any) *		
SIGN (any) *		
SPAN (any) *		
<b>Total Hours</b>		<b>6</b>

\* Satisfies the non-western culture requirement in the core.

## Traditional Students - Transfer Core

### The Transfer Core Curriculum

Code	Title	Hours
<b>Liberal Arts Dimensions</b>		
		<b>31</b>
Faith and Life (6 credits) (p. 32)		
Natural World (7 credits) (p. 32)		
Society and Culture (6 credits) (p. 32)		
Human Beings and Being Human (3 credits) (p. 33)		
Human Creativity and Expression (3 credits) (p. 33)		
Communication and Language (6 credits) (p. 33)		
<b>Total Hours</b>		<b>31</b>

### Traditional Faith and Life Transfer Core Courses

Code	Title	Hours
REL 100	The Bible	3
REL 110	Christian Faith	3
<b>Total Hours</b>		
<i>Church Work students:</i>		
REL 201	Old Testament	3
REL 204	Biblical Theology	3

### Traditional Natural World Transfer Core Courses

Code	Title	Hours
<i>Science Core with Lab - Select from the following:</i>		
<b>4</b>		
BIO 141	General Biology I	
BIO 146	Essentials of Anatomy and Physiology	
BIO 156	Environmental Science	
BIO 191	Human Anatomy and Physiology I	
BIO 240	Zoology	
BIO 244	Botany	
BIO 367	Ecology of the Tropics	
& BIO 368	and Ecology of the Tropics-Lab *	
CHEM 105	Elements of General and Biological Chemistry	
ENV 160	Introductory GIS	
ENV 220	Water Quality and Aquaponics	
PHYS 108	Introductory Astronomy	
PHYS 151	General Physics I	
SCI 110	Introduction to Life and Physical Sciences	
SCI 235	Earth Science	
SCI 246	Oceanography	
This requirement is also met by any 4-credit lab course, including some that may be required by specific majors.		
<i>Mathematics or Computer Science - Select from the following:</i>		
<b>3</b>		
CSC 150	Foundations of Computer Science	
MATH 125	Contemporary Math <sup>1</sup>	
MATH 119	Number Sense: Teaching Pre K-9	
& MATH 120	and Data & Space: Teaching Pre K-9 <sup>2</sup>	
<b>Total Hours</b>		<b>7</b>

<sup>1</sup> Or any MATH course above 125, unless the student's program or major requires another class.

<sup>2</sup> Required for Elementary Education and Early Childhood

\* Satisfies the non-western culture requirement in the core.

### Traditional Society and Culture Transfer Core Courses

Code	Title	Hours
<i>Select two from the following:</i>		
<b>6</b>		
COMM 460	Cross-Cultural Communication	
ECON 200	Principles of Economics	
ECON 222	Macroeconomics	
ECON 231	Microeconomics	
ED 1103	Human Relations for Teachers	
GEOG 220	Cultural Geography	
HIST 153	American Civilization	

HIST 163	Non-Western World
HIST 190	Western Historical Perspectives
HIST 208	History of Christianity
HIST 210	History of Food
HIST 212	Monsters
HIST 215	The Civil War
HIST 220	Sports of the World
HIST 221	The Ancient World
HIST 235	Rats, Lice & Mice: Hist of Disease
HIST 240	Ancient Civilizations
HIST 241	History & Culture of Latin America
HIST 243	Modern Africa
HIST 246	History of Modern Japan
HIST 250	Modern Middle East
HIST 255	Empires: East & West
HIST 265	World of Superheroes
HIST 270	Asia on Fire
HIST 277	Byzantium
HIST 285	History of Modern China
HIST 295	America and Vietnam
HIST 363	Women in America
HIST 420	European National History
PH 105	Introduction to Public Health
POLS 101	Introduction to Political Science
POLS 201	American Government
POLS 255	Presidency
POLS 285	American Politics and Health Care Policy
SOC 101	Introduction to Sociology
<b>Total Hours</b>	<b>6</b>

### Traditional Human Beings and Being Human Transfer Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		<b>3</b>
COMM 354	Gender and Communication	
ED 1102	Foundations of Education	
LEGL 230	Environmental Law & Politics	
PSY 101	General Psychology	
Any PHIL course except PHIL 101		
SCI 275	Cosmogony	
<b>Total Hours</b>		<b>3</b>

### Traditional Human Creativity and Expression Transfer Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		<b>3</b>
ART 110	Design Fundamentals	
ART 111	2-D Composition	
ART 130	Digital Photography I	
ART 131	Darkroom Photography I	
ART 141	Drawing Fundamentals	
ART 145	Drawing for Art Majors	

ART 151	Art Fundamentals	
ART 160	Loom Weaving Fundamentals	
ART 170	Ceramics I	
ART 176	Sculpture I	
ART 210	3-D Design	
ART 230	Printmaking Studio I	
ART 231	Photography II	
ART 245	Drawing II: Assorted Media	
ART 246	Color & Media Dynamics	
ART 265	Painting I	
ART 270	Advanced Ceramics	
ART 276	Sculpture II	
ART 282	Typography I	
ART 285	Art History I	
ART 286	Art History II	
ART 289	Art in Italy	
ART 291	Exploration in Glass	
ART 298	Applied Design - Metals	
GD 100	Digital Design Fundamentals	
GD 110	Graphic Design I	
ENG 103	Civilization & Worldviews: Literature	
ENG 245	Advanced Writing	
ENG 246	Creative Writing	
MUS 100	Piano Class for Beginners	
MUS 130	Guitar Class	
MUS 171	Creative Arts: Music	
MUS 180	Chapel Ringers	
MUS 181	Symphonic Wind Ensemble	
MUS 182	Chapel Choir	
MUS 184	Kammerchor	
MUS 185	Alleluia Ringers	
MUS 187	Pep Band	
MUS 188	Jazz Ensemble	
MUS 190	String Ensemble/Chamber Orchestra	
MUS 191	Selah	
MUS 192	University Band	
MUS 197	Concordia Civic Chorale	
THTR 120	Orientation to Theatre	
THTR 215	Voice & Speech for the Actor	
THTR 225	Acting for the Camera	
THTR 231	Stagecraft I: Intro Stagecraft	
THTR 254	Producing Children's Theatre	
THTR 261	Acting I: Introduction to Acting	
THTR 269	Musical Theatre and Dancing	
<b>Total Hours</b>		<b>3</b>

### Traditional Communication and Language Transfer Core Courses

Code	Title	Hours
<i>Writing:</i>		
ENG 104	Introduction to Writing	<b>3</b>
<i>Select one from the following:</i>		<b>3</b>

COMM 105	Public Speaking
COMM 201	Interpersonal Communication
COMM 260	Social Media
COMM 335	Technical Writing and Speaking
FRE (any)	
GER (any)	
GRK (any)	
HEB (any)	
LAT (any)	
SIGN (any)	
SPAN (any)	
<b>Total Hours</b>	<b>6</b>

## Admission Procedures

### Traditional Undergraduate Programs

Concordia University admits qualified students of any race, color, or national or ethnic origin to all programs and activities and is nondiscriminatory in the administration of its policies and programs.

To be considered for admission to Concordia University a student must be a graduate of a regionally accredited high school or one approved by its state university. Requests for exceptions to this requirement may be submitted by candidates who are otherwise qualified.

### Entrance Requirements

Each entering student must submit evidence of adequate preparation for college. A minimum of sixteen (16) units of secondary school work is required of which at least eleven (11) should be in basic liberal arts areas and should be distributed as follows:

- **English:** At least three units of English but four are strongly recommended.
- **Mathematics:** Two units of college preparatory mathematics, preferably, one each in algebra and geometry.
- **Social Studies:** Two units in social studies, preferably one each in world history and American history.
- **Natural Science:** Two units of science, preferably, one each in biology, physics or chemistry.
- **Liberal Arts Electives:** Two units of the same foreign language or additional units in one or more of the areas above or in fine arts.
- **Miscellaneous Electives:** Five units from any area of academic study. The student will find it to his/her advantage if the majority of this work is additional work in the areas listed above. German or Latin is recommended for the pre-seminary student.

Required is a minimum entrance grade point average of 2.5 which is based on at least:

- 3 units of English
- 2 units of Mathematics (Algebra and Geometry)
- 2 units of Science (Biology, Chemistry, Physics)
- 2 units of Social Studies (American History plus one elective)

However, certain programs require a higher grade point average. The University accepts the ESL Academic Report as satisfaction of English language proficiency for international students.

### Procedure for Admission

An application should be filed during the student's senior year in high school; however, later applications may be considered if space is available. Students may enter at the beginning of any term. The formal application can be completed online through our website at [www.cuw.edu/apply](http://www.cuw.edu/apply) or [www.cuaa.edu/apply](http://www.cuaa.edu/apply).

The application consists of the following documents and information:

1. The completed application form.
2. Official secondary/high school transcript (6 or more semesters) including test records. A final transcript is to be submitted after graduation.
3. Official transcript from each college attended.
4. (*Optional*) Report of ACT scores from the American College Testing Program. Information concerning this program may be obtained by writing American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240, or may be available from the high school guidance department. The SAT (Scholastic Aptitude Test) may be accepted in lieu of the ACT. Please note, International Students are not required to take the ACT or SAT tests.
5. English: Students without demonstrated experience in an English medium academic or professional setting must present a minimum TOEFL score of 61 on the internet based test, an overall band score of 6 on the IELTS, an overall 55 on the PTE or an overall 90 on Duolingo for regular acceptance. Admission to the School of Nursing requires a TOEFL score of > 79, an IELTS score of > 6.5, a PTE score of 61 or a Duolingo score of 100. Students may still be considered for conditional admission without providing an English test result.

### Test Optional Policy

We understand that standardized test scores (SAT/ACT) do not always accurately reflect the strength of every student's academic achievements. For those that would like to be considered as test optional in the admissions process, please contact your admission counselor. Students with a cumulative GPA below 3.0 are recommended to submit an SAT/ACT.

### Conditional Admission

Conditional admission at the undergraduate level is defined as admission to the university for students who do not meet the undergraduate admission standards (2.5 or higher cumulative GPA/ 18 or higher ACT). Upon review of a student's academic record, the Assistant Vice President of Admission, with the approval of the Admissions Committee, may grant applicants conditional admission to Concordia University.

Conditional admission requires the student to achieve good academic standing (GPA of a 2.0 or higher) and successful completion of the PROSPER Program within the first semester of enrollment. Students who are conditionally admitted may be required to fulfill stipulations specific to their program. Students who earn a semester GPA of 2.0 or higher within their first semester of enrollment are removed from conditional admission status. Failure to fulfill stipulations of conditional admission, including successful completion of the PROSPER Program, and/or failure to maintain good academic standing as an undergraduate student (GPA of 2.0 or higher) during enrollment in the first semester will result in probationary status (see the Probation and Dismissal Policy).

### Non-Degree Admission

1. Individuals registering on a full or part-time basis for courses without the intention of receiving a degree are classified as non-

degree students. The work can be for audit or for credit but does not automatically apply toward a degree program.

2. Non-degree students who desire to make application for acceptance into a degree program must follow the regular application procedures for degree students. At the time of such application, credits earned as a non-degree student will be reviewed and the student apprised of how the credits can be used in meeting degree requirements.

## Advanced Standing

The University will recognize unusual secondary school work by means of advanced placement, and will grant credit to those who have taken especially enriched or accelerated courses before entering college or who have appropriate vocational or professional experience. Applicants qualify for such credit by satisfactory achievement on college-approved placement examinations, including the College Board Advanced Placement Tests, CLEP (College Level Examination Program), or faculty-authored challenge examinations. College credit total a maximum of 30 semester credits may be earned by satisfactorily completing such examinations.

Retroactive credit is available in foreign languages, wherein credit may be given for pre-college foreign language study if the student takes the next highest level of the foreign language at this university and achieves a C or better. The student must request credit for the lower level course(s) that were bypassed.

For further information regarding how transfer credits are awarded and applied, please contact the Registrar's Office.

## Transfer Policy

Transfer students applying for transfer credit at Concordia University are subject to the following requirements:

- They must furnish the Admission Office with an official college transcript from each college attended. Transfer credit may be awarded for each course in which the student received a grade of "D" or better provided that the course is similar to one being given at Concordia University or is one which could be considered an elective. Some programs may have specific grade requirements for transfer courses. The Office of the Registrar will issue an evaluation showing the transfer credit allowed established on the basis of an individual review of each student's transcripts.
- Normally only credits from a regionally accredited institution will be considered for transfer. Any exceptions will be made on an individual basis. In some cases there are articulated agreements that govern the transfer of credits.
- Transfer students must take entrance and other examinations in the same way as entering freshmen.
- Transfer credits are not used in calculating the student's grade point average.
- A maximum of 84 semester credits will be accepted in transfer.

## Pre-College Program

This program allows high school students in grades 9-12 to earn high school and college credit simultaneously through dual credit; or at CUW through utilizing the Early College Credit Program (ECCP)\*

The goal of the program is to help high achieving students get a head start on college, while paying a fraction of the cost for courses.

Students can enroll in courses online, face to face at the Mequon campus (CUW), Ann Arbor campus (CUAA) or blended at their high school by

approved teachers. A student can enroll in two courses each semester with the ability to earn up to 36 credits total. *Additional information can be found on the Pre-College web page (<https://www.cuw.edu/admissions/undergraduate-admissions/high-school-students/pre-college.html>).*

In order to be considered for admission, you must meet the following requirements and submit the following items:

- Students must have a 3.0 grade point average in high school core academic subjects
- Typically juniors and seniors enroll but freshmen and sophomores with an 11<sup>th</sup> grade reading and writing skills may be admitted. A writing sample or test score may be required for younger students.
- A completed non-degree Pre-College application
- high school transcript
- Returning students must earn at least a 'C' grade in college courses to continue in the program

*\* CUW: If receiving funding through ECCP, the WAICU ECCP form is needed with approval from school district. CUAA: For state of MI funding, a qualifying college entrance test score must be submitted.*

## Admission Procedures (Acc)

### Accelerated Undergraduate Programs Admission Requirements

1. Submit the online application at [www.cuw.edu/apply](http://www.cuw.edu/apply) (<http://www.CUW.edu/apply/>).
2. Official transcripts from all post-secondary institutions attended. In cases where the student has less than 60 transferable credits, an official high school transcript or proof of GED must also be submitted. Students will be required to have a minimum cumulative GPA of 2.00 or above.
3. International students should visit [www.cuw.edu/international](http://www.cuw.edu/international) (<http://www.CUW.edu/international/>) to view additional admission requirements.

### Admission Decisions

When an applicant's file is complete, the file is forwarded to the Admission Committee for review. The Admission Committee can make one of four decisions. An official decision letter is sent to the applicant, giving the decision of the Admission Committee.

1. The student is fully admitted to the program.
2. The student is admitted as a conditional student whose admission and/or continuation in the program is contingent upon meeting certain conditions that are stipulated in the acceptance letter the student receives.
3. The student is admitted as a Special Student Status – Non Degree Seeking. This applies to students who wish to enroll in courses but do not plan to seek a degree. Students enrolled in a certificate program will be admitted as Special Status.
4. The student is denied admission.\*

*\*If an applicant is denied and is eligible to appeal, they must write a letter to the director of admission stating their intentions and reasons for appealing the decision.*

### Conditional Admission

Conditional admission at the undergraduate level is defined as admission to the university for students who do not meet the undergraduate

admission standards (2.0 or higher cumulative GPA). Upon review of a student's academic record, the Admissions Committee may grant applicants conditional admission to Concordia University.

Conditional admission requires the student to achieve good academic standing (GPA of a 2.0 or higher) and successful completion of the PROSPER Program within the first semester of enrollment. Students who are conditionally admitted may be required to fulfill stipulations specific to their program. Students who earn a semester GPA of 2.0 or higher within their first semester of enrollment are removed from conditional admission status. Failure to fulfill stipulations of conditional admission, including successful completion of the PROSPER Program, and/or failure to maintain good academic standing as an undergraduate student (GPA of 2.0 or higher) during enrollment in the first semester will result in probationary status (see the Probation and Dismissal Policy).

### Non-Degree Applicants

1. Individuals registering on a full or part-time basis for courses without the intention of receiving a degree are classified as non-degree students. The work can be for audit or for credit but does not automatically apply toward a degree program.
2. Non-degree students who desire to make application for acceptance into a degree program must follow the regular application procedures for degree students. At the time of such application, credits earned as a non-degree student will be reviewed and the student apprised of how the credits can be used in meeting degree requirements.

### Readmission Policy - Undergraduate Programs

Students who wish to resume their studies after an absence of one year or more must submit a new application. Students will re-enter the program under the rules and regulations of the current catalog. A new evaluation form will be completed at that time. Any new course requirements in either the major or the core must be met.

## Concordia International Center (CIC)

### Nature and the Scope of CUWAA International Services

The CIC is responsible for the internal and external international operations of Concordia University, which includes International Student Services, Study Abroad and CUWAA International Relations, Programs & Partnerships.

**International Student Services** is designed to provide a seamless international student experience starting with international student recruitment & admissions, followed by enrolled student services and continuing on through graduation and post study opportunities. The office provides support for incoming international students, including advising and monitoring immigration requirements for F-1, J-1 and other student visa categories; connecting international students to university services and opportunities, providing guidance for Optional Practical Training (OPT), and Curricular Practical Training (CPT), as well as programming specifically tailored to the international student experience.

**The Study Abroad Office** links Concordia students to learning opportunities around the world, facilitating both short-term and semester-long academic programs abroad for undergraduate and graduate students. The office convenes a faculty advisory committee to assure academic excellence and oversees program evaluation, risk mitigation, faculty leader training, and travel insurance enrollment.

**International Relations, Programs & Partnerships** oversees Concordia's international operations and relationships. Concordia has a number of international partnerships that are designed to be sustainable, mutually beneficial relationships between two or more universities. We engage faculty and staff from both universities to design academic program offerings, provide students with a world-class education, and develop international awareness, cross-cultural sensitivity, and professional competency. This also includes Concordia's effort to develop and promote a global network of Lutheran Institutions of Higher Education, investing time and expertise in countries and institutions where there is a community committed to establishing a Concordia style institution of higher education.

## Financial Aid Overview

### Student Financial Aid

Concordia believes that the talents, hopes and ambitions of our students are among the most valuable resources our church and nation possess. With this in mind, Concordia continues to promote scholarship, loan, and employment opportunities for its qualified, deserving students who must find funds to attend college. The fundamental purpose of the financial aid program at Concordia is, therefore, to make it possible for students who would normally be deprived of a college education because of inadequate funds to attend Concordia. The amount of financial aid awarded is based mainly on the applicant's financial need. As a general rule the primary financial responsibility lies with the student and parents. Therefore, in order to help determine student need and make it possible to grant aid fairly, the parents of aid applicants are asked to file the Free Application for Federal Student Aid (FAFSA). On the basis of this financial information, the University is able to determine the difference between University costs and the amount a student and parents can reasonably be expected to provide. This difference is defined as need. If a student is independent according to the Federal Department of Education definition, the student would submit a financial statement without parental information.

### How to Apply for Aid

A Free Application for Federal Student Aid (FAFSA) is necessary for application for scholarships, grants, loans, or employment from Concordia. These forms need to be completed annually for possible renewal of financial assistance. The FAFSA is to be completed after October 1 and returned for processing to the address indicated on the FAFSA. Signed copies of you and your parent's previous year's Federal Income Tax Returns are also required if federal verification is required. Within one month after your complete application has been received at Concordia, you will be advised as to the various types of financial assistance for which you are eligible. These include employment, loans, grants, and scholarships administered by Concordia. If you are accepted for admission, a firm financial commitment will be made to you. Students are encouraged to apply as early as they can, applications received by March 1st will receive full consideration for all Concordia assistance which is available. Applications received after that date will be subject to the limitations of available Concordia resources. As a general rule, one half of the grants, scholarships, and loans are applied toward each semester's tuition and fees. If you have any questions or need any forms, write or phone the Financial Aid Office. Detailed information is also available in the form of a fourteen page flipchart on the CUW web site. Any of the above forms are available on the CUW Financial Aid Website.

## Renewal of Financial Aid

Concordia makes every effort to continue assistance to a student through his/her years of college.

Renewal is based upon the following guidelines:

1. The non-need application must be filed with the Office of Financial Aid by January 31 (if not submitting the FAFSA). Late applications will be accepted and funded according to the availability of Concordia funds.
2. Free Application for Federal Student Aid (FAFSA) are encouraged to be filed between October 1 and March 1 in order to assure a timely application.
3. Renewal of scholarships, grants, campus employment, and loans depends upon Financial Aid, and the availability of funds and renewal criterion, including FAFSA results.
4. Any award or any portion thereof may be either declined by a student or revoked by Concordia if such assistance is not to the advantage of the student or the University.
5. As funds available must be divided among all deserving students, grants, scholarships, employment, or loans may not always be renewed in their original amounts.
6. You must be making satisfactory academic progress as defined below and maintain at least a 2.00 grade point average.

## Student Financial Responsibilities

Grade level is based on the below completed credits:

Level	Credits
Freshmen	0-29
Sophomore	30-59
Junior	60-89
Senior	90+

*A student's financial aid eligibility may change if a student changes their schedule after the term has begun by adding or dropping courses. It is highly recommended students meet with their academic advisor and financial aid counselor prior to dropping a course or registering for courses to avoid any schedule changes during the term. If a student fails to meet academic standards (maintain a 2.0 or better cumulative GPA), he/she will become ineligible for financial aid.*

Concordia University offers Federal Title IV funding in the form of Federal grants and Federal Subsidized and Unsubsidized Loans. To apply for financial aid, students must complete the "Free Application for Federal Student Aid" ([www.fafsa.ed.gov](http://www.fafsa.ed.gov) (<http://www.fafsa.ed.gov>)) each academic year.

## Federal Pell Grant

This federal grant is awarded to undergraduate students on the basis of financial need and is prorated per class enrollment. The maximum amount of this grant per year is \$7,395.

## Federal Direct Subsidized Loan

This federal loan may be offered up to \$5,500 per year depending on financial need and grade level. A Subsidized Loan does not accrue interest until repayment which begins 6 months after separation from the University or when a student is enrolled less than half-time (6 credits per term). The interest rate is fixed and changes each year. Interest fees and origination fees are subject to change per acts of Congress.

## Federal Direct Unsubsidized Loan

This federal loan is an additional loan for educational expenses of up to \$7,000 per year depending on eligibility and grade level. Interest begins when the loan is disbursed. Payments may be deferred while the student is enrolled at least half-time but interest does accrue during this time. Repayment with interest begins 6 months after separation from the University or when enrollment drops to less than half-time (6 credits per term). The interest rate is fixed and changes each year. Interest rates and origination fees are subject to change per acts of Congress.

Independent students may qualify for the following amounts of student loans:

Credits Earned	Loan	Subsidized	Unsubsidized
0-29	\$9,500 annually	\$3,500	\$6,000
30-59	\$10,500 annually	\$4,500	\$6,000
60 or more	\$12,500 annually	\$5,500	\$7,000

## Financial Aid Types of Assistance

### CUW Scholarships

Concordia does encourage, through scholarships, those students who present a strong composite picture of outstanding academic achievement, unusual diligence, consecrated creativity, and self-sacrificing service.

#### Traditional Undergraduate Scholarships – CUW

<https://www.cuw.edu/admissions/financial-aid/undergraduate/scholarships/index.html> (<https://www.cuw.edu/admissions/financial-aid/undergraduate/scholarships/>)

#### Traditional Undergraduate Scholarships – CUAA

<https://www.cuaa.edu/admissions/financial-aid/undergraduate/awards-eligibility/index.html> (<https://www.cuaa.edu/admissions/financial-aid/undergraduate/awards-eligibility/>)

#### Adult Accelerated Undergraduate & Graduate Scholarships

<https://www.cuw.edu/admissions/financial-aid/uncommon-scholarships.html>

## Grants

The following grants (non-repayable funds) offered at Concordia are based primarily on the undergraduate student's demonstrated financial need.

### Pell Grants

A federal Pell Grant provides funds to help pay for higher education. Awards range from \$200 to \$7,395 per year. The actual amount the student receives depends on the financial information reported on the Free Application for Federal Student Aid (FAFSA), whether a full-time or part-time student, and the cost of education.

An application must be filed annually through the Office of Financial Aid, Concordia University Wisconsin.

### Wisconsin Tuition Grant Program

Wisconsin residents attending Concordia University Wisconsin are eligible to apply for the Wisconsin Grant. The purpose of the grant is "to provide the Wisconsin student with greater freedom of education choice, thus enabling students to follow a path of self-development in harmony

with their desires and the welfare of society.” The amount of the grant is based on the student’s financial need and the tuition at Concordia. Grants range up to \$4,100 per year. An application should be filed BY MARCH 1ST through the Office of Financial Aid, Concordia University Wisconsin.

### Supplemental Educational Opportunity Grant (SEOG)

A Federal Supplemental Educational Opportunity Grant (FSEOG) is a grant to help pay for education after high school. It is for undergraduates only and it does not have to be paid back.

Awards average \$500, depending on need, the availability of FSEOG funds, and the amount of other aid the student is receiving. FAFSA must be filed annually, are not automatically renewed, and should be filed through the Office of Financial Aid, Concordia University Wisconsin.

### Concordia University Grants - Scholarships

Through the generosity of many friends of Concordia University, numerous endowments have been established. The earnings of these endowments financially assist students on the basis of merit and/or need. These grants and scholarships can be up to \$5,000 per year. Additional information about the nature of the endowments and program eligibility is available from the Financial Aid Department.

### Route 36

Route 36 allows full-time traditional undergraduate students to utilize up to 36 credits of work in the fall, spring, and summer terms as part of the undergraduate tuition rate. Students must take a minimum of twelve credits in the fall and spring terms. Overload and winterim credits are not considered part of the 36 allowed total credits. Online and individualized courses will include a course fee equivalent to 25% of the summer tuition. \*Please note, this program is being taught out and students beginning in the fall of 2023 or later are not eligible- please see your academic advisor or Financial Aid for the most current policy information.

### Congregational Grants

#### Lutheran Church - Missouri Synod

Many congregations directly assist their students with some educational expenses. Concordia encourages you to inquire about possible assistance through your pastor.

#### District Grants

Most districts of The Lutheran Church-Missouri Synod, through their Board of Student Aid and/or Recruitment, provide grants to students preparing for a church vocation. Grants, and on occasion loans, are awarded in amounts ranging from \$100 to \$1000 per year. The contact person and address for your district may be obtained from Concordia, your pastor, or the Lutheran Annual. Application deadlines vary by district.

### Self Help

#### Student Employment

Campus employment opportunities are available for students who wish to be employed. Eighteen (18) hours of work per week should be considered the maximum for full time students. A reasonable amount of employment could possibly improve the scholastic achievement of many students, as well as provide some financial resources for the student. Student employees will be paid via normal pay checks and pay periods.

Students interested in on-campus employment can apply through the Career Services office. Concordia participates in the Federal Work Study Program, which enhances the opportunities for employment.

### Loans

In some cases it is advisable for students to borrow in order to finance their education, provided they borrow only what is needed to maintain a minimum living standard. Students should use caution in borrowing and generally should not rely primarily on loans. Students who borrow will need to complete a promissory note for a Direct Student Loan through the federal web site or from the Financial Aid Office. This loan program allows students to begin repayment after they graduate or after they discontinue their education. No interest accrues for the subsidized loan while the student is enrolled in school as at least a half-time student. Repayment begins six months after the student terminates his education. A Federal PLUS loan is a program for parents. Parents may borrow up to the cost of education minus any other financial assistance and repayment begins within 60 days after the second disbursement. Interest rates and origination fees on these loans vary based on when they are first disbursed. These programs operate through Concordia’s Financial Aid Office.

### Employee Reimbursement

Many employers offer tuition reimbursement for students advancing their education. Students using Employer Reimbursement must have either the payment for each class or have financial aid in place on the start day of the class.

### Veteran's Benefits

Concordia is dedicated to working with our Veteran students and their families to ensure affordable tuition and our education programs have been consistently recognized as a great return on investment. Veterans have numerous options using military education benefits, applying for scholarships, and utilizing financial aid if needed. Our department of specialists are dedicated to assisting you through the Admissions, Transfer, and Academic process. Our goal is to help every Active, Reserve, Veteran and their family member achieve their goal of graduating. Veterans can utilize their military experience and training to receive college credits. The Joint Service Transcript (JST) has replaced the following:

- Coast Guard Institute Transcript (CGI)
- Army/American Council on Education Registry Transcript System (AARTS)
- Sailor/Marine American Council on Education Registry Transcript (SMART)
- Air Force personnel should contact the Community College of the Air Force (CCAF) to receive transcripts.

To order your official transcript from JST, set up an account by visiting <https://jst.doded.mil/official.html> Please order a free official copy to be sent to the Mequon Campus (it will be received by the VA Certifying Official office within 48 hours).

Here is a list of Military Benefits used at Concordia University:

#### Federal Benefits:

<https://www.va.gov/education/#get-gi-bill-and-other-educatio>

- Chapter 30 Montgomery G.I. Bill®
- Chapter 31 Veteran Readiness and Employment
- Chapter 33 Post 9/11 G.I. Bill®
- Chapter 35 Survivors and Dependents Educational Assistance
- Transfer of Post 9/11 to Dependents (TEB)
- Chapter 1606 Selected Reserve

- Military Spouse Career Advancement Accounts (MyCAA)
- Concordia University is a Yellow Ribbon Program School

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill> (<https://gcc02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.benefits.va.gov%2Fgibill&data=04%7C01%7CDunklinS%40michigan.gov%7Ce0ace0d050644c6a351e08d8d2ca1703%7Cd5fb7087377742ad966a892ef47225d1%7C0%7C0%7C637411270697177%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWw%7C1000&sdata=Gq0PGFYiPw%2FeefCdSzuFsjZw3jJZ0F5AjOv8OtR3A%3D&reserved=0>)

### State of Wisconsin Benefits:

<https://dva.wi.gov/Pages/educationEmployment/Education.aspx>

- Wisconsin Veteran Grant for Private Non-Profit Schools
- Veterans Education Grant (VetEd)
- Wisconsin National Guard Tuition Grant

### Processing of Military Benefits:

We recommend for all veteran personnel who have not applied for education benefits, to do so at [www.vets.gov](http://www.vets.gov) (<https://www.vets.gov/>). Veterans will complete an application with their personal information and after submission, the process will review the eligibility status, and provide documentation regarding benefits that are available to use.

### Active Duty Personnel

Concordia University accepts the Armed Forces Tuition Assistance (TA) Programs. This program offers eligible Army, Navy, Air Force, Marines, Coast Guard, National Guard, and Reserve members a benefit that pays up to 100% of tuition expenses for voluntary higher education taken during off-duty hours in support of professional and personal self-development goals.

### Reserve Duty Personnel

Reserve personnel who are activated under Title 10 orders may qualify for the Tuition Assistance (TA) Program. Each branch of service administers its own benefits criteria, including award amounts, eligibility, restrictions, and application process.

For more information regarding the use of Tuition Assistance please visit the following website: <http://www.fafsa.com/student-financial-aid/tuition-assistance-programs> (<https://fafsa.gov/student-financial-aid/tuition-assistance-programs/>)

### Veterans Benefits and Transition Act of 2018 (Chapter 31 and Chapter 33)

*Allowing Veterans to attend or participate in courses pending VA payment*

**Background:** Section 103 of Public Law (PL) 115-407, 'Veterans Benefits and Transition Act of 2018,' amends Title 38 US Code 3679 by adding a new subsection (e) that requires disapproval of courses of education, beginning August 1, 2019, at any educational institution that does not have a policy in place that will allow an individual to attend or participate in a course of education, pending VA payment, providing the individual submits a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33.

**Pending payment compliance:** In accordance with Title 38 US Code 3679(e), Concordia University Wisconsin/Ann Arbor adopts the following additional provisions for any students using U.S. Department of Veterans

Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Readiness & Employment (Ch. 31)

benefits, while payment to the institution is pending from VA. Concordia University Wisconsin/Ann Arbor will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have not received their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill> (<https://gcc02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.benefits.va.gov%2Fgibill&data=04%7C01%7CDunklinS%40michigan.gov%7Ce0ace0d050644c6a351e08d8d2ca1703%7Cd5fb7087377742ad966a892ef47225d1%7C0%7C0%7C637411270697177%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWw%7C1000&sdata=Gq0PGFYiPw%2FeefCdSzuFsjZw3jJZ0F5AjOv8OtR3A%3D&reserved=0>)

If you have additional questions and would like to speak with someone in our Veterans Service Department, please feel free to contact our VA Certifying Officials. For CUW students, contact Barb Ellmaker at 262-243-4350 or email [barb.ellmaker@cuw.edu](mailto:barb.ellmaker@cuw.edu) and for CUAA students, contact Kwesi Betserai at 734.995.7396 or email [Kwesi.betserai@cuaa.edu](mailto:Kwesi.betserai@cuaa.edu).

### Financial Aid Good Standing and Satisfactory Progress Policy

Concordia University Wisconsin is required to establish and consistently apply standards of good standing and satisfactory progress to all students who receive funds from Title IV programs of federal financial assistance. These standards are applied to all students, in all levels, and in all programs, even to students in periods they are not receiving federal aid. This federal requirement is meant to ensure that only those students who make good progress toward their degree or certificate objective continue to receive financial assistance.

The following policies of good standing and satisfactory progress have an appeal procedure for use by anyone whose financial aid eligibility is terminated as a result of the Financial Aid Good Standing or Satisfactory Progress Policy. Those students affected will receive written notice of the appeal procedure which is detailed in Section E. Both standards of Good Standing and Satisfactory Academic Progress must be met in order for a student to continue receiving financial aid. No part of this policy has an effect on any student's academic record either at this University or any other. Listed below is the financial aid Satisfactory Academic Progress policy, the academic Good Standing is located in the Academic Catalog.

1. **Good Standing:** A student enrolled in Concordia University Wisconsin is considered in good standing if allowed to continue in that degree



or certificate program at Concordia University Wisconsin. Detailed information pertaining to the minimum academic requirements of the University can be obtained by referring to the appropriate section of the University's catalog; this includes both GPA expectations and the maximum length of time to complete a degree for graduate programs.

Students who are not in Good Standing with the University academic probationary policies are not eligible to attend Concordia or obtain financial aid.

2. **Satisfactory Academic Progress:** Satisfactory academic progress is defined as successfully completing cumulative course requirements for a minimum of 67% of the cumulative number credits attempted (this includes transfer credits that are being used towards a student's program), thereby making it possible for a student to make good progress toward a degree or certificate objective. "Successfully completing course requirements" is interpreted to mean that a grade of at least D- or P is received by a student. Incompletes, withdrawals/no credits, and audits, are considered unsatisfactory.

Students repeating a course will be evaluated on the basis of whether or not the class taken in the given term is passed. However, incompletes, which are later changed into a grade of at least D- or P are satisfactory for Financial Aid Satisfactory Academic Progress policy purposes (please note that D- is only "satisfactory" by financial aid standards not by University academic standards). **It is the student's responsibility to notify the Financial Aid Office of such changes to previously incomplete grades.** Progress is also calculated on the basis of, the student having a cumulative GPA of 2.0 or better. This qualitative standard is reviewed every term. Students repeating a course will have the lower grade omitted for cumulative calculations.

3. **Normal Completion Time:** As a full time student, your eligibility for financial aid continues for a number of years equal to 150% of the normal completion time for the degree or certificate you are seeking to earn. This is tracked on the basis of the number of credits attempted. Transfer credits that are accepted, and used towards a degree, are included in the 150% criteria. The normal completion time for particular degrees or certificates are as follows (this is calculated in years, based on a student attending full-time each term):

Degree	Time
Doctorate in Physical Therapy	3 years
Master's Degree	3 years
Master's in Occupational Therapy	6 years
Bachelor's Degree - Education	5 years
Bachelor's Degree - All Other Programs	4 years

4. **Financial Aid Eligibility Warning Statuses:** When a student does not successfully complete a minimum of 67% of cumulative credits earned versus attempted or does not have a CGPA of 2.0, financial aid eligibility status of "WARNING" is imposed. Aid automatically continues through one semester of financial aid eligibility status of "WARNING". If a student does not make satisfactory progress during the semester of financial aid eligibility status of "WARNING", or the student has reached the 150% of normal completion time, the student's eligibility for financial aid in later semesters is terminated.

Eligibility can be regained by raising the completion rate of credits attempted to 67% and CGPA to above 2.0, unless terminated for exceeding the 150% of normal completion time. The appeal procedure detailed in Section 5 exists for those students whose aid eligibility is terminated.

5. **Appeal Procedure:** Upon receiving a completed Satisfactory Academic Progress (SAP) appeal form from a student whose financial aid eligibility has been terminated according to the provisions of section 4, the Director of Financial Aid may reinstate the student's eligibility. The appeal form will be sent to the student who was terminated, by official University delivery, and must be completed by the student and by the student's academic advisor. Students can only appeal this status under one of the following extraordinary circumstances; illness, injury, death of family member or close friend, short term hardship, change of academic major (for completion time extension), or other significant extraordinary circumstance. The appeal must also include evidence that the academic advisor believes that the student can be successful, as well as include a plan from the student detailing what the extraordinary circumstance(s) were/are and their plan to be successful in future terms. Completed appeal forms must be returned to the Financial Aid Office, and will be reviewed by the Director of Financial Aid, or their designee. The outcome of students' appeals will be sent via official University delivery. Students reinstated will be placed on Satisfactory Academic Progress "Probation", and if they do not meet the standards in the next term will be terminated again. In circumstances where a student has appealed and is unable to meet both the 67% completion rate and the 2.0 CGPA requirements for SAP the outcome of the appeal may include an academic plan. This plan, which will be created from the SAP appeal process, will outline specific criteria that a student must meet during the semesters that this plan covers. Students who do not meet these criteria will be SAP terminated.

6. **Tracking Systems:** Those students placed on eligibility warning status or whose eligibility for aid has been terminated will have their progress tracked in the next semester. Once satisfactory progress is resumed, full eligibility for aid consideration will be reinstated and the student's name removed from the tracking system. A student's current SAP status is available for review at any time on their CUW portal account.

## Pathways

A Pathway is a University-wide emphasis consisting of select sections of existing courses. Students must complete 21 credits in courses assigned to a specific Pathway. Completion of Pathway requirements culminates in a transcript designation and certificate upon degree completion. Pathway options promote better enrollment decisions and prepare students for future success in an area of interest.

### Great Texts Pathway

The Great Texts Pathway (GTP) embraces the tradition of education that began in ancient Greece with Socrates, was used by centuries of educators in ancient and medieval church, was taken up by the Lutheran reformers in Wittenberg, and has been handed down to us by the Saxon immigrants who landed on Perry County, Missouri. That tradition of education puts texts and conversation fires, and lets Holy Scripture be the first of all texts. This Pathway therefore reflects not only our identity and mission as a Lutheran university, but also our spiritual and academic heritage.

The Great Texts Pathway (GTP) through the curriculum is intended to form the soul and spirit of our students by giving attention to the meaning of seminal and central texts (including great works of art, music, and foundational scientific demonstrations and texts) that have been handed down to us. The philosophy of this Pathway is centered around knowledge not as mere data or information, but knowledge as understanding. Students who take these Great Texts Pathway courses

will be formed by texts rather than by lecture. This more democratic form of education will allow students to be formed by their own careful study, reflection, and conversation, with the professor acting as a guide or tutor. A text-based education is inherently interdisciplinary, because the great texts that are studied are so often interdisciplinary, and deal with all facets of divine and human knowledge.

The Great Texts Pathway (GTP) consists of courses from diverse disciplines but united by the emphasis on the close reading and vigorous discussion of primary texts. GTP courses prepare students to read and to speak well with others about what they read. These skills have broad application throughout the curriculum and across the spectrum of vocations. Students who complete 21 credits of GTP courses and apply for admission to the program will receive a GTP designation on their transcript and a certificate of completion. GTP courses are also open to all students without admission requirements or obligation to complete the program.

Questions about the program on the campus, upcoming courses, or students seeking program admission should contact the coordinator.

**Concordia University Wisconsin:** Dr. Jason Soenksen 262-243-4412 or jason.soenksen@cuw.edu

**Concordia University Ann Arbor:** Dr. Charles Schulz 734-995-7384 or charles.schulz@cuaa.edu

*The following is a list of courses that could potentially be offered in the Great Text Pathway format. Not all courses or all sections of courses will be available or offered in this format each semester. Please look for Great Text Pathway designation on class schedules to verify GTP format.*

## Concordia University Wisconsin

Code	Title	Hours
<b>Please see the Great Texts Pathway coordinator for specific courses with CRNs being offered each semester.</b>		
CCE 120	Western Thought & Worldview	3
CCE 140	Science & Humanity	3
CSC 180	Systems Integration	3
ENG 190	Intro to English Studies	3
ENG 344	British Literature I	3
ENG 465	Shakespeare	3
ENG 475	Literary Criticism	3
PHIL 201	Central Texts of Philosophy	3
PHIL 250	Moral Philosophy	3
PHIL 333	C.S. Lewis: His Life and Christian Philosophy	3
PHIL 334	Christ and Culture	3
PHIL 380	Philosophy of Language	3
PHIL 400	Ancient Philosophy	3
PHIL 410	Medieval Philosophy	3
PHIL 450	Modern Philosophy	3
PHYS 275	Modern Physics	3
REL 100	The Bible	3
REL 110	Christian Faith	3
REL 294	Genesis	3
REL 310	Religion in America Today	3
REL 333	A Survey of Christian Thought	3
REL 335	The Person and Work of Christ	3

REL 336	God, Man, and Creation	3
REL 347	Law and Gospel in the Life of the Church	3
REL 404	Lutheran Confessions	3
REL 440	Lutheran Worship: Theology and Practice	3

## Concordia University Ann Arbor

Code	Title	Hours
<b>Please see the Great Texts Pathway coordinator for specific courses with CRNs being offered each semester.</b>		
CCE 140	Science & Humanity	3
CCE 130	Christian Citizen	3
ENG 315	Contemporary Mosaic	3
ENG 341	American Literature I	3
ENG 342	American Literature II	3
ENG 344	British Literature I	3
ENG 345	British Literature II	3
ENG 347	World Literature I	3
ENG 348	World Literature II	3
ENG 386	Special Topics in Literature	3
ENG 465	Shakespeare	3
REL 333	A Survey of Christian Thought	3
REL 404	Lutheran Confessions	3

## Student Services

### Student Life

Student life at Concordia is full of opportunities for the students to find and express themselves in their own way. Indeed, the whole educational venture is directed toward and dependent upon the individual student. What happens in the classroom, in the residence halls, and in the community is what a Concordia education is all about.

This may be accomplished in many ways. Students may elect to be a part of student leadership structure and serve on one of the student activity committees. They may decide to develop skills in the performing and creative arts and take part in some of the many dramatic, musical, artistic, and literary pursuits available on campus. They may want to participate in intercollegiate or intramural athletics, religious or service activities, and social programs.

The co-curricular program at Concordia is designed to help explore many avenues.

### Christian Service and Worship

Concordia, in its Christian service and worship program, endeavors to give the students a real purpose in life, to believe more firmly in the redemption wrought by Jesus Christ, and to learn to live their lives more fully and more understandingly as constrained by the love of Jesus Christ.

Chapel services are held on both campuses Monday through Friday, as well as a Sunday morning worship service at Concordia University Wisconsin. Staff, faculty and students participate in these services through songs and messages, chancel dramas and other special presentations, along with guest speakers who have broad backgrounds in Christian service.

Devotions are held in the residence halls and personal Bible study is encouraged. In the classroom environment, faculty members seek to

conduct classes emphasizing Christian growth and maturity along with the attainment of academic goals.

Numerous opportunities exist on and off campus for students who seek to serve the University and its larger community.

A variety of Christian service opportunities help individuals to express service through such related activities as tutoring fellow students, sharing the problems of the aged in area rest homes or joining with local churches in evangelism outreaches.

## Co-Curricular Activities

The co-curricular activities of the University are under the supervision of the Vice-President of Student Life. Faculty advisors and/or student leaders in the areas of Spiritual Life and Student Life do most of the planning for co-curricular activities.

Even though co-curricular activities are on a voluntary basis and no college credit is granted, except for specific music activities, students who do participate are afforded the opportunity to explore their leadership potential and learn basic skills of organization, planning, implementation, and evaluation.

Co-curricular activities include lectures, concerts, dances, exhibits, forums, and other social functions. Campus organizations and clubs include religious, music, dramatic, business, nursing and recreational.

Drama is an exciting area of campus life. Productions have included musicals, children's theatre, one-act plays and a variety of other dramatic offerings.

The Concordia student has a wide range of musical activities to choose from. The student can audition for a role in a musical drama and participate in a full range of musical activity in choral, handbell, or instrumental ensembles.

## Intramurals

A healthy balance between mental and physical activity is at the root of Concordia's intramural offerings. Exercise and competition can also help men and women grow and mature, whether possessing many athletic talents or very few. The important result of participation will be fun.

To help make maximum use of leisure time, Concordia provides extensive intramural opportunities through a program of leagues, tournaments, and recreational free play.

## Intercollegiate Athletics

Concordia University offers a wide variety of intercollegiate level athletic options for students. Concordia University Wisconsin competes in NCAA Division III athletics and Concordia University Ann Arbor complete in NAIA athletics. Please see our websites for a full listing by campus.

Being a Concordia athlete isn't just about out-scoring competitors in the athletic arena. It's about developing as an individual, both in and out of the game. Dedicated coaches and staff put in the time to see that you walk away from your Concordia experience as a better athlete, a stronger Christian, and a champion of character.

## Professional Counseling

At Concordia University every student receives personal consideration and attention. The Counseling Center is staffed with professional counselors who are available to our students for counseling concerns that they may have. Currently, there is no fee for counseling services.

Students are referred to agencies in the community as individual needs warrant and where there are costs for service.

## Computer Labs

Concordia University has several computer labs available for general use. In addition, computer lab, e-mail, and software access are accessible to all Concordia University students who fill out the Appropriate Use Agreement and agree to abide by the university's ethical use guidelines. Printing is free of charge for all students.

PC's and Mac's are available for student use in several labs on both campuses. Some labs are open to students 24 hours a day, seven days a week. In addition, Concordia University computers provide a variety of software applications.

## Bookstore

The CU Bookstore is located on the Mequon Campus. Textbooks, supplies, clothing, and gift items can be purchased in the CUW Bookstore. Textbooks for the CUAA and CUW campuses are available to purchase online at [cuwshop.com](http://cuwshop.com) or via the CU Portal ==> Student Tab ==> My Books. Some titles are available on a rental basis - ideal for students who want to save some money and don't want to keep the book after the class is complete. Head to the campus store website as soon as you know your courses and section numbers to view the materials. This way you'll be most likely to snag a used copy, and you can sign up for an email alert for anything not yet available. You can choose to ship the materials to any address or have them reserved and waiting for you to pick up in the Bookstore for free. It is also a good idea to check for your books on the Bookstore website because even if the Bookstore does not have an in-store copy, there may be one in another location that can ship to your Bookstore for free pickup. The Bookstore works every angle to provide students with the best prices - from partnering with faculty to choose the most cost-efficient items - to offering used or rental books. The Bookstore also have Care Packages on our website ([cuwshop.com](http://cuwshop.com)); parents and/or students can order Care Packages to be shipped to the Bookstore for free pickup or to a student's home address. At the end of each term (or whenever you no longer need the book), the Bookstore will buy back books based on the book's current market value. If you're not in the area, visit [cuwshop.com](http://cuwshop.com) and sell your textbook(s) online.

For a listing of hours, questions, or additional information, contact the CUW Bookstore at 262-243-4349.

## Academic Resource Center (ARC)

The Academic Resource Center (ARC) provides free services, programs and supports for Undergraduate, Graduate, Center and Online students. The Academic Resource Center is located on the Mequon and Ann Arbor campuses. Hours of operation are Monday - Friday, 8:00 a.m. - 4:30 p.m.

For more information email Mequon campus at [arc-as@cuw.edu](mailto:arc-as@cuw.edu) or Ann Arbor campus at [arc-as@cuaa.edu](mailto:arc-as@cuaa.edu).

**Tutoring** - Tutoring is available for frequently requested traditional courses offered at CUW and CUAA. The ARC's trained tutors help students understand course objectives, review material, prepare for quizzes and tests, and identify study techniques necessary to succeed in class. Students are typically matched with tutors who have taken the same class and instructor the prior year. Depending upon individual needs, either peer-to-peer or small group tutoring can be arranged.

**Supplemental Instruction (SI)** - SI is a peer-facilitated, large group study session for courses that are historically difficult. SI leaders will collaborate with students and compare notes, discuss readings, develop organizational tools, and predict test items. It's all about insider

information. Supplemental Instruction sessions are led by students who've successfully completed your course — with the same professor. Simply put: they've been there!

**The Writing Center** - The Writing Center serves undergraduate and graduate students in all academic disciplines. Writing Consultants are available to help with all aspects of writing, including: generating ideas, conducting research, organization, editing, revising, and more. In person and online consultations are available for individual students or small groups. Students have two options to utilize the Writing Center: they can make in-person appointments at the Mequon campus or Ann Arbor campus, and/or they can submit their work online through the Online Writing Lab (OWL). For information on how to make an appointment or submit work online, contact the ARC on the CUW or CUAA campus for more information.

**Math Drop-In Desk** - The Math Drop-In Desk offers free tutoring for most 100-200 level and some 300-400 level math courses at CUW. Students may seek assistance with math questions in relation to a math course, finance/business course, or even a science course, by just dropping by. Tutoring takes place on a first-come first-served basis, in short 30-minute sessions. For more information about the Math Drop-In Desk, contact the ARC on the CUW or CUAA campus.

**Online Tutoring** - Free online tutoring service staffed by trained online instructors who can tutor students in the general undergraduate subject areas of Mathematics (Algebra, Geometry, Trigonometry, and Calculus), Science (General and Organic Chemistry, Physics, Biology, Anatomy, Physiology), Business (Introduction to Accounting, Economics, Statistics, Finance), Spanish, and Writing. For more information contact the ARC on the CUW or CUAA campus: [www.cuw.edu](http://www.cuw.edu) or [www.cuaa.edu](http://www.cuaa.edu).

**Peer Academic Coaches/Mentors (PACs)** - PACs mentor their fellow students to develop the executive functioning skills necessary for success in college, such as time management, note-taking, test prep, understanding your syllabus, talking to your professor, and goal setting. PACs may also connect students to other campus support services/resources. Students who are off-site and unable to travel to either campus should contact the ARC to access online workshops, videos and other resources. For more information, contact the ARC on the CUW or CUAA campus: [www.cuw.edu](http://www.cuw.edu) or [www.cuaa.edu](http://www.cuaa.edu).

## Accessibility Support Services

The Academic Resource Center (ARC) is home to Accessibility Services. Our office collaborates with the CUW and CUAA communities to coordinate support services and programs for students with disabilities. The ARC assists students with obtaining and implementing reasonable accommodations in accordance with Section 504 of the Vocational Rehabilitation Act, the Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act (ADAAA). Any CUW/ CUAA enrolled student with a disability who requires accessible accommodations in order to obtain equal access to an education and university life and accessible educational environments, can visit our website to get registered and request accommodations: [www.cuw.edu/arc](http://www.cuw.edu/arc) or [www.cuaa.edu/arc](http://www.cuaa.edu/arc). The ARC – Accessibility Services office is committed to students with disabilities and ensuring academic and campus life accessibility needs.

## Academic Advising

Academic Advising bolsters the holistic development of Concordia students by providing comprehensive academic support toward the development, implementation, and fulfillment of academic and vocational goals. We operate from a learning-centered paradigm; in essence,

through your advising experience you will learn several skills with complement your academic preparation. We recognize God created you on purpose, for purpose and thus strive to learn about your many talents, interests, and aspirations. Our goal is to help you develop an awareness of what makes you *uncommon* so harness those gifts to fully engage with meaningful learning opportunities in the classroom, in the community and in the workforce. As with your academic experience, the ultimate responsibility is upon you—the learner—to fully engage in your educational and career pursuits. We will be with you every step of the way and simply ask that you keep us informed of questions, concerns, and changes to your plans as they arise, so we may best assist you along your journey.

## Career Engagement & Industry Relations (CEIR)

“The Office of Career Engagement & Industry Relations (CEIR) is designed to build a vibrant culture that blends and strengthens academic/professional development and industry relations both in and out of the classroom. This vision guides our efforts to develop access and opportunity for all students to extend their academic studies/service and connect with and learn from alumni, industry leaders, and potential employers in an intentional way.

On campus, the Career Engagement Studio is the beacon for career education and management programming and offers exceptional interactive resources and career coaching in areas of identifying God-given uniqueness, career and vocational exploration, and connecting students with workforce readiness and professional development opportunities. Moreover, the Career Engagement team and ambassadors are committed to helping all students and alumni assess key aspects of their aspirational design that will impact career choices; explore and reality test career options; make career decisions and develop action plans; prepare for their chosen career; make the transition from college to career or grad school successful; and, effectively induct into their first career destination as well as subsequent jobs. The success of the Career Engagement Studio, in collaboration with other factors in the University such as committed faculty, exists to equip our students to discern and obtain work that is a calling, empowering them to steward their strengths and confidence for service to Christ in the Church and the world.”

## Housing

Residence halls at Concordia are in a real sense living/learning centers. We have 16 mini-communities largely directed and managed by students serving in the capacities of Resident Assistants. We also have a Resident Director and Director of Housing who live on campus and are here to support the students.

All rooms are suite style, two residents to a room. The University provides a desk, chair, wardrobe, and bed. The resident must furnish his/her own desk lamp, blankets, linens, pillows, towels, and toilet articles. All residential students are required to have a meal plan. Students who desire to stay in University housing should obtain further information from the Office of Residence Life. Each resident must submit an application and sign a housing a food contract before receiving a room assignment.

## Health Services at CUAA

Concordia University Ann Arbor undergraduate students now have access to **free** physical, mental, and emotional healthcare with the CUAA Health app. CUAA Health offers 24/7 Medical visits, TalkNow visits (24/7 mental health support), Scheduled Counseling visits and Health Coaching visits at no cost.

Please visit: [www.cuaa.health](http://www.cuaa.health) (<http://www.cuaa.health>) to access these virtual services

*Please utilize CUAA's CAPS department (<https://www.cuaa.edu/academics/services/health-wellness/counseling-services/>) as a first resource for mental health support.*

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## Center for Academic Advising & Career Engagement (CAACE)

The Center for Academic Advising & Career Engagement (CAACE) bolsters the holistic development of Concordia students and alumni by providing comprehensive academic and career support toward the development, implementation, and fulfillment of academic, career, and vocational goals. This mission is enhanced by the myriad of partnerships we have built both on campus and in the extended Concordia community.

By connecting with alumni and community partners throughout their academic and career journey, students complement their classroom learning with experiential learning. These opportunities help student gain valuable experiences to enhance their resume and refine their networking abilities; two critical components in their career toolbox.

### Departmental Structure

The CAACE team is comprised of staff who serve in varying capacities of academic and career advising. On the CUW campus, some advisors serve students as Academic & Career Advisors, primarily serving students in their first two years of their undergraduate program. Some Academic & Career Advisors primarily serve post-traditional students, both undergraduate and graduate, throughout the duration of their academic program.

### Housing

Living on campus is a fantastic opportunity to interact with other students from different backgrounds, cultures, and experiences. You can fully soak in the true "college experience," by getting involved in the social, intellectual, physical, cultural, and spiritual events CUW offers. Residence Life staff are here to share information and resources with all students.

CUW has 8 different residence halls, each with its own unique characteristics. There are singles, doubles, triples, quads and suite-style rooms. The University provides a desk, chair, wardrobe, and bed for every student. All residential students are required to have a meal plan. Each student is required to sign an annual room and board contract and submit a one-time housing deposit of \$300. Students can find further information by contacting Residence Life by email at [residence.life@cuw.edu](mailto:residence.life@cuw.edu) or by calling 262-243-4328.

### Library Services

The Rincker Memorial Library has the primary goal of meeting the information needs of CUW students as they participate in the University's programs of study in pursuit of Christian education at the undergraduate and graduate levels. The Library works together with the faculty and administration to select, acquire, and make available materials and resources consistent with fulfilling the University's mission of providing excellence in Christian education.

### Student Health Center at CUW

The Student Health Center (SHC) is a convenient, efficient, confidential and affordable health care clinic right on campus, located in the Student Life corridor. Staffed by nurses, nurse practitioners and physician

assistants, the SHC strives to work in partnership with students to meet student's health care needs while on campus.

We offer many services, including:

- Assessment, diagnosis and treatment of illness/injury
- Complete physical exam for program of study, athletic requirement and annual physical
- Diagnostic testing (strep, mono, influenza, COVID, UTI, STI, ECG, drug screens, etc.)
- Immunizations, over-the-counter medications, prescriptions
- Wellness education and support, nutritional counseling
- TB screening & testing
- Pre-travel assessments & immunizations
- Referrals to and collaboration with CUW's counseling center and local medical and mental health professionals as needed

Hours of operation are Monday through Friday from 9:00 am - 4:00 pm. Appointments are required. There is no office visit charge and no limited number of appointments per semester. Minimal charges for diagnostic testing, medication and complete physical exams are billed to student's CUW account after discussion and consent from patient.

Every CUW student is encouraged to carry adequate health insurance that provides coverage in Southeastern Wisconsin. There is a voluntary WPS student health insurance plan available to interested students. For information regarding coverage, rates and application, please visit [www.wpshealth.com/waicu/](http://www.wpshealth.com/waicu/) (<http://www.wpshealth.com/waicu/>)

Appointments may be made by calling the Student Health Center at 262-243-4574. Please reach out with any concerns/questions/needs and the staff of the SHC will be happy to assist.

## Technology Requirements

### Technology Requirements

Student laptop requirements needed for taking classes at Concordia University:

#### Windows

Operating System: Windows 10 Home, Pro, Ent

Processor: Core- minimum i3, recommended i5, highly recommended i7 or i9

Memory: 8 GB or higher, recommended 16 GB

Hard Drive: 250/500 GB or higher, recommended SSD

Graphics Card: Integrated min 512 MB video memory or higher, recommended HD

Wireless: 802.11

Camera with Microphone: Required

Battery: Minimum life of 2 plus hours

Warranty: Highly recommended 3 year

#### Apple

Operating System: Apple OS X 10.13x or higher

Processor: Core- minimum i3, recommended i5, highly recommended i7 or i9

Memory: 8 GB or higher, recommended 16 GB

Hard Drive: 250/500 GB or higher, recommended SSD

Graphics Card: Integrated min 512 MB video memory or higher, recommended HD

Wireless: AirPort

Camera with Microphone: Required

Battery: Minimum life of 2 plus hours

Warranty: Highly recommended 3 year

### Optional, but recommended:

- USB Flash Memory Storage Device or External USB hard drive for data daily backup
- Antivirus and Malwarebytes (Windows does come with free Anti-virus)

Software required and supplied by Concordia University:

- Microsoft Office 365 (download / instructions) ([https://www.cuw.edu/academics/services/technology-services/\\_assets/Office365-Student.pdf](https://www.cuw.edu/academics/services/technology-services/_assets/Office365-Student.pdf))
- Zoom (download / instructions) (<https://cuwaa.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=0bba12c9-34cf-49ee-b06d-aa7100c8b7cc>)
- Respondus Lock Down Browser (download / instructions) (<http://celt.cuw.edu/respondus-monitor/>)

Please Note:

- Listed are University minimum recommendations. Specific programs of study may have additional technology needs. Please visit our website ([www.cuw.edu](http://www.cuw.edu)) and your program for more details
- Chrome Books, iPads, tablets or similar units are useful tools, but do NOT meet all course requirements
- For Mac users that need access to Windows, click here for BootCamp setup instructions ([https://www.cuw.edu/academics/services/technology-services/\\_assets/BootCampInstructions.pdf](https://www.cuw.edu/academics/services/technology-services/_assets/BootCampInstructions.pdf))
- Although a laptop is recommended, online students may use a desktop. The requirements above still apply

If you have related questions or have concerns about the affordability of this requirement, please contact Assistant Vice President of Academics for Student Success, Dr. Elizabeth Polzin at [Elizabeth.Polzin@cuw.edu](mailto:Elizabeth.Polzin@cuw.edu). Specific questions regarding technology should be directed to your program chair and/or Technology Services.

## Transfer Credit Policy and Options

A student may be allowed credit for work completed at the undergraduate level before enrolling at Concordia University Wisconsin / Ann Arbor (CUWAA). In some cases, an articulation agreement may govern the transfer of credits. In the absence of an articulation agreement, the following requirements are established.

- College level courses taken at CUWAA, no matter the format, are considered 'residency' courses. Some pre-identified continuing

education unit (CEU) credits taken through CUWAA Continuing Education Studies may be used for transfer credit. CEU credits cannot be used to fulfill residency requirements.

- A maximum of nine Concordia undergraduate level academic credits may be fulfilled by the CEU to academic credit transfer gateway.
- To be considered for CEU transfer credits, a student must complete the continuing education offering(s) with a passing grade of "B" or better.
- Prospective students have one year to apply to either a certificate or degree program and pay the required CEU to academic credit transfer fee of \$1500.
- Any credit awarded through this avenue only qualifies toward a CUWAA degree and is not transferable to other institutions.
- Students must earn a minimum of 18 residency credits at CUWAA to be awarded an associate degree and a minimum of 36 residency credits at CUWAA for a bachelor's degree.
  - A minimum of 12 residency credits are required within a student's major.
  - A minimum of 6 residency credits are required within a student's minor/concentration.
- If there is no specified program policy, the university allows for transfer of up to 42 credits toward an associate degree and 84 credits toward a bachelor's degree, provided credits are from another regionally accredited university. For a certificate program, up to 25% of the overall credits may be transferred from another regionally accredited university.
- If the maximum number of transfer credits is not brought in at the start of a student's program, the student may discuss options with his/her academic advisor for additional course credit.

Before awarding transfer credits:

- The student must provide official transcripts documenting completion of undergraduate-level coursework and the grade(s) obtained for this work.
- Students transferring fewer than 60 college credits may be required to submit their official high school transcript.
- The number of undergraduate credits for a course taken at another institution must be equal to or greater than the number of credits for a comparable course at CUWAA (i.e., a two-credit course will not transfer in for a three-credit course).
- If there is no specified program policy, each course grade must meet the CUWAA undergraduate admission standard of a 'D' or better. Courses in which the student received lower than a 'D' will not be considered for transfer.
- Transfer credits related to a student's area of study (major/minor/concentration) may be reviewed by the specific program for age and content relevancy.

Additional Information:

- Transfer credits are not used in calculating a student's grade point average (GPA).
- Students must be 'in residence' (i.e., complete at least one course) at CUWAA during the graduation semester. It is recommended that students meet with their academic advisor prior to the final semester to review their degree evaluation and make plans for completion of all remaining program requirements.

- Specific program policies related to maximum transfer credits, currency of coursework, or minimum grade requirements will be listed in the program's section of the catalog or in the department's handbook.

In case of special extenuating circumstances, the Provost's Office may approve exceptions to the policy.

## Approaches to Earning Credits

This option may not be applicable within all academic programs. Prior approval by a department level official must be obtained before enrolling in any of the options listed below. All transcripts must be on file at Concordia to ensure there will be no duplication of coursework.

### Advanced Placement / Dual Credit

The University will recognize unusual secondary school work by means of advanced placement and dual credit courses and will grant credit to those who have taken especially enriched or accelerated courses before entering college or who have appropriate vocational or professional experience. Applicants qualify for such credit by satisfactory achievement on college-approved placement examinations, including the College Board Advanced Placement Tests, CLEP (College Level Examination Program), DSST (formerly DANES Subject Standardized Tests) or faculty-authored challenge examinations. College credit total a maximum of 30 semester credits may be earned by satisfactorily completing such examinations.

### Retroactive Credit for Foreign Languages

Retroactive credit is available in foreign languages, wherein credit may be given for pre-college foreign language study if the student takes the next highest level of the foreign language at this University and achieves a C or better. The student must request credit for the lower-level course(s) that were by passed.

### Military Credits

Military Credits are granted based on the evaluation of an Official Joint Service (JST) transcript or Community College of the Air Force (CCAF) transcript. Concordia accepts up to 63 credits applied towards; electives, lower/upper level core, and/or major requirements.

### Prior Learning Assessment

Prior Learning Assessment of experiential learning allows accepted students to seek credit by documenting real-world performance, college-level knowledge and outcome-based competence acquired outside a classroom setting. Prior Learning Assessment (PLA) Workshops are offered each month via Zoom. During these sessions the students are guided through the process of determining what constitutes college-level learning, outcome-based competence, the process of developing each petition for credit, and how to document learning.

**Participation in a Concordia PLA Development Workshop is required for students who wish to submit a PLA proposal.** The student would contact their academic advisor to learn about how to participate in a workshop.

Prior learning credits, if awarded, may apply either toward the academic major or required elective coursework within the bachelor's degree. The "physical development" requirement within Concordia's distributive core may also be met through the prior learning credit pathway. A maximum of 21 prior learning credits can be awarded and these credits may not be included within the thirty-six residency credits which must be completed at Concordia University in order to be awarded a bachelor's degree.

All official transcripts for any credits to be transferred to Concordia should be on file prior to submitting a Prior Learning Assessment portfolio to avoid duplication of credits. Prior Learning Assessment

portfolio submissions may also not duplicate any coursework completed at Concordia. The Prior Learning Assessment Committee reviews submissions monthly. Petitions should be submitted for only the number of credits needed. Students will be notified by university email of the committee's decision. Credits denied may be resubmitted for reconsideration in certain cases. If the Prior Learning Assessment Committee requests a revision to a submitted proposal, there is no new fee assessed.

A per credit evaluation fee (\$80) is charged for Prior Learning Assessment portfolio submissions and is due at the time of submission. This evaluation fee is not returned if credits are not awarded. This fee is also ineligible within the university financial aid process. Credits awarded through Prior Learning Assessment are extremely unlikely to be transferrable to another school.

### Cambridge Assessment

A and AS levels for credit will be reviewed based on course content per a review of the syllabus. A grade of C or better is required for credit. These credits may be awarded toward general education requirements, degree requirements, or elective credit. In order to grant the credit, an official copy of the Exam Certificate or the Statement of Provisional Results from the examination board will be required. Course transfer equivalencies will be determined by the registrar upon admission to the university.

### International Baccalaureate

IB focuses on personal, professional and academic development and is globally recognized by universities for the holistic and rigorous education it provides.

### Alternative Credit Earning Options

American Council on Education (ACE) and National Program on Non-Collegiate Sponsored Instruction (PONSI)

ACE and PONSI are organizations which validate for-credit coursework completed through non-collegiate education and training programs. The student must have official copies of the educational transcripts sent to Concordia.

Life Office Management Association (LOMA) and American Institute of Banking (AIB)

LOMA and AIB provide means to receive college credit for company training professional development programs through an employer. The student must have official copies of the educational transcripts sent to Concordia.

## Tuition and Fees

Concordia University seeks to keep costs as low as is consistent with sound education requirements and proper provision for the daily needs of the student. Student costs for an education depends also on his/her living and spending habits. Payment of fees is an integral part of the registration. A student will not be fully registered and cannot attend class until full payment of fees has been made. A student will not be permitted to register if previous financial obligations have not been met, nor will any student receive an official statement of credits grades or a degree/diploma if all obligations have not been satisfied.

The University reserves the right to modify fees without advance notice.

### Room and Board Fees

Room fees cover the cost of furniture, utilities and maintenance. Board fees pay for meals in the university dining hall and other food options

during the regular semester, not including vacations. A room security deposit will be assessed to resident students, refundable under the terms of the housing contract after proper checkout, assuming no damage claims.

Please contact Student Life for current room and board charges.

## Special Fees

Academic Fees are not refundable. All debit and credit card transactions are subject to a 2.75% transaction fee.

Food service fees are refunded on a pro-rated basis for the entire semester.

## Tuition Deposit

Accepted traditional undergraduate students are required to pay a refundable deposit of \$200.00 to reserve their space in the class. The deposit deadline is May 1, deposits will be accepted after that date on a space available basis. The deposit is refundable if submitted prior to May 1, and if the student withdraws the deposit prior to May 1.

## Consolidated Fees

This fee consists of the student government fee, Technology fee and the student health fee.

Cuw consolidated fee-\$250.00

Cuaa consolidated fee-\$225.00

## Student Government Program Fee

This fee is allocated upon the recommendation of the Student Government Association. The fee is administered by the Board for the support of student organizations, activities, and endeavors. Individuals, groups, and organizations may petition the Student Government Association for funding.

## Technology Fee

All students pay a technology fee based on total credits per semester, 3-11 credits or 12 or more credits.

## Student Health Fee

This fee gives students access to a first aid kit, over the counter medicine.

## International Student Fees

The tuition deposit for international students is \$300.00 and is non-refundable. Additional fees which may be applicable include:

- International Orientation Fee \$160
- International OPT Fee \$80
- International STEM OPT Fee \$210

## Student Teaching, HHP, Lab and Other Course Fees

An additional course fee is charged for Student Teaching. The fee is assessed at the current fee schedule amount. Several courses require additional fees for materials, studio time, labs, and other specialized activities where appropriate. Any course that carries a special fee will indicate there is a fee in the course description.

## Applied Music Fee

An additional per credit fee is assessed for certain applied music courses as found listed in the catalog descriptions. The fee is assessed at the current fee schedule amount.

## Independent Study and Individual Instruction Fees

A fee will be assessed for independent study or individual instruction to cover special instructional costs. A full-time student, in a traditional program, will be assessed \$140 per credit during the fall or spring semesters for independent study or individual instruction up to an 18-credit load.

All fall or spring semester independent study or individual instruction credits which result in more than 18 credits in that semester, or that are taken during summer term are charged the current regular per credit fee.

A student in a post-traditional program pays the standard class per credit fee.

## Prior Learning Assessment

Prior Learning Assessment of experiential learning allows accepted students to seek credit by documenting real-world performance, college-level knowledge and outcome-based competence acquired outside a classroom setting. Prior Learning Assessment (PLA) Workshops are offered each month via Zoom. During these sessions the students are guided through the process of determining what constitutes college-level learning, outcome-based competence, the process of developing each petition for credit, and how to document learning. **Participation in a Concordia PLA Development Workshop is required for students who wish to submit a PLA proposal.** The student would contact their academic advisor to learn about how to participate in a workshop.

Prior learning credits, if awarded, may apply either toward the academic major or required elective coursework within the bachelor's degree. The "physical development" requirement within Concordia's distributive core may also be met through the prior learning credit pathway. A maximum of 21 prior learning credits can be awarded and these credits may not be included within the thirty-six residency credits which must be completed at Concordia University in order to be awarded a bachelor's degree.

All official transcripts for any credits to be transferred to Concordia should be on file prior to submitting a Prior Learning Assessment portfolio to avoid duplication of credits. Prior Learning Assessment portfolio submissions may also not duplicate any coursework completed at Concordia. The Prior Learning Assessment Committee reviews submissions monthly. Petitions should be submitted for only the number of credits needed. Students will be notified by university email of the committee's decision. Credits denied may be resubmitted for reconsideration in certain cases. If the Prior Learning Assessment Committee requests a revision to a submitted proposal, there is no new fee assessed.

A per credit evaluation fee (\$80) is charged for Prior Learning Assessment portfolio submissions and is due at the time of submission. This evaluation fee is not returned if credits are not awarded. This fee is also ineligible within the university financial aid process. Credits awarded through Prior Learning Assessment are extremely unlikely to be transferrable to another school.

## Overload Fee

A student will be assessed the per credit overload fee for the amount of credits that exceed 18 in a semester.

## Parking Fee

Commuter and Residential students are required to pay a parking fee for the fall and spring semesters.



Cuw parking fee-\$200.00 per year

Cuaa parking fee-\$150.00 per year

### Transcript Fee

A \$10.00 fee is charged for each transcript provided.

### Summer Tuition

Full-Time Students attending both the fall and spring semesters are entitled to the summer offering at the current summer fee schedule.

Students who are not enrolled and attending or working on campus are not permitted to use housing facilities during this time. Room and board fees will be pro-rated for students desiring housing.

### Methods of Payments

1. The University requires full payment of each semester's charges by August 15 or January 15 before the semester's classes. Failing to observe this schedule or to make other satisfactory arrangements with the Business Office, the student will forfeit the right to begin or continue work at Concordia.
2. Notification from the Financial Aid Office of grants, scholarships, or a Guaranteed Student loan will be accepted in lieu of payment by cash. Only one-half of such aid will be credited to the student's account for each semester.
3. Pay by Credit/Debit card via the portal at [www.my.cuw.edu](http://www.my.cuw.edu) (<http://www.my.cuw.edu>). All credit/debit card transactions are subject to a 2.75% transaction fee.
4. Pay by check via the portal at [www.my.cuw.edu](http://www.my.cuw.edu) (<http://www.my.cuw.edu>). All fee payments should be addressed to Concordia University Wisconsin, 12800 N. Lake Shore Drive, Mequon, Wisconsin 53097. ATTN: Accounts Receivable. Please include the student ID # on all check payments.
5. CashNet Payment Plans are available to Undergraduate and Graduate students. To enroll in a payment plan please visit, [www.my.cuw.edu](http://www.my.cuw.edu) (<http://www.my.cuw.edu>). Exclusions may apply.

\* If students must rely on others for financial resources, they are held responsible for seeing to it that financial sponsors observe the payment schedule.

### Payment Plan

Tuition payments may be made automatically each month, for a maximum of 6 payments per semester. Students have the ability to pay either by ACH (checking or savings account) or by credit card. To sign up for the Cashnet payment plan please have the student log into [my.cuw.edu](http://my.cuw.edu) there will be a link on the student tab. Questions about the payment plan should be directed to the Business Office at 262-243-2609. There is a \$35 enrollment fee for each plan set up each semester and there is a 2.75% convenience fee associated with the credit card option.

Read all of the terms and conditions of the Cashnet payment plan here. ([https://www.cuw.edu/academics/services/billing/\\_assets/CashnetPaymentPlanTerms.pdf](https://www.cuw.edu/academics/services/billing/_assets/CashnetPaymentPlanTerms.pdf))

### Refund Policies

No refunds may be applied to the student's account without the completed official drop forms. Students who withdraw from classes will receive a pro-rated refund of educational fees and residence hall fees, according to the following schedule:

### Tuition

Students who withdraw from the University, or from one or more classes, will receive a pro-rated refund of tuition based on the following table. For traditional undergraduates, if the student remains at full-time status (12-18 credits), no adjustment in tuition is made.

Week #	Week #	Week #	Week #	Week #	Week #	Week #
16	Week 1	Week 2	Week 3	Week 4	Week 5	Weeks
	80% <sup>1</sup>	75% <sup>1</sup>	60% <sup>2</sup>	40% <sup>2</sup>	25% <sup>2</sup>	6-10 0% <sup>2</sup>
						11-16 0% <sup>3</sup>
14	Week 1	Week 2	Week 3	Week 4	Week 5	Weeks
	80% <sup>1</sup>	75% <sup>1</sup>	60% <sup>2</sup>	40% <sup>2</sup>	25% <sup>2</sup>	6-9 0% <sup>2</sup>
						10-14 0% <sup>3</sup>
12	Week 1	Week 2	Week 3	Week 4	Weeks	Weeks
	80% <sup>2</sup>	75% <sup>2</sup>	50% <sup>2</sup>	25% <sup>2</sup>	5-8 0% <sup>2</sup>	9-12 0% <sup>3</sup>
10	Week 1	Week 2	Week 3	Weeks	Weeks	
	75% <sup>2</sup>	50% <sup>2</sup>	25% <sup>2</sup>	4-7 0% <sup>2</sup>	8-10 0% <sup>3</sup>	
8	Week 1	Week 2	Week 3	Weeks	Weeks	
	75% <sup>1</sup>	50% <sup>2</sup>	25% <sup>2</sup>	4-5 0% <sup>2</sup>	6-8 0% <sup>3</sup>	
6	Week 1	Week 2	Weeks	Weeks		
	60% <sup>1</sup>	40% <sup>2</sup>	3-4 0% <sup>2</sup>	5-6 0% <sup>3</sup>		
4	Week 1	Week 2	Week 3	Week 4		
	50% <sup>2</sup>	25% <sup>2</sup>	0% <sup>2</sup>	0% <sup>3</sup>		
3	Week 1	Week 2	Week 3			
	50% <sup>2</sup>	0% <sup>2</sup>	0% <sup>3</sup>			
1	Day 1	Day 2	Day 3	Days		
	50% <sup>2</sup>	25% <sup>2</sup>	0% <sup>2</sup>	4-5 0% <sup>3</sup>		

#### Grades reflected on transcript due to dropping of a class:

<sup>1</sup> Course not reflected on transcript.

<sup>2</sup> Grade of W will be issued for the course

<sup>3</sup> Student not eligible to withdraw. The letter grade earned will be issued for the course.

### Room Charges

Students who choose to live on campus are required to sign a housing contract effective for both the fall and spring semesters and have a room deposit on file. If the student cancels the housing contract after signing, the deposit will be forfeited, in addition to any damages assessed and/or any outstanding balance owed to the University. Students who cancel their housing contract after the start of a semester will not receive any refund of the room fee for that semester.

### Board Charges

Students who choose to live on campus are required to select a meal plan for each semester. Students who cancel their housing contract after the start of a semester will be able to receive a pro-rated refund of a meal plan charge according to the following schedule (a week runs Monday to Sunday):

Date	Percentage
During the first week of classes	90
During the second week of classes	80
During the third week of classes	70
During the fourth week of classes	60
During the fifth week of classes	50
During the sixth week of classes	40
During the seventh week of classes	30
During the eighth week of classes	20
During the ninth week of classes	10
During the tenth week of classes	0

## Ann Arbor Main Campus (A)

On September 30, 1962, Lutherans from across Michigan gathered on the grounds of the former Earhart estate in Ann Arbor to install the cornerstone of a building that would soon become the centerpiece of a new college. The motto inscribed on the cornerstone, "That in All Things Christ Might Have Preeminence," set the tone and function for the Chapel of the Holy Trinity and the surrounding buildings that would embody the college. Soon after the dedication, construction began and the college opened the following fall with 236 students and 24 instructors.

The institution was originally established as Concordia Lutheran Junior College, but underwent multiple name changes over time. The institution changed its name to Concordia College when it began offering four-year degree programs in 1976, and ultimately became Concordia University Ann Arbor in 2001.

In July 2013, a strategic partnership between CUAA and Concordia University Wisconsin became official. Within the first years after the merger, the campus underwent major renovations and enhancements, including to residence halls, the student union, athletic fields, and the dining hall.

In 2015, the university purchased a former law school building located just over two miles north of the main campus. The "North Building" now houses the campus' School of Nursing as well as the Athletic Training and Physician Assistant programs.

## Haab School of Business (A)

There are two divisions in the **Batterman School of Business** on the Mequon campus and the **Haab School of Business** on the Ann Arbor campus, the Business Division and the Justice and Public Policy Division. In addition, on the Mequon campus, two associate degree programs and a special cooperative program exists.

### Business Division

Code	Title	Hours
<b>CONCORDIA COMMON CORE</b>		<b>18</b>
REL 100	The Bible	
REL 110	Christian Faith	
CCE 110	Western Culture & Worldview	
CCE 120	Western Thought & Worldview	
CCE 130	Christian Citizen	
CCE 140	Science & Humanity	
LIBERAL ARTS DIMENSIONS		27
FAITH & LIFE		3

Select a REL course above 204		
SOCIETY & CULTURE		3
ECON 222	Macroeconomics	
NATURAL WORLD BUS 315 or MATH 201 (for Actuarial Science Majors)		7
BUS 315	Business Statistics	
or MATH 201 Calculus I		
Science with a lab		
COMMUNICATION & LANGUAGE (COMM 201 or COMM 105)		6
COMM 105	Public Speaking	
or COMM 201 Interpersonal Communication		
ENG 104	Introduction to Writing	
HUMAN BEINGS & BEING HUMAN		5
HHP 100	Stewardship of the Body	
Select an approved HPP Activity Course or Varsity Sport		
Psychology, Philosophy or Legal Studies		
CREATIVE EXPRESSION		3
See Core Options (Art, Music, Theater)		

### Justice and Public Policy Division

Code	Title	Hours
<b>CONCORDIA COMMON CORE</b>		<b>18</b>
REL 100	The Bible	
REL 110	Christian Faith	
CCE 110	Western Culture & Worldview	
CCE 120	Western Thought & Worldview	
CCE 130	Christian Citizen	
CCE 140	Science & Humanity	
LIBERAL ARTS DIMENSIONS		27
FAITH & LIFE		3
Select a REL above 204		
SOCIETY & CULTURE		3
POLS 201	American Government	
NATURAL WORLD		7
MATH 125	Contemporary Math	
Science with a lab		
COMMUNICATION & LANGUAGE		6
ENG 104	Introduction to Writing	
Select an approved Communication & Language course		
HUMAN BEINGS & BEING HUMAN		5
HHP 100	Stewardship of the Body	
Select an approved HPP Activity Course or Varsity Sport		
Psychology, Philosophy or Legal Studies		
CREATIVE EXPRESSIONS		3
See Core Options (Art, Music, Theater)		

- Accounting Major (A) (p. 50)
- Business Analytics and Organizational Performance (A) (p. 51)
- Business Communication Major (A) (p. 51)
- Economics Major (A) (p. 52)
- Entrepreneurship Major (A) (p. 53)
- Finance Major (A) (p. 54)
- General Business Major (A) (p. 54)

- Health Care Administration (A) (p. 55)
- Hospitality and Event Business Major (A) (p. 56)
- Human Resource and Strategic Leadership Major (A) (p. 57)
- Justice & Public Policy Major (A) (p. 58)
- Management Major (A) (p. 58)
- Marketing Major (A) (p. 59)
- Public Relations Major (A) (p. 59)
- Sport and Entertainment Business Major (A) (p. 60)
- Accounting Minor (A) (p. 61)
- Business Communications Minor (A) (p. 61)
- Economics Minor (A) (p. 62)
- Entrepreneurship Minor (A) (p. 62)
- Family Business Minor (A) (p. 62)
- Finance Minor (A) (p. 62)
- Forensic Accounting Minor (A) (p. 62)
- Hospitality and Event Business Minor (A) (p. 63)
- Human Resource Management Minor (A) (p. 63)
- Individualized Business Minor (A) (p. 63)
- Justice & Public Policy Minor (A) (p. 63)
- Management Minor (A) (p. 64)
- Managerial Accounting Minor (A) (p. 64)
- Marketing Minor (A) (p. 64)
- Public Relations Minor (A) (p. 64)
- Sport and Entertainment Business Minor (A) (p. 64)
- Paralegal Studies Certificate (A) (p. 65)

## Majors

- Accounting Major (A) (p. 50)
- Business Analytics and Organizational Performance (A) (p. 51)
- Business Communication Major (A) (p. 51)
- Economics Major (A) (p. 52)
- Entrepreneurship Major (A) (p. 53)
- Finance Major (A) (p. 54)
- General Business Major (A) (p. 54)
- Health Care Administration (A) (p. 55)
- Hospitality and Event Business Major (A) (p. 56)
- Human Resource and Strategic Leadership Major (A) (p. 57)
- Justice & Public Policy Major (A) (p. 58)
- Management Major (A) (p. 58)
- Marketing Major (A) (p. 59)
- Public Relations Major (A) (p. 59)
- Sport and Entertainment Business Major (A) (p. 60)

## Accounting Major (A)

Students receive in-depth training in accounting systems, state and federal laws, and IRS policies that will prepare them to serve in their vocations. They will be prepared to work within both businesses and government agencies. Options are available for completing a double major or combining an undergraduate and graduate program. Rigorous

classes prepare students who wish to study for the Certified Public Accounting (CPA) Licensure exam.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Accounting, students will be able to:

1. Create and analyze financial statements prepared in accordance with Generally Accepted Accounting Principles (GAAP).
2. Understand and correctly use the basic terms and concepts of the accounting profession, as applied in actual accounting activities.
3. Demonstrate an understanding of the domestic and international economic and regulatory environment of business.
4. Demonstrate an understanding of Information Systems appropriate to entry-level business positions.
5. Demonstrate an understanding of the legal and ethical responsibilities of accountants, businesses and businesspersons from a Christian perspective.

### Curriculum

Due to the rigor of the accounting profession, students who wish to register for ACCT 310 Intermediate Accounting I or higher accounting courses, will be required to have earned a minimum grade of "B" in ACCT 203 Financial Accounting and ACCT 223 Managerial Accounting. Each student will then be required to earn a minimum grade of C in each of their upper-level accounting courses to be awarded a bachelor's degree in accounting from Concordia University.

Students who wish to complete the 150-hours to qualify for CPA Licensure have several options - including an MBA - and should consult with their advisor to plan their course of study.

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>57</b>
<b>Electives</b>		<b>18</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking (counted in University Core) or COMM 20 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3
BUS 210	Business Law I	3
BUS 162	Quantitative Business Essentials	3
BUS 355	Management Information Systems	3

BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
FIN 300	Principles of Finance	3
MGMT 130 or MBA 544	Management & Leadership People-Focused Management	3
MKTG 131	Sales and Marketing	3
<b>Required Courses</b>		
ACCT 310	Intermediate Accounting I	3
ACCT 311	Intermediate Accounting II	3
ACCT 320	Accounting Information Systems	3
ACCT 323	Cost Accounting	3
ACCT 350	Income Tax I	3
ACCT 360	Income Tax II	3
ACCT 420	Auditing	3
ACCT 441	Business Combinations, Governmental, and NFP	3
<b>Total Hours</b>		<b>57</b>

## Business Analytics and Organizational Performance (A)

The Business Analytics program prepares Christian leaders to make data-driven decisions that enhance organizational performance, identify emerging markets, and solve complex business problems. Students apply these skills to specific areas of finance, economics, marketing, and human resources, etc.

### Program Learning Outcomes

1. Summarize principles of Christian ethics related to business intelligence. b) Summarize principles of bias and fairness as related to business intelligence
2. Apply the principles and techniques of database structure, administration, and implementation of data collection capabilities and decision-support systems.
3. Understand basic computer programming techniques to facilitate collaboration with stakeholders to work across platforms.
4. Describe models for effective decision making to achieve business objectives.
5. Compare different organizational behaviors and adapt organization performance strategies.
6. Articulate assumptions, analyses, and interpretations of data in a written and oral format.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Core Business Requirements</b>		<b>33</b>
<b>Major Requirements</b>		<b>36</b>
<b>Electives</b>		<b>6</b>
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 315	Business Statistics (Counts for University Core)	
ECON 222	Macroeconomics (Counts for University Core)	
COMM 201	Interpersonal Communication (Counts for University Core)	
	or COMM 10 Public Speaking	
<i>Core Business Requirements</i>		
ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3
BUS 162	Quantitative Business Essentials	3
	or BUS 161 Business Essentials	
BUS 210	Business Law I	3
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
ECON 231	Microeconomics	3
FIN 300	Principles of Finance	3
MGMT 130	Management & Leadership	3
	or MBA 544 People-Focused Management	
MKTG 131	Sales and Marketing	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
<b>Total Hours</b>		<b>33</b>

Code	Title	Hours
<i>Required Major Courses</i>		
DSAA 200	Introduction to Data Science and Analysis	3
CSC 200	Coding I- Fundamentals	3
DSAA 300	Data Mining and Predictive Analysis	3
ECON 332	An Econometric Survey	3
DSAA 310	Visual Analytics	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
CSC 415	Artificial Intelligence	3
CSC 430	Database Fundamentals	3
BUAN 405	Business Data Analytics Programming with Visualization	3
BUAN 410	Analytics and the Digital Economy	3
MGMT 472	Managing Change	3
BUAN 415	Data Analytics: Integrative Project	3
<b>Total Hours</b>		<b>36</b>

## Business Communication Major (A)

Communication is by far the most important skill professionals have in the business world. Main components of communication within the workplace involve nonverbal communication, audience analysis, data interpretation, and public speaking.

The Business Communication program provides an opportunity to study topics such as public relations, group dynamics, conflict management and cross-cultural communication. Students gain practical experience through mock-interviews, crisis response activities, networking events, journalism, social media campaigns, and servant leadership opportunities. Graduates of the program are well equipped for a variety

of careers in management, corporate communication, negotiation and technical writing.

## Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Business Communication, students will be able to:

1. Write and deliver effective speeches for a variety of audiences
2. Apply different managerial perspectives (e.g., classical, human relations, and human resources) to motivate and manage subordinates
3. Write clear letters, proposals, and persuasive messages that accomplish the intended purposes in the workplace
4. Write a research paper that uses and cites a variety of up-to-date and credible sources
5. Use empathetic listening to understand and support those experiencing issues, problems or emotions
6. Negotiate to obtain desired outcomes using either collaborative or competitive approaches, when appropriate
7. Possess readiness to use their God-given gifts effectively in their vocation to serve others.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>63</b>
<b>Electives</b>		<b>12</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking	
	or COMM 20 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 161	Business Essentials	3
	or BUS 162 Quantitative Business Essentials	
BUS 210	Business Law I	3
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership	3
	or MBA 544 People-Focused Management	
MKTG 131	Sales and Marketing	3

## Required Courses

BCOM 247	Business Writing	3
BCOM 300	Group Dynamics	3
BCOM 390	Conflict Management	3
COMM 205	Advanced Public Speaking	3
COMM 260	Social Media	3
MGMT 340	Organization Behavior	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
MKTG 223	Public Relations	3

## Major Electives

Select four of the following:		12
BCOM 323	Intermediate Public Relations	
BCOM 385	Interviewing Principles	
BCOM 423	Advanced Public Relations	
COMM 460	Cross-Cultural Communication	
COMM 354	Gender and Communication	
MGMT 472	Managing Change	

**Total Hours** **63**

## Economics Major (A)

Students study economic theory, micro and macro economics, comparative economic systems, international economics, and quantitative analytical methods. Graduates will utilize knowledge of production, conservation, and allocation of resources in conditions of scarcity to make informed decisions.

Data-driven decision making is critical for the economic success of the modern business. Through Concordia's courses, students learn how to use the tools of economic data analytics as a decision science.

## Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Economics, students will be able to:

1. Understand and correctly use the basic terms and concepts of the economics profession, as applied in actual economic analysis.
2. Identify, describe, and analyze different market environments (i.e. free market, oligopoly, etc.).
3. Utilize graphs and quantitative analysis to describe market environments and the behavior of market participants.
4. Understand the basic factors that contributed to the origin of competing schools of macroeconomic thought and demonstrate basic knowledge concerning the competing and complementary presuppositions of the competing schools as well as the efficacy of their predictive capacities.
5. Evaluate and assess information from a variety of sources that indicate the status of particular macroeconomics.
6. Evaluate and assess the wisdom or folly of particular policy choices by macroeconomic policymakers and understand the mechanisms by which these choices intentionally or inadvertently impact particular macroeconomies.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>54</b>
<b>Electives</b>		<b>21</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking (or COMM 201) or COMM 20 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3
BUS 162	Quantitative Business Essentials	3
BUS 210	Business Law I	3
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
FIN 300	Principles of Finance	3
MGMT 130	Management & Leadership	3
or MBA 544	People-Focused Management	
MKTG 131	Sales and Marketing	3
<b>Required Major Courses</b>		
ECON 307	History of Economic Thought	3
ECON 332	An Econometric Survey	3
ECON 370	International Economics	3
FIN 320	Money and Banking	3
ECON 315	Macroeconomic Crises in History	3
ECON 322	Intermediate Macro Economics	3
ECON 331	Intermediate Micro Economics	3
<b>Total Hours</b>		<b>54</b>

## Entrepreneurship Major (A)

Entrepreneurship is characterized by creativity and innovation, risk-taking and learning from failure. Students in this program will develop a network of individuals, organizations and professionals who are entrepreneurial-minded and connected to resources. Students are expected to demonstrate competence in leveraging technology in market research and identification, develop a business model, prototype an idea for a business or service, and develop a business plan for a start up or participate in starting a company or new business venture.

## Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Entrepreneurship, students will be able to:

1. Develop and grow an entrepreneurial network of individuals, organizations and professionals.
2. Develop and display knowledge and skills related to innovation, creativity, problem-solving, perseverance and adaptability.
3. Ideate and identify emerging markets, trends, problems, and challenges.
4. Demonstrate competence in leveraging technology in market research and identification.
5. Articulate a vision for and commitment to ethical business practice in the education sector.
6. Demonstrate adaptability and "pivot-ability."
7. Develop a business model and prototype an idea for a business or service.
8. Create and develop business plans.
9. Start or participate in starting a company/new business venture.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>48</b>
<b>Electives</b>		<b>27</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

### Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking (or COMM 201) or COMM 20 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 210	Business Law I	3
BUS 161	Business Essentials	3
or BUS 162	Quantitative Business Essentials	
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership	3
or MBA 544	People-Focused Management	

MKTG 131	Sales and Marketing	3
<b>Required Major Courses</b>		
ENTR 250	Legal Landscape of Entrepreneurship	3
MGMT 360	Small Business Administration	3
ENTR 362	Planning New Ventures	3
MKTG 426	Marketing Research	3
ENTR 390	Entrepreneurship Practicum	3
BUS 335	Nonprofit Fundraising and Grant Writing	3
Choose 1 of the following:		3
BUS 272	Organizational Management Principles	
BUS 330	Supply Chain Management	
MKTG 345	E-Commerce	
<b>Total Hours</b>		<b>48</b>

## Finance Major (A)

Students will use analytical reasoning to effectively problem solve and guide long-term planning. Graduates will be prepared to help businesses, organizations, and individuals plan and wisely allocate money, as well as other assets.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Finance, students will be able to:

1. Conduct financial analysis to assess the drivers of an organization's profitability and make recommendations to improve overall profitability or reduce risk.
2. Collect, organize, and analyze data to make allocation and investment decisions.
3. Make capital allocation recommendations to help institutions and individuals manage their resources and plan their operations using the various methods, instruments, and markets available.
4. Build an operating and financial plan for an institution or individual that includes financial projections.
5. Apply time value of money techniques to make capital allocation and project decisions.
6. Measure and properly analyze risk when comparing projects or other investment opportunities.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>54</b>
<b>Electives</b>		<b>21</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking (or COMM 201) or COMM 20 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3
BUS 162	Quantitative Business Essentials	3
BUS 210	Business Law I	3
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
FIN 300	Principles of Finance	3
MGMT 130	Management & Leadership	3
or MBA 544	People-Focused Management	
MKTG 131	Sales and Marketing	3
<b>Required Major Courses</b>		
FIN 310	Basic Investing	3
FIN 340	Corporate Finance	3
ECON 332	An Econometric Survey	3
FIN 425	Securities Analysis	3
<i>Choose three of the following</i>		9
FIN 315	Principles of Insurance	
FIN 320	Money and Banking	
FIN 424	Advanced Excel for Financial Analysis	
FIN 430	International Finance	
ECON 307	History of Economic Thought	
ECON 370	International Economics	
ECON 315	Macroeconomic Crises in History	
<b>Total Hours</b>		<b>54</b>

## General Business Major (A)

Students first receive a foundation in business skills and then select classes in accounting, business law, human resources, international business, marketing, economics, and finance according to their interest.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in General Business, students will be able to:

1. Demonstrate an understanding of how the Christian worldviews in formulating appropriate and enlightened responses to ethical issues and dilemmas.
2. Demonstrate an understanding of the complexity of elements important to members of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.

3. Demonstrate an understanding and a disposition that a student builds across the business curriculum.
4. Identify and evaluates conclusions, implications, and consequences.
5. Utilize, interpret and assess quantitative data to inform and drive sound decision making.
6. Demonstrates language that skillfully communicates meaning to readers with clarity and fluency.
7. Demonstrates the ability to convert relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.

## Curriculum

This major requires the business core and 12 credits of business electives plus BUS 240 and MGMT 472.

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>45</b>
<b>Electives</b>		<b>30</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking (or COMM 201) or COMM 20 Interpersonal Communication	
<b>Core Business Requirements</b>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 161	Business Essentials	3
	or BUS 162 Quantitative Business Essentials	
BUS 210	Business Law I	3
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership	3
	or MBA 544 People-Focused Management	
MKTG 131	Sales and Marketing	3
<b>Required Major Courses</b>		
MGMT 472	Managing Change	3
BUS 240	Project Management	3
<b>Major Electives</b>		
Select 12 credits of Business Electives		12
<b>Total Hours</b>		<b>45</b>

## Health Care Administration (A)

This program focuses on managing resources in a health care setting while working to understand the business implications on the health care system. Students will be equipped with the ability to evaluate research results focusing on health care, management and decision-making, operations and communications. Graduates are prepared for roles in hospitals, long-term care facilities, medical groups, medical device or pharmaceutical companies, and other clinical settings.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Health Care Administration, students will be able to:

1. Analyze health care demonstrating acceptance of individuals as holistic beings, created by God, respecting the dignity, worth, and rights of the individual.
2. Respect diversity within the health care community for both those who are served and the providers of care.
3. Synthesize knowledge from a multi-disciplinary perspective including, but, not limited to: management, finance, marketing, and policy theories.
4. Recognize the differences and similarities of current trends and issues relative to the healthcare industry as a basis for problem-solving and decision-making in health care.
5. Demonstrate a willingness to work cohesively and communicate interpersonally with members of the interdisciplinary health care team; including demonstration of effective communication both written and oral.
6. Recognize current trends and issues relative to health care management to evaluate and research results applicable to health care practice.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>51</b>
<b>Electives</b>		<b>24</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
BUS 315	Business Statistics	
ECON 222	Macroeconomics	
COMM 105	Public Speaking or COMM 20 Interpersonal Communication	
<b>Core Business Requirements</b>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 210	Business Law I	3
BUS 161	Business Essentials	3



or BUS 162	Quantitative Business Essentials	
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership	3
or MBA 544	People-Focused Management	
MKTG 131	Sales and Marketing	3
<b>Required Major Courses</b>		
HCM 308	Eldercare	3
HCM 320	Management Principles in Health Care	3
HCM 335	Health Care Marketing	3
HCM 300	Healthcare Ethics	3
HCM 330	Financial Issues in Health Care	3
HCM 310	Current Trends in Healthcare	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
HCM 304	Health Care Planning and Evaluation	3
<b>Total Hours</b>		<b>51</b>

## Hospitality and Event Business Major (A)

The Hospitality and Event Business Major/Minor is housed within the Sport and Hospitality Business Department.

Let's address the obvious: the global COVID-19 pandemic significantly impacted the hospitality industry. However, as the planet returns to normal, hospitality is in the midst of an incredible recovery. The result? There aren't enough qualified people for available positions in this dynamic, varied and ever-changing industry.

The numbers are staggering. On average, 1.8 million meetings take place every year in the US. And of those meetings, 85% require lodging. When you factor in tourism, more than \$1 trillion in revenue is generated every single year. That means a lot of people are traveling for a number of different reasons. And when they travel, they need a place to stay. It's a growing industry, and there's a ton of room for you to grow and really make your mark within it.

The Hospitality and Event Business (HEB) major allows you to pursue a your career of choice in 4 different concentrations:

1. Event Management
2. Food & Beverage Management
3. Lodging Management
4. Hospitality Business

You'll enjoy innovative instruction – with a curriculum that is current, engaging and challenging – to help you develop the core skills and character necessary to thrive in these competitive and creative industries.

Through HEB, you will network with and learn from professionals in hospitality, tourism and event management, as well as business people who work within the many sub-professions tied to these industries. Better still, when you display consistent professional and personal growth in

the classroom, you could even earn the opportunity to gain intensive field experience at major events, like the Final Four or the Super Bowl.

### Program Learning Outcomes

*(Developed and Approved by Department Faculty on Jan. 24, 2018)*

- Demonstrate growth and skills in communication methods used within the Hospitality and Event industries.
- Exhibit growth in project management, design, and execution to exceed the expectations of various industry stakeholders.
- Utilizing real-time project-based learning, students will develop a creative, well-organized mindset that fosters skills required for confident decisions that align with industry best practices.
- Consistently framing and assessing globally-minded personal and professional leadership competencies that increase opportunities in the Hospitality and Event industries.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		<b>45</b>
<b>Major Requirements</b>		<b>49</b>
<b>Concentration Requirements</b>		<b>12</b>
<b>Electives</b>		<b>14</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

### Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking (or COMM 201 or COMM 20 Interpersonal Communication)	
<i>Core Business Requirements</i>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 210	Business Law I	3
BUS 161	Business Essentials	3
or BUS 162	Quantitative Business Essentials	
BUS 355	Management Information Systems	3
SHB 300	Professional Development - Field Experience	3
BUS 453	Business Policy and Ethics	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership	3
or MBA 544	People-Focused Management	
MKTG 131	Sales and Marketing	3
<b>Required Major Courses</b>		
SHB 140	Exposition & Special Event Management	3
SHB 200	Contemporary Leadership Behavior	3
SHB 202	Professional Development - Intro to Field Experience	1

SHB 215	Intro to Culinary Management	3
SHB 310	Integrated PR & Social Media	3
SHB 330	Financial Aspects of Hospitality	3
SHB 400	Sales, Sponsorship, & Fundraising Strategies	3
SHB 450	Professional Development - Program Capstone	3

**Required Concentration Courses (12 Credits) 12**

*Event Management Concentration*

SHB 120	Introduction to Hospitality & Event Business	
SHB 220	Concessions, Catering, & Vendor Strategies	
SHB 230	Ceremonial Management	
SHB 410	Event & Production Management	

*Food & Beverage Management Concentration*

SHB 120	Introduction to Hospitality & Event Business	
SHB 220	Concessions, Catering, & Vendor Strategies	
SHB 235	Intro to Beer, Wine, and Spirits Management	
SHB 405	Culinary Management Operations	

*Lodging Management Concentration*

SHB 120	Introduction to Hospitality & Event Business	
SHB 312	Hotel Administration	
SHB 322	Front Office Management	
SHB 410	Event & Production Management	

*Hospitality Business Concentration*

SHB 120	Introduction to Hospitality & Event Business	
Select 1 course (3 credits) from Event Management concentration		
Select 1 course (3 credits) from Food & Beverage Management concentration		
Select 1 course (3 credits) from Lodging Management concentration		

**Total Hours 61**

## Human Resource and Strategic Leadership Major (A)

The Human Resource and Strategic Leadership program equips students with the knowledge and skills necessary for management in the human resource function within an organization. Students will develop interpersonal and technical skills in areas such as employment practices, staffing, compensation and benefits, training and change management necessary to help businesses thrive.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Human Resource and Strategic Leadership, students will be able to:

1. Recognize, clarify and apply important federal and state legislation, case law decisions, and executive orders that affect employment relationships.
2. Analyze compensation plans that identify and describe plan objectives, salary structure, and fringe benefits.
3. Recognize organizational performance models that create effective teams and organizations through employee motivation, engagement, culture, and change management.

4. Develop methods for attracting, retaining, developing, and engaging a diverse workforce.
5. Identify and describe the elements of servant leadership which apply to the work of the human resource professional.
6. Demonstrate knowledge of employee and management conflict resolution practices.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>54</b>
<b>Electives</b>		<b>21</b>
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

### Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking (or COMM 201, counted in University Core) or COMM 20 Interpersonal Communication	

*Core Business Requirements*

ACCT 205	Accounting & Finance for Business Professionals	3
BUS 210	Business Law I	3
BUS 161	Business Essentials	3
	or BUS 162 Quantitative Business Essentials	
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership	3
	or MBA 544 People-Focused Management	
MKTG 131	Sales and Marketing	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3

**Required Major Courses**

BUS 272	Organizational Management Principles	3
BUS 265	Employment and Labor Relations	3
BUS 266	Staffing	3
BUS 388	Compensation and Benefits	3
MGMT 336	Human Resource Management	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
BUS 434	Training and Employee Development	3
MGMT 472	Managing Change	3
BUS 473	Integrative Project: HR Management	3

**Total Hours 54**

## Justice & Public Policy Major (A)

A Bachelor of Science in Justice and Public Policy (JPP) from CUWAA will help you understand how administrative law, along with procedural, and substantive criminal laws apply to effecting arrest search and seizure, evidence collection, and courtroom procedures. You'll learn best practices pertaining to field and custodial interviews, criminal investigations, and procedures involving juvenile. If you are considering an advanced degree, an introductory courses in criminal justice research methods and criminal psychology will prepare you to understand sociological, psychological, bio-physiological, and free-will theories, while learning how to apply theory to practice within the American civil and criminal court systems, correctional system, and justice system.

What does all that add up to? It creates a foundation for a career in a wide variety of criminal justice related fields by giving you quality instruction. One hundred percent of all faculty have certifications and/or extensive experience in their respective field. This lends itself to practical and experiential guidance in blending your personal and professional ethical values within a system of justice and public policy.

### Program Learning Outcomes

- Students will professionally and effectively communicate through writing and oral presentations using appropriate criminal justice terminology.
- Students will demonstrate knowledge of theories of the causes of criminal activity and public policies that aid in crime prevention.
- Students will accurately describe the role and function of law enforcement, corrections, juvenile procedures, and the courts in society.
- Students will evaluate the effectiveness of criminal justice and security professional in crime prevention and in criminal justice prosecutions.
- Students will be able to gather, analyze and evaluate relevant information to create ethical legal decisions based upon Christian principles.
- Students will demonstrate the practical application of criminal justice research theory and numeracy needed to propose criminal justice research that adds to current research knowledge, restructures or changes current research knowledge, or adds new knowledge to the criminal justice research process.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>42</b>
<b>Electives</b>		<b>33</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
JPP 102	Introduction to Law Enforcement	3
JPP 103	Criminology	3
JPP 104	Introduction to Courts	3
JPP 110	Juvenile Justice Theory	3
JPP 150	Introduction to Probation and Parole	3

JPP 206	Corrections in America	3
JPP 207	Substantive Criminal Law	3
JPP 214	Criminal Investigation	3
JPP 255	Stress Management	3
JPP 308	Procedural Criminal Law	3
JPP 310	Administrative Law	3
JPP 311	Criminal Psychology	3
JPP 399	Career & Internship in Justice and Service	3
JPP 415	Ethics in Justice and Public Service	3

#### Recommended Electives

LEGL 230	Environmental Law & Politics	
JPP 245	Criminal Justice Research Methods	
JPP 288	Terrorism	
JPP 312	Forensic Investigation	
JPP 313	Organized Crime	
JPP 350	Special Topics in Criminal Justice	
JPP 414	White Collar Crime	

**Total Hours** **42**

## Management Major (A)

Students in the Management program will master current software for designing and managing business projects, while adopting proven project management tools and techniques at each stage in a project's life cycle. Coursework will prepare students to integrate organizational strategies that involve the parent, supplier, and sub-supplier organizations working together in domestic and global environments. A comprehensive business plan will be developed in a capstone experience.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Management, students will be able to:

1. Demonstrate the ability to use critical thinking skills in the business context
2. Demonstrate the ability to use creative thinking skills in the business context
3. Demonstrate strategic decision making skills in the development of a business plan
4. Develop knowledge of operations and management - planning, organizing, leading and controlling the resources of an organization
5. Demonstrate knowledge of human resource issues within the business organization
6. Understand and apply the dynamics of the marketing function, including product planning, pricing, promotion, channel management, and competition analysis
7. Apply basic accounting principles and construct and interpret financial statements

### Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>48</b>

<b>Electives</b>	<b>27</b>
Minor: Optional	
<b>Total Hours</b>	<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking or COMM 20 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 161	Business Essentials or BUS 162 Quantitative Business Essentials	3
BUS 210	Business Law I	3
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership or MBA 544 People-Focused Management	3
MKTG 131	Sales and Marketing	3
<b>Required Major Courses</b>		
MKTG 223	Public Relations	3
BUS 240	Project Management	3
BUS 272	Organizational Management Principles	3
MGMT 336	Human Resource Management	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
MGMT 360	Small Business Administration	3
MGMT 472	Managing Change	3
<b>Total Hours</b>		<b>48</b>

## Marketing Major (A)

The Marketing program covers a wide variety of areas, from an understanding of consumer audiences and product design to packaging and pricing all the way through advertising, selling and distribution, finally ending with the promotion of a product or service. Students will engage in public relations, digital marketing, web design and maintenance and learn how to ethically engage with the public.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Marketing, students will be able to:

1. Identify target markets.
2. Analyze target market needs.
3. Develop products and services attuned to target market needs.

4. Prepare a comprehensive communications plan to reach the target market.
5. Prepare a distribution plan to bring product to target market.
6. Price product to cover costs and meet return objectives.
7. Prepare a comprehensive marketing operational plan.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		<b>45</b>
<b>Major Requirements</b>		<b>51</b>
<b>Electives</b>		<b>24</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking or COMM 20 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 161	Business Essentials	3
BUS 210	Business Law I	3
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership or MBA 544 People-Focused Management	3
MKTG 131	Sales and Marketing	3
<b>Required Major Courses</b>		
MKTG 223	Public Relations	3
MKTG 304	Retail Management	3
MKTG 325	Promotion & Advertising	3
MKTG 345	E-Commerce	3
MKTG 422	Marketing Management	3
MKTG 426	Marketing Research	3
MKTG 440	International Marketing	3
GD 110	Graphic Design I	3
<b>Total Hours</b>		<b>51</b>

## Public Relations Major (A)

The Public Relations major focuses on building communication, developing problem-solving skills, and developing an effective, measurable campaign. Students will gain experience by designing, implementing and measuring a public relations campaign for actual

organizations who provide consultation and feedback. Social media and brand management, crisis response, event management, content creation and reputation management are all integrated throughout the curriculum.

## Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Public Relations, students will be able to:

1. Write in a precise and persuasive manner.
2. Engage in effective and appropriate public speaking under a variety of circumstances.
3. Evaluate ethical dilemmas from a legal, practical, and spiritual perspectives.
4. Recognize the cultural differences in order to effectively communicate with diverse audiences.
5. Engage in substantial research including organizational, situational, GAP and diagnostic analyses
6. Create a crisis response plan and practice crisis communication strategies.
7. Design, execute and evaluate a public relations strategic campaign.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>54</b>
<b>Electives</b>		<b>21</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<b>Business Core</b>		
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking (or COMM 201) or COMM 201 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 161	Business Essentials	3
	or BUS 162 Quantitative Business Essentials	
BUS 210	Business Law I	3
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership	3
	or MBA 544 People-Focused Management	

MKTG 131	Sales and Marketing	3
<b>Required Courses</b>		
BCOM 247	Business Writing	3
MKTG 223	Public Relations	3
COMM 260	Social Media	3
BCOM 323	Intermediate Public Relations	3
BCOM 423	Advanced Public Relations	3
COMM 265	Journalism	3
Select three of the following:		9
MKTG 325	Promotion & Advertising	
COMM 250	Intro To Mass Communication	
COMM 321	Media Writing	
BCOM 380	Organizational Communication	
GD 110	Graphic Design I	
BUS 335	Nonprofit Fundraising and Grant Writing	
<b>Total Hours</b>		<b>54</b>

## Sport and Entertainment Business Major (A)

The Sport and Entertainment Business Major/Minor is housed within the Sport and Hospitality Business Department.

Like every other industry, the inter-related sports and entertainment industries were significantly impacted by the global COVID-19 pandemic. However, sports and entertainment are showing signs of a strong recovery. The global sports market is expected to grow from \$388.28 billion in 2020 to \$440.77 billion in 2021. Further, the market is expected to reach \$599.9 billion in 2025.

Yes, there are still engaging careers to be found in these dynamic and changing industries. However, they require the same six things from those who expect to excel within them:

*Sacrifice. Attitude. Effort. Clarity. Humility. Grit.*

The Sport and Entertainment Business degree allows you to pursue a variety of careers in athletic and entertainment management. Our curriculum is current, engaging, and challenging – with courses and experiences designed under the guidance of a professional advisory board consisting of industry practitioners – to help you develop the fundamentals, skills, and character that will give you the best chance to thrive in a competitive industry.

Not only that, but you'll work with industry pros, networking with and learning from experts in professional and amateur sports and entertainment, along with business people who work within the innumerable sub-professions tied to these industries. But nothing beats hands-on experience. If you display consistent professional and personal growth, you could earn intensive field experience opportunities at major events like the Final Four and even the Super Bowl.

## Program Learning Outcomes

*(Developed and Approved by Department Faculty on Jan. 24, 2018)*

- Demonstrate growth and skills in communication methods used within the Sport and Entertainment industries.
- Exhibit analytical, critical analysis and problem solving skills valued within the Sport and Entertainment industries.

- Utilizing project-based learning, students will develop and articulate human relations and conceptual competencies necessary to advance the Sport and Entertainment industry.
- Consistently framing and assessing globally-minded personal and professional leadership skills that increase industry opportunities in Sport and Entertainment.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>60</b>
<b>Electives</b>		<b>15</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<b>Core Requirements</b>		
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking	
	or COMM 201 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 210	Business Law I	3
BUS 161	Business Essentials	3
	or BUS 162 Quantitative Business Essentials	
BUS 355	Management Information Systems	3
SHB 300	Professional Development - Field Experience (Replaces BUS 399 in business core)	3
BUS 453	Business Policy and Ethics	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership	3
	or MBA 544 People-Focused Management	
MKTG 131	Sales and Marketing	3
<b>Required Courses</b>		
SHB 110	Introduction to Sport & Entertainment Business	3
SHB 200	Contemporary Leadership Behavior	3
SHB 210	Facility Design & Management	3
SHB 240	Administration & Organization of Sport & Entertainment	3
SHB 250	Legal & Ethical Issues of Sport	3
SHB 310	Integrated PR & Social Media	3
SHB 320	Sport Economics & Finance	3
SHB 340	Marketing of Sport & Entertainment	3
SHB 400	Sales, Sponsorship, & Fundraising Strategies	3
SHB 410	Event & Production Management	3

SHB 450	Professional Development - Program Capstone	3
<b>Total Hours</b>		<b>60</b>

## Minors

- Accounting Minor (A) (p. 61)
- Business Communications Minor (A) (p. 61)
- Business Minor (A) (p. 62)
- Economics Minor (A) (p. 62)
- Entrepreneurship Minor (A) (p. 62)
- Family Business Minor (A) (p. 62)
- Finance Minor (A) (p. 62)
- Forensic Accounting Minor (A) (p. 62)
- Hospitality and Event Business Minor (A) (p. 63)
- Human Resource Management Minor (A) (p. 63)
- Individualized Business Minor (A) (p. 63)
- Justice & Public Policy Minor (A) (p. 63)
- Management Minor (A) (p. 64)
- Managerial Accounting Minor (A) (p. 64)
- Marketing Minor (A) (p. 64)
- Public Relations Minor (A) (p. 64)
- Sport and Entertainment Business Minor (A) (p. 64)

## Accounting Minor (A)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3
ACCT 310	Intermediate Accounting I	3
ACCT 311	Intermediate Accounting II	3
<b>Minor Electives</b>		
Select two Accounting Electives <sup>1</sup>		6
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> FIN 300 Principles of Finance can be selected as an elective by non-business majors.

## Business Communications Minor (A)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BCOM 247	Business Writing	3
BCOM 300	Group Dynamics	3
BCOM 380	Organizational Communication	3
BCOM 385	Interviewing Principles	3
COMM 260	Social Media	3
MGMT 130	Management & Leadership	3
<b>Total Hours</b>		<b>18</b>

## Business Minor (A)

Business Minor cannot be taken by Business Majors.

Business majors must complete all listed degree requirements and earn a minimum total of 120 credits to graduate.

All students pursuing a Business major or minor must earn a grade of C- or better in all Business core, major, or minor courses to earn a business degree.

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3
Select four of the following:		12
BUS 210	Business Law I	
ECON 200	Principles of Economics	
FIN 300	Principles of Finance	
MGMT 130	Management & Leadership	
MKTG 131	Sales and Marketing	
<b>Total Hours</b>		<b>18</b>

## Economics Minor (A)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ECON 222	Macroeconomics	3
ECON 231	Microeconomics	3
<b>Minor Electives</b>		
Select four of the following: <sup>1</sup>		12
ECON 332	An Econometric Survey	
ECON 370	International Economics	
ECON 307	History of Economic Thought	
ECON 315	Macroeconomic Crises in History	
ECON 322	Intermediate Macro Economics	
ECON 331	Intermediate Micro Economics	
FIN 320	Money and Banking	
<b>Total Hours</b>		<b>18</b>

## Entrepreneurship Minor (A)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MGMT 130	Management & Leadership	3
MKTG 131	Sales and Marketing	3
ENTR 362	Planning New Ventures	3
ENTR 250	Legal Landscape of Entrepreneurship	3
ENTR 390	Entrepreneurship Practicum	3
Select one of the following:		3
BUS 320	Family Business Management	

MGMT 360 Small Business Administration

**Total Hours** 18

## Family Business Minor (A)

### Curriculum

Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
BUS 320	Family Business Management	3
BUS 325	Family Business Strategic Plan	3
BCOM 390	Conflict Management	3
ENTR 362	Planning New Ventures	3
BUS 272	Organizational Management Principles	3
Select one of the following:		3
MGMT 360	Small Business Administration	
ENTR 290	Social Entrepreneurship	
ENTR 390	Entrepreneurship Practicum	
<b>Total Hours</b>		<b>18</b>

## Finance Minor (A)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ACCT 203	Financial Accounting	3
FIN 300	Principles of Finance	3
Select four of the following:		12
FIN 310	Basic Investing	
FIN 315	Principles of Insurance	
FIN 320	Money and Banking	
FIN 340	Corporate Finance	
FIN 425	Securities Analysis	
FIN 430	International Finance	
ECON 307	History of Economic Thought	
ECON 370	International Economics	
ECON 315	Macroeconomic Crises in History	
<b>Total Hours</b>		<b>18</b>

## Forensic Accounting Minor (A)

### Minor Requirements

If you are an accounting major/minor and wish to pursue the forensic accounting minor, you will be required to substitute ACCT 203 Financial Accounting for an upper level accounting or JPP course that you did not already take for your accounting major/minor.

Code	Title	Hours
<b>Required Courses</b>		
ACCT 203	Financial Accounting	3
ACCT 310	Intermediate Accounting I	3
ACCT 311	Intermediate Accounting II	3
JPP 214	Criminal Investigation	3

JPP 414	White Collar Crime	3
ACCT 276	Fraud Management	3
<b>Total Hours</b>		<b>18</b>

## Hospitality and Event Business Minor (A)

The Hospitality and Event Business Major/Minor is housed within the Sport and Hospitality Business Department.

*How does the Hospitality and Event Business MINOR differ from the major?*

1. Only 18 credits from the Sport and Hospitality Program are required for the minor.  
(Click on the CURRICULUM tab for more information.)
2. Students minoring in Hospitality and Event Business are NOT required to take SHB 450 - Program Capstone.
3. Students minoring in Hospitality and Event Business are NOT required to take SHB 300 - SHB Internship.

*Business now finds itself firmly entrenched within the "Experience Economy." This minor is a popular option for students in the Batterman School of Business that are majoring in entrepreneurship, marketing and public relations, as it provides valuable customer service, guest engagement, event activation and hospitality skills that today are applied in ALL industries.*

The numbers are staggering. On average, 1.8 million meetings take place every year in the US. And of those meetings, 85% require lodging. When you factor in tourism, more than \$1 trillion in revenue is generated every single year. That means a lot of people are traveling for a number of different reasons. And when they travel, they need a place to stay. It's a growing industry, and there's a ton of room for you to grow and really make your mark within it.

Our program allows you to pursue a variety of careers in hospitality, tourism, culinary arts and event management. You'll enjoy innovative instruction – with a curriculum that is current, engaging and challenging – to help you develop the core skills and character necessary to thrive in these competitive and creative industries.

We have a professional advisory board made up of industry experts, who design courses and experiences that will prepare you for your career. You'll have the ability to network with and learn from professionals in hospitality, tourism and event management, as well as business people who work within the many sub-professions tied to these industries. Better still, when you display consistent professional and personal growth in the classroom, you'll earn the opportunity to gain intensive field experience at major events, like the Final Four and even the Super Bowl.

### Program Learning Outcomes

*(Developed and Approved by Department Faculty on Jan. 24, 2018)*

- Demonstrate growth and skills in communication methods used within the Hospitality and Event industries.
- Exhibit growth in project management, design, and execution to exceed the expectations of various industry stakeholders.
- Utilizing real-time project-based learning, students will develop a creative, well-organized mindset that fosters skills required for confident decisions that align with industry best practices.

- Consistently framing and assessing globally-minded personal and professional leadership competencies that increase opportunities in the Hospitality and Event industries.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SHB 120	Introduction to Hospitality & Event Business	3
SHB 220	Concessions, Catering, & Vendor Strategies	3
SHB 330	Financial Aspects of Hospitality	3
SHB 400	Sales, Sponsorship, & Fundraising Strategies	3
SHB 410	Event & Production Management	3
<i>Pick One of the following</i>		3
SHB 140	Exposition & Special Event Management	
SHB 230	Ceremonial Management	
<b>Total Hours</b>		<b>18</b>

## Human Resource Management Minor (A)

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
BUS 266	Staffing	3
BUS 265	Employment and Labor Relations	3
MGMT 336	Human Resource Management	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
BUS 434	Training and Employee Development	3
MGMT 472	Managing Change	3
<b>Total Hours</b>		<b>18</b>

## Individualized Business Minor (A)

This minor is available only to students who are non-business majors. The student can select any 6 courses (18 credits) from the business curriculum in a self-constructed minor that meets their own individualized career and/or educational goals. All course prerequisites must be met. Also, the courses selected by the student in this minor would not be eligible to count toward any other business minor.

## Justice & Public Policy Minor (A)

A minor in Justice and Public Policy (JPP) from CUWAA will help you understand how administrative law, along with procedural, and substantive criminal laws apply to effecting arrest search and seizure, evidence collection, and courtroom procedures. You'll learn best practices pertaining to field and custodial interviews, criminal investigations, and procedures involving juvenile. If you are considering an advanced degree, an introductory courses in criminal justice research methods and criminal psychology will prepare you to understand sociological, psychological, bio-physiological, and free-will theories, while learning how to apply theory to practice within the American civil and criminal court systems, correctional system, and justice system.



## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
JPP 102	Introduction to Law Enforcement	3
JPP 104	Introduction to Courts	3
JPP 150	Introduction to Probation and Parole	3
JPP 206	Corrections in America	3
<b>Minor Electives</b>		
Select two JPP Electives		6
<b>Total Hours</b>		<b>18</b>

## Management Minor (A)

Management Minor cannot be taken by Business Majors.

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
MGMT 130	Management & Leadership	3
MKTG 131	Sales and Marketing	3
ECON 200	Principles of Economics	3
MGMT 336	Human Resource Management	3
MGMT 429	Operations Management	3
MGMT 472	Managing Change	3
<b>Total Hours</b>		<b>18</b>

## Managerial Accounting Minor (A)

The Managerial Accounting Minor cannot be taken by Accounting or Finance Majors.

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3
ACCT 323	Cost Accounting	3
FIN 300	Principles of Finance	3
FIN 340	Corporate Finance	3
<b>Minor Electives</b>		
Upper level Accounting or Finance Elective		3
<b>Total Hours</b>		<b>18</b>

## Marketing Minor (A)

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
MGMT 130	Management & Leadership	3
MKTG 131	Sales and Marketing	3
MKTG 422	Marketing Management	3
ECON 222	Macroeconomics (Prerequisite for MKTG 422)	
ECON 231	Microeconomics (Prerequisite for MKTG 422)	
Select three of the following:		9

MKTG 223	Public Relations
MKTG 304	Retail Management
MKTG 325	Promotion & Advertising
MKTG 345	E-Commerce
MKTG 426	Marketing Research
GD 110	Graphic Design I

**Total Hours** **18**

## Public Relations Minor (A)

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
MKTG 223	Public Relations	3
BCOM 323	Intermediate Public Relations	3
BCOM 423	Advanced Public Relations	3
COMM 265	Journalism	3
BCOM 247	Business Writing	3
COMM 321	Media Writing	3
<b>Recommended Core Courses</b>		
COMM 105	Public Speaking (Communications & Language)	
COMM 460	Cross-Cultural Communication (Society & Culture)	
GD 100	Digital Design Fundamentals (Human Creativity & Expression)	
or GD 110	Graphic Design I	

**Total Hours** **18**

## Sport and Entertainment Business Minor (A)

The Sport and Entertainment Business Major/Minor is housed within the Sport and Hospitality Business Department.

How does the Sport and Entertainment Business MINOR differ from the major?

1. Only 18 credits from the Sport and Hospitality Program are required for the minor.  
(Click on the CURRICULUM tab for more information.)
2. Students minoring in Sport and Entertainment Business are NOT required to take SHB 450 - Program Capstone.
3. Students minoring in Sport and Entertainment Business are NOT required to take SHB 300 - SHB Internship.

The minor is a popular option for students in the Batterman School of Business that are majoring in accounting, finance, marketing and public relations, as it provides valuable insight into elements of the sport and entertainment industry that differ from more traditional career tracks.

The inter-related sports and entertainment industries show no signs of slowing down. The North American sports market alone will grow from \$63.9 billion to \$75.7 billion by 2020, according to PricewaterhouseCoopers. But that's nothing compared to the global market. In 2016, the size of the sports industry was a whopping \$1.3

trillion worldwide! So needless to say, there's a demand for people with a degree in sport and entertainment business.

**This specialized minor allows you to pursue a variety of careers by merging the skills developed in your major with the unique demands found in the athletic and entertainment industries.** Our curriculum is current, engaging, and challenging – with courses and experiences designed under the guidance of a professional advisory board consisting of industry practitioners – to help you develop the fundamentals, skills, and character that will give you the best chance to thrive in a competitive industry.

Not only that, but you'll work with industry pros, networking with and learning from experts in professional and amateur sports and entertainment, along with business people who work within the innumerable sub-professions tied to these industries. But nothing beats hands-on experience. If you display consistent professional and personal growth, you could earn intensive field experience opportunities at major events like the Final Four and even the Super Bowl.

## Program Learning Outcomes

*(Developed and Approved by Department Faculty on Jan. 24, 2018)*

- Demonstrate growth and skills in communication methods used within the Sport and Entertainment industries.
- Exhibit analytical, critical analysis and problem solving skills valued within the Sport and Entertainment industries.
- Utilizing project-based learning, students will develop and articulate human relations and conceptual competencies necessary to advance the Sport and Entertainment industry.
- Consistently framing and assessing globally-minded personal and professional leadership skills that increase industry opportunities in Sport and Entertainment.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SHB 110	Introduction to Sport & Entertainment Business	3
SHB 250	Legal & Ethical Issues of Sport	3
SHB 340	Marketing of Sport & Entertainment	3
SHB 400	Sales, Sponsorship, & Fundraising Strategies	3
Select two of the following:		6
SHB 210	Facility Design & Management	
SHB 240	Administration & Organization of Sport & Entertainment	
SHB 320	Sport Economics & Finance	
<b>Total Hours</b>		<b>18</b>

## Certificates

- Paralegal Studies Certificate (A) (p. 65)

## Paralegal Studies Certificate (A)

The Paralegal Studies Certificate Program encompasses both a vocation and a way of thinking. It is characterized by attention to detail, logical reasoning, mental agility, versatility, the ability to identify and discern

issues, critically synthesize and parse information and concepts, challenging oneself, and ethically and professionally resolving problems. Emboldened by CU's Christian mission of service to the Church and the world, emerging paralegal students are challenged to look through a service-oriented lens to benefit the legal profession, assist in the development and administration of public policy, promote justice, support the economic community, and strive to address conflict with Christian principles.

## Vision Statement

The vision of the Paralegal Studies Certificate Program is to be a dynamic neighbor and partner with organizations and communities in need of legal resources and is dedicated to training, nurturing, and developing valuable, ethical, and legal professionals through cultivating the knowledge and skills fundamental to achieving these ends.

## Mission Statement

The Paralegal Studies Certificate Program's mission is to offer a Christ-centered approach to educating, training, and developing students for careers in the paralegal profession and other law-related environments. The curriculum is based on the study of legal principles and the practical application of the law through simulation-concentrated learning.

## Curriculum

Code	Title	Hours
<i>Required Courses</i>		<i>12</i>
PLGL 100	Introduction to Paralegal Studies & Ethics	
PLGL 101	Legal Research & Writing I	
PLGL 102	Legal Research & Writing II	
PLGL 201	Civil Litigation I	
<i>Select three (3) from the following list:</i>		<i>9</i>
PLGL 210	Tort Law	
PLGL 220	Contract Law	
PLGL 230	Legal Aspects of Business Org	
JPP 207	Substantive Criminal Law	
JPP 308	Procedural Criminal Law	
<b>Total Hours</b>		<b>21</b>

## School of Arts and Sciences (A)

The School of Arts and Sciences educates men and women to be thoughtful and articulate people of faith who, rooted in the liberal arts, contribute in meaningful ways to their families, communities, and cultures. It does this in two primary ways. First, the School offers over thirty programs of study, including the arts, communication, computer science, the humanities, the natural sciences, and the social sciences.

Each program focuses on educating the whole person by developing skills necessary for future careers and providing insights that shape Christian citizens for a global society. Second, the School of Arts and Sciences houses the Core Curriculum, which provides a framework for continued learning, development, and growth in a lifelong pursuit of Vocation. Through a study of the liberal arts, the Core offers students a broad understanding of their place in the world, and is a meaningful, unifying influence for all Concordia graduates.

- Applied Theology Major (A) (p. 66)
- Art Major (A) (p. 67)
- Athletic Training (A) (p. 68)
- Biblical Studies Major (A) (p. 71)

- Biology Major (A) (p. 72)
- Biomedical Sciences Major (A) (p. 73)
- Christian Thought Major (A) (p. 74)
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- Classical Education - Bachelor of Arts (A) (p. 76)
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- Mathematics Major (A) (p. 83)
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- Pharmaceutical Science (A) (p. 85)
- Pre-Deaconess Program (A) (p. 85)
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- Artificial Intelligence & Robotics Minor (A) (p. 90)
- Biblical Studies Minor (A) (p. 90)
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- Chemistry Minor (A) (p. 91)
- Christian Thought Minor (A) (p. 91)
- Computer Animation Minor (A) (p. 91)
- Contemporary Christian Music Minor (A) (p. 91)
- Cybersecurity Minor (A) (p. 92)
- Digital Media Design Minor (A) (p. 92)
- English Minor (A) (p. 92)
- Ethics Minor (A) (p. 92)
- History Minor (A) (p. 93)
- Human Biology Minor (A) (p. 93)
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- Mass Communication Minor (A) (p. 93)
- Mathematics Minor (A) (p. 94)
- Music Minor (A) (p. 94)
- Musical Theatre Minor (A) (p. 94)
- Philosophy Minor (A) (p. 94)
- Physical Science Minor (A) (p. 95)
- Psychology Minor (A) (p. 95)
- Social Studies Minor (A) (p. 95)
- Sociology Minor (A) (p. 96)
- Software Engineering Minor (A) (p. 96)
- Spanish Minor (A) (p. 96)
- Sports Media Minor (A) (p. 96)
- Theatrical Communication Minor (A) (p. 96)
- Theological Languages Minor (A) (p. 97)

- Worship Arts Leadership Minor (A) (p. 97)
- Youth and Family Ministry Minor (A) (p. 98)
- Contemporary Church Music Certificate (A) (p. 98)
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## Majors

- Applied Theology Major (A) (p. 66)
- Art Major (A) (p. 67)
- Athletic Training (A) (p. 68)
- Biblical Studies Major (A) (p. 71)
- Biology Major (A) (p. 72)
- Biomedical Sciences Major (A) (p. 73)
- Christian Thought Major (A) (p. 74)
- Church Music Major (A) (p. 74)
- Classical Education - Bachelor of Arts (A) (p. 76)
- Computer Science Major (A) (p. 76)
- Digital Media Design (A) (p. 78)
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- Exercise Science (A) (p. 79)
- Family Life Ministry (A) (p. 80)
- History Major (A) (p. 81)
- Liberal Arts (A) (p. 82)
- Mass Communication Major (A) (p. 83)
- Mathematics Major (A) (p. 83)
- Music Major (A) (p. 84)
- Pharmaceutical Science (A) (p. 85)
- Pre-Deaconess Program (A) (p. 85)
- Pre-Seminary Program (A) (p. 86)
- Psychology Major (A) (p. 87)
- Social Studies Major (A) (p. 88)
- Theological Languages Major (A) (p. 88)

## Applied Theology Major (A)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

The Applied Theology major centers on the study of the Word of God as revealed in the Sacred Scriptures and taught by the Church. It also

includes courses which develop the student's skills for communicating this Word in our contemporary culture. The Applied Theology major is open to all students who desire to prepare for graduate level studies in theology. It is recommended that LCMS pre-seminary students select this major. Selecting this major does not constitute entrance into the LCMS pre-seminary program. Please see program description for more details.

## Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, and appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.
- Students will develop an appreciation for how God has worked in history, recognize key figures and movements in the life of the Church, and identify the state of theology today.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b> <sup>1</sup>		<b>33</b>
<b>Electives (credits will vary depending on Major(s) and minor selected)</b>		<b>48</b>
Minor: Required (minimum 18 credits)		
<b>Total Hours</b>		<b>126</b>

<sup>1</sup> This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
SOC 101	Introduction to Sociology	
ENG 245	Advanced Writing	
or ENG 246	Creative Writing	
GRK 201	Greek I <sup>1</sup>	
or COMM 10	Public Speaking	
<b>Recommended Core Courses</b>		
For 3 credits of the Human Beings and Being Human requirement, it is recommended to select:		
SCI 275	Cosmogony	
OR Any PHIL course except PHIL 101		
<b>Required Courses</b>		
COMM 105	Public Speaking	3
COMM 205	Advanced Public Speaking	3
REL 203	New Testament	3
REL 404	Lutheran Confessions	3
REL 440	Lutheran Worship: Theology and Practice	3
REL 490	Senior Seminar I	3

REL 491	Senior Seminar II	3
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### Major Electives

<i>Bible Elective</i>		3
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It is recommended to select any course pertaining to upper-level Old or New Testament content

<i>Historical Theology Elective</i>		3
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It is recommended to select:

REL 333	A Survey of Christian Thought	
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<i>Theology/ Family Life Elective</i>		3
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It is recommended to select one of the following:

FAM 210	Practical Skills in Family Life Ministry	
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FAM 430	Foundations of Family Life Ministry	
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FAM 432	Administration in Family Life Ministry	
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<i>Writing Elective</i>		
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It is recommended to select one of the following:

ENG 245	Advanced Writing (May be counted in core)	
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ENG 246	Creative Writing (May be counted in core)	
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ENG 350	Classical & Modern Rhetoric	
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<i>Philosophy/ Literature Elective</i>		3
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It is recommended to select one of the following:

PHIL 211	Elementary Logic	
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PHIL 250	Moral Philosophy	
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PHIL 325	Christian Apologetics	
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PHIL 350	Bioethical Dilemmas in Contemporary Society	
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<b>Total Hours</b>		<b>33</b>
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<sup>1</sup> If COMM 105 is taken in the core, it is replaced in the required courses by any REL elective above REL 204.

## Art Major (A)

Addressing the whole student - body, mind and spirit, the purposes of the Art program are 1) to nourish the senses (particularly the visual and tactile) in order to make the student more perceptive and visually responsive to life experiences and visual phenomena; 2) to cultivate the mind to design and solve problems through manipulating media in search of elegant, aesthetic and technically proficient solutions; and 3) to encourage and support Christian faith and practice by exploring the intersection of the visual arts and Christianity and leading the student through digital processes that translate intangible substance (concepts and emotions) into tangible material. It is a purpose of the Concordia University Program in Art to produce graduates who, as people of faith, are diligent, reflective, compassionate, highly skilled, visually articulate, and successful in their lives and in their vocations.

The Art major consists of 40 credit hours of course work including a wide variety of studio courses, and courses in art history, aesthetics, and portfolio preparation. Art majors experiment with a variety of materials and techniques to encourage artistic and cognitive growth while mastering media as means of personal expression. In addition to the 45-credit Liberal Arts core requirements and required courses listed below, all Art majors are encouraged to complete requirements for a minor. An Animation minor is strongly recommended to help students develop the skills they will need to channel their talents into a successful career. Program requirements include purchase of a Mac laptop (available at reduced prices via [my.cuw.edu](http://my.cuw.edu) (<http://my.cuw.edu/>)).

## Program Learning Outcomes

Students will:

- Describe relationships that exist between the visual arts and the Christian faith;
- Formulate and creatively solve visual problems.
- Communicate effectively in a range of media.
- Apply appropriate historical knowledge in the creation, description and analysis of works of visual art. Art and design are viewed as technical, spiritual/philosophical, and social endeavors.
- Demonstrate technical proficiency and aesthetic sensibility relative to observational drawing, composition, and the manipulation of visual arts media, including appropriate computer/digital applications.
- Evaluate personal art work and the art work of others.
- Selflessly share gifts and skills with others through teaching, community activities, and volunteerism.
- Prepare documents/artifacts and practice strategies to seek employment or to advance in a chosen field.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>40</b>
<b>Electives</b>		<b>35</b>
Minor: Required - A minor in Business or Marketing is strongly recommended.		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
GD 111 or GD 110	Graphic Design II Graphic Design I	3
ART 111	2-D Composition	3
ART 145	Drawing for Art Majors	3
ART 210	3-D Design	3
ART 246	Color & Media Dynamics	3
ART 285	Art History I	3
ART 286	Art History II	3
ART 381	Aesthetics	3
ART 450	Senior Portfolio/Exhibition	1
<b>Select from both lists 2D or 3D a total of 5 courses</b> <sup>1</sup>		<b>15</b>

### 2D Course List

ART 130 or ART 131	Digital Photography I Darkroom Photography I	
ART 230	Printmaking Studio I	
ART 231	Photography II	
ART 245	Drawing II: Assorted Media	
ART 265	Painting I	
ART 289	Art in Italy	
ART 29X Applied Design		
ART 310	History of Design <sup>2</sup>	
ART 345	Drawing III	
ART 365	Painting II: Watercolor	

ART 383 History of Photography<sup>2</sup>

ART XXX Special Topics in Art

### 3D Course List

ART 170	Ceramics I
ART 270	Advanced Ceramics
ART 275	Sculpture I
ART 276	Sculpture II
ART 29X Applied Design	
ART 312	3-D Modelling
ART XXX Special Topics in Art	
Any other 200-300 level studio courses	

**Total Hours** **40**

<sup>1</sup> Only 1 non-studio course may be included.

<sup>2</sup> Non-studio course.

## Athletic Training (A)

The CAATE accredited Concordia University Ann Arbor (CUAA) Master of Science in Athletic Training (MSAT) program will provide students with the professional preparation necessary to succeed as an entry-level athletic trainer. The program will provide students an educational experience encompassing communication, problem solving, clinical skills, and service. As a result, students graduating from the program will possess the knowledge, skills, and abilities of a successful clinician, will be prepared to pass the Board of Certification Examination, and will be eligible for appropriate state credentialing. The CUAA MSAT program will accomplish its mission through a holistic approach to the development of the mind, body, and spirit.

Concordia's MSAT program consists of 74 graduate credits for the 5-year plan (over 6 semesters), 66 graduate credits for the 2-year plan (over 4 semesters and one summer). The program enhances this classroom education with extensive hands-on clinical experiences in a variety of settings, under the supervision of athletic training professionals.

**Dual Degree Program:** Students can pursue a dual degree program, earning a Bachelor of Science in Sports Medicine degree and a Master of Science in Athletic Training degree. Students in the dual degree program typically complete two years of prerequisite and core coursework prior to transitioning into the professional phase of the MSAT program. Two options are listed below:

**2+3 (Standard) Track:** Two years of prerequisite and core coursework + three years of graduate-level MSAT coursework. The typical total time to completion is five years. Students will receive a Bachelor's Degree in Sports Medicine and a Master's Degree in Athletic Training.

**2 Year Track:** Two years of graduate-level MSAT coursework. The typical total time to completion is two years. Students will receive only a Master's Degree in Athletic Training.

## Program Learning Outcomes

- Students will understand the anatomical and pathological concepts in athletic injuries.
- Students will be able to evaluate the scientific literature in the discipline, understand and synthesize relevant information from it, and be able to convey this information both orally and in writing.

- Students will be able to apply knowledge of athletic training in a real world setting.
- Students will demonstrate a responsible sense of citizenship, professional attitude, ethical behavior, and embrace their obligations as an athletic trainer in the world.
- Students will acquire knowledge and demonstrate the skills/abilities to qualitatively and quantitatively analyze athletic injuries and medical conditions of an entry level athletic trainer.
- Students will use effective communication (oral and written) and pedagogical skills and strategies to enhance student engagement and learning
- Students will demonstrate knowledge of scientific and theoretical basis of athletic injuries so that they can apply appropriate problem solving techniques plan, implement, and evaluate health care clinical strategies.
- Students will demonstrate and articulate the core social science foundations for collaboration, reflection, and technology.
- Students will demonstrate and articulate the legal implications of professional practice.
- Students will demonstrate and articulate the primacy of their patients and team approach to professional practice.

HHP 375	Biomechanics	3
MSAT 512	General Medical Conditions Assessment & Diagnosis	3
MSAT 532	Psychosocial Principles of Athletic Training	3
MSAT 541	Athletic Training Seminar (Students take the course 4 different semesters.)	4
MSAT 542	Clinical Education I	2
MSAT 543	Clinical Education II	2
MSAT 544	Clinical Education III	3
MSAT 545	Clinical Education IV	3
MSAT 551	Orthopedic Assessment and Management of Lower Extremity Injuries	3
MSAT 552	Orthopedic Assessment and Management of Upper Extremity/Head/Spine Injuries	3
MSAT 553	Therapeutic Modalities for Athletic Injuries	3
MSAT 554	Palpatory & Functional Anatomy for Athletic Trainers	3
MSAT 555	Therapeutic Exercise	3
MSAT 556	Acute Emergency Care of Athletic Injuries	3
MSAT 557	Advanced Injury Management	3
MSAT 559	Administration & Organization of Athletic Training	3
MSAT 568	Research Methods in Sports Medicine	3
MSAT 578	Pharmacology for Athletic Trainers	3
MSAT 590	Immersion Experience in Athletic Training (Students will take twice, 6 credits each time.)	12
MSAT 599	Thesis in Athletic Training (Students will take twice, 3 credits each time.)	6
or MSAT 573	Athletic Training Capstone	
NURS 520	Basic Statistics for the Health Care Professions	3
<b>Total Hours</b>		<b>107</b>

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>94</b>
<b>Electives</b>		<b>12</b>
<b>Total Hours</b>		<b>151</b>

Code	Title	Hours
<b>Required Core Courses</b>		
BIO 191	Human Anatomy and Physiology I	
ENG 104	Introduction to Writing	
HHP 100	Stewardship of the Body	
HHP 120	Weight Training	
MATH 205	Statistics I	
PSY 101	General Psychology	
<b>Required Major Courses</b>		
BIO 192	Human Anatomy and Physiology II	4
SCI 100	Introduction to Natural Science	4
EXS 495	Ethical Principles in Health and Human Performance	3
HHP 116	Health Profession Medical Terminology	1
HHP 192	Basic Taping & Wrapping Techniques	1
HHP 202	Introduction to Kinesiology	3
HHP 210	Health Care Delivery	2
HHP 212	First Aid and Emergency Procedures w/Lab	3
HHP 265	Healthy Lifestyles	3
HHP 274	Care and Prevention of Athletic Injuries	3
HHP 342	Nutrition for Wellness and Performance	3
HHP 371	Exercise Physiology	3

### Athletic Training Program Application Process

The ATP is a selective program. Students applying for the ATP must meet the following requirements to be considered for admission into the ATP.

1. Earn a Cumulative Grade Point Average (CGPA) of 3.00 in all major course work.
2. Earn a Cumulative Grade Point Average (CGPA) of 3.00 in all course work.
3. Complete the Athletic Training Application by the specified date.
4. Interview with the Athletic Training Program Admissions Committee.
5. Submit two CUAA AT Program student evaluation forms from two personal references.
6. Submit an essay answering each of the following questions in no more than 100 words per question.
  - a. Describe your understanding of the role of an athletic trainer in healthcare.
  - b. Why do you want to become a certified athletic trainer?
  - c. Describe your personal attributes that you feel are directly related to being successful in the profession of athletic training.
  - d. How would you evaluate your time management, organizational skills, and work ethic?
  - e. What are your primary career goals upon graduation from Concordia University Ann Arbor?
  - f. Any other information that you feel will enhance your application and is pertinent to athletic training or your academic studies.

7. Complete and pass the following courses:
  - a. MSAT 116 with a grade of a B (3.0) or higher
  - b. MSAT 167 with a grade of a B (3.0) or higher
  - c. MSAT 205 with a grade of a B (3.0) or higher
  - d. MSAT 210 with a grade of a B (3.0) or higher
  - e. MSAT 274 with a grade of a B (3.0) or higher
  - f. BIO 191 & 192 Human Anatomy I & II with a grade of a C (2.0) or higher
8. Submit a copy of a recent physical examination (see Program Director for details).
9. Submit a copy of health insurance information.

Any possible transfer credits must be discussed and approved by the Program Director.

### Technical Standards for Admission

Students in the Athletic Training Program at Concordia University Ann Arbor should have the stamina and strength to endure the rigors of athletic training. The technical standards in the ATP are part of the admittance into the program and meet the expectations of the program's accreditation agency (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the ATP, with reasonable accommodation. In the event a student is unable to fulfill these technical standards, with reasonable accommodation, the student will not be admitted into the program.

Applicants for selection to the ATP must demonstrate:

1. Maintain BLS CPR/AED certification.
2. Show proof of a negative test for tuberculosis annually while enrolled in the program.
3. Receive a physical prior to acceptance into the program; should include in the health history immunizations received i.e. hepatitis B, measles, mumps, rubella, tetanus, and diphtheria.
4. Possess the physical capability to handle the day-to-day rigors of athletic training; e.g. physical examinations, evaluations, therapeutic exercise, weather extremes, and clinical rotations.
5. The ability to critically think and problem solve as it relates to the assessment of the injured and ill.
6. The ability to communicate effectively in both the verbal and in written form; i.e. awareness of and sensitivity to various cultures and social backgrounds, and documentation in medical records and forms.
7. Maintain professional behavior while representing the ATP; e.g. dress code, attitude, communication, and collegiality.
8. The ability to act and react appropriately to various stressful and changing situations in athletic training.
9. A commitment to progress as sequenced and completion of the ATP.
10. A genuine concern for others associated with the ATP and the patients served.
11. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
12. Sufficient postural and neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use

equipment and materials during the assessment and treatment of patients.

13. The ability to record the physical examination results and treatment plan clearly and accurately.
14. The ability to adjust to changing situations and uncertainty in clinical situations.
15. Effective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.
16. A respect for the LCMS doctrine and other religious beliefs.
17. Athletic training can be an inherently dangerous when around athletic practices and events. Therefore, each athletic training student must carry health insurance in the case of any injuries that may occur.

Applicants to the ATP will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

### Appeals Policy

Students who are denied admission into the ATP may appeal.

1. Each student has the opportunity to appeal once denied admission into the Athletic Training Program.
2. If the student would like to appeal, they first contact the ATP Director and state the desired intention to appeal.
3. The student and the ATP Director will then set up a meeting to discuss the student's concerns about admission denial.
4. The student and the ATP Director will discuss the reasons for admission denial into the ATP.
5. If the student is not satisfied with the initial meeting and discussion, the student may set a meeting with the ATP Director and Dean of Arts and Science. This meeting will address the reasons for admission denial into the ATP.
6. A final decision will be made regarding admission denial into the ATP after meeting with the Athletic Training Program Director and Dean of Arts and Science.

### Reapplication Policy

Any student who was not accepted into the ATP during the first attempt may reapply the following year. All students will be given equal opportunity to be admitted into the ATP. Each denied student will have to formally apply the following year and compete for any available openings in the ATP, with all of the students who are applying that academic year. Each student will have to resubmit all application materials for consideration into the ATP. If a student is denied admission, he/she will be notified of the reasons why they were denied into the ATP.

### Retention Standards

Once admitted to the MSAT program, all athletic training students must meet the following Retention Standards:

1. Maintain a Cumulative Grade Point Average (CGPA) of 3.00 in major course work.
2. Must pass all Clinical Education courses (MSAT 542, MSAT 543, MSAT 544, MSAT 545, MSAT 546, MSAT 547) with a grade of B (3.0) or higher.
3. Must pass all required athletic training courses, in sequence, in order to progress in the Athletic Training Program. If a student does not pass a course during a particular semester, that student cannot progress in the program until the course has been re-taken and the

student has passed the course. Students who do not pass an athletic training course during the first attempt may re-take that course one additional time in an effort to pass the class. Students will not be allowed to take any athletic training course more than two times.

4. Student's skills sheets list passing of a competency. If a student does not pass, they will be remediated prior to performing these skills on patients at their clinical rotation.
5. Maintain required and scheduled clinical experience hours.
6. Must follow all Athletic Training Program Policies and Procedures in the Athletic Training Program Handbook.

#### Probation Policy

1. Any current student who fails to meet the retention standards will be put on a probationary status.
2. If a current student is on probationary status and fails to improve towards the deficient retention standard(s) within the following semester or does not pass a course during a particular semester, that student will then be terminated from the ATP.
3. If a student on probation fails to meet the retention standard within two consecutive semesters, he/she will be terminated from the ATP without the opportunity to reapply.
4. If a student has been on probation and then meets the retention requirements, he/she will be removed from probation. If that same student then fails to maintain the retention requirements a second time, such student will then be terminated from the ATP without the opportunity to reapply.
5. If a student is terminated from the ATP, the student will have one year to acquire the required retention policy level(s) while terminated. If the student meets the required retention policy during their year of termination, the student will have the opportunity to join the class level he/she was terminated from.

#### Degree Completion Requirements

All ATS must meet the following requirements in order to be eligible for graduation:

NOTE: Students will be considered Undergraduate students for the first four semesters and Graduate students for the final six semesters.

1. Maintain a Cumulative Grade Point Average (CGPA) of 3.00 in major course work.
2. Maintain a Cumulative Grade Point Average (CGPA) of 3.00 in all course work.
3. Meet all Retention Standards.
4. Must pass all required athletic training courses, in sequence, in order to progress in the Athletic Training Program. If a student does not pass a course during a particular semester, that student cannot progress in the program until the course has been re-taken and the student has passed the course. Students who do not pass an athletic training course during the first attempt may re-take that course one additional time in an effort to pass the class. Students will not be allowed to take any athletic training course more than two times.
5. Must pass all required core curriculum courses during the first four semesters.
6. Meet all CUAA undergraduate and graduate graduation requirements.

## Biblical Studies Major (A)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

The Biblical Studies major forms students to serve Christ in the church and in the world with a focus on the Bible. Students will learn the main message of the Bible and will begin to mine its depths in order to prepare for professional church work, study for graduate school in Christian theology or a related field, or be a more informed lay leader in a Christian congregation. This study is a good foundation for further work not only in the Lutheran Church - Missouri Synod but for all Christian denominations.

As a student, you will explain and analyze the basic tenets of the Christian faith. Through this understanding, you will apply the Christian worldview and doctrines to current situations and to historical programs and situations. Grow in your relationship with Christ and put His teachings into practice in your own life.

#### Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.
- Students will develop an appreciation for how God has worked in history, recognize key figures and movements in the life of the Church, and identify the state of theology today.
- Students will grow in their relationship with Christ and will put his teachings into practice in their vocations.
- Students will observe, assess, and interpret today's cultures and world views. Students will be familiar with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups.
- Students will demonstrate an understanding of research skills in the discipline.

#### Curriculum

Code	Title	Hours
	Core Requirements (p. 28)	45
	Major Requirements <sup>1</sup>	33



<b>Electives</b>	<b>48</b>
Minor: Required (minimum 18 credits)	
<b>Total Hours</b>	<b>126</b>

<sup>1</sup> This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
REL 333	A Survey of Christian Thought	
<b>Required Courses</b>		
REL 203	New Testament	3
REL 490	Senior Seminar I	3
REL 491	Senior Seminar II	3
<b>5 Courses in Biblical Content</b>		<b>15</b>
At least 3 credits must be from an Old Testament upper level Bible course and at least 3 credits must be from a New Testament upper level Bible course		
<b>Select either the language track or the theology track</b>		<b>9</b>
<i>I. Language Track</i>		
GRK 201	Greek I	
GRK 202	Greek II	
GRK 303	Greek III	
<b>OR</b>		
HEB 301	Hebrew I	
HEB 302	Hebrew II	
HEB 401	Hebrew III	
<i>II. Theology Track</i>		
Choose 9 credits of upper level REL courses (Biblical content courses are strongly recommended)		
<b>Total Hours</b>		<b>33</b>

## Biology Major (A)

The goal of the Department of Life & Earth Sciences at Concordia University is to develop competent scientists with a Christian worldview. The graduates of its programs will possess the current scientific knowledge and research/data interpretation skills so necessary for entering scientific or medical careers in industry, academia, or government. More importantly, they will be prepared to provide a Christian influence and ethical perspective to the debate on the science-related problems facing the world today.

The Biology major provides a traditional background for students interested in careers in the biological sciences whether it be in industry, government, or academia, with the opportunity for students to identify and focus on areas of biology that are of specific interest. This major includes a broader focus (including more plants and animals) than the Biomedical Sciences Major, but still provides the foundational knowledge for most post-doctoral programs in a medical field. Accordingly, this major is commonly selected by students interested in pre-health professional education.

The Lutheran Church–Missouri Synod affirms that all of Scripture, including the creation account in Genesis, is the word of God, true, and authoritative for faith and life. Current conventional scientific theories that conflict with the account in Genesis might be studied in portions of this course. In no way should this be seen as endorsement of a non-authoritative view of Scripture by the course instructor or by Concordia University.

## Program Learning Outcomes

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);
- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics)
- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		<b>45</b>
<b>Major Requirements</b>		<b>56</b>
<b>Electives</b>		<b>19</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

Code	Title	Hours
<b>Required Core Courses</b>		
CHEM 141	General Chemistry I (Natural World: Science with a Lab)	
COMM 105	Public Speaking (recommended) (Communication) or COMM 20 Interpersonal Communication	
MATH 205	Statistics I (Natural World: Mathematics)	
Select one of the following (Human Beings and Being Human):		
PHIL 350	Bioethical Dilemmas in Contemporary Society	
SCI 275	Cosmogony	
<b>Recommended Courses</b>		
PSY 101	General Psychology	
BIO 367	Ecology of the Tropics	
<b>Required Major Courses</b>		
BIO 151	Functional Human Biology I	4
BIO 152	Functional Human Biology II	4
BIO 240	Zoology	4
BIO 244	Botany	4
BIO 260	Biology of Microorganisms	4

BIO 348	Genetics	4
BIO 490	Biology Senior Seminar (1 credit course taken twice)	2
CHEM 141	General Chemistry I (taken in core)	
CHEM 142	General Chemistry II	4
CHEM 241	Organic Chemistry I	4
CHEM 242	Organic Chemistry II	4
PHYS 151	General Physics I	4
PHYS 152	General Physics II	4
<b>Major Electives</b>		
Choose a minimum of 10 credits of the following: <sup>1</sup>		10
BIO 156	Environmental Science	4
BIO 191	Human Anatomy and Physiology I	4
BIO 192	Human Anatomy and Physiology II	4
BIO 285	Pathophysiology	3
BIO 321	Cell Biology	4
BIO 351	Immunology	3
BIO 367	Ecology of the Tropics	3
BIO 368	Ecology of the Tropics-Lab	1
BIO 399	Biology Internship <sup>2</sup>	1-4
BIO 410	Ecology	4
BIO 430	Pharmacology	3
BIO 470	Human Physiology	4
BIO 499	Undergraduate Research <sup>2</sup>	1-4
CHEM 399	Chemistry Internship	1-4
CHEM 425	Biochemistry	4
CHEM 499	Undergraduate Research <sup>2</sup>	1-4
SCI 275	Cosmogony (if not taken in the core)	3
<b>Total Hours</b>		<b>56</b>

<sup>1</sup> With approval from the Life and Earth Sciences Department on an individual basis, a student may use a 4 credit upper-level chemistry course in place of one of the courses listed here.

<sup>2</sup> No more than 4 credits of BIO 399, BIO 499, CHEM 399, and/or CHEM 499 may count towards major requirements.

## Biomedical Sciences Major (A)

The goal of the Departments of Physical Sciences and Life & Earth Sciences at Concordia University is to develop competent scientists with a Christian worldview. The graduates of this program will possess the current scientific knowledge and research/data interpretation skills so necessary for entering scientific or medical careers in industry, academia, or government. More importantly, they will be prepared to provide a Christian influence and ethical perspective to the debate on the science-related problems facing the world today.

The Biomedical Sciences major, which combines human health sciences with Concordia University Wisconsin's distinctive core curriculum with courses in theology, humanities and social sciences, should provide students with the intellectual, scientific, and ethical tools to succeed in advanced studies in the health sciences (including medical, physician assistant, dentistry, optometry, pharmacy, graduate, chiropractic, or physical therapy school) or proceed directly into the growing fields of biotechnology and drug development.

## Program Learning Outcomes

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);
- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics)
- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		<b>45</b>
<b>Major Requirements</b>		<b>61</b>
<b>Electives</b>		<b>14</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

Code	Title	Hours
<b>Required Core Classes</b>		
CHEM 141	General Chemistry I (Natural World: Science with a lab)	
MATH 205	Statistics I (Natural World: Mathematics)	
PHIL 350	Bioethical Dilemmas in Contemporary Society (Human Beings and Being Human)	
COMM 105	Public Speaking (recommended) (Communication) or COMM 20 Interpersonal Communication	

<b>Recommended Courses</b>		
MATH 201	Calculus I (for pre-med students)	4
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology (for premed students)	3

<b>Required Major Requirements</b>		
BIO 151	Functional Human Biology I	4
BIO 152	Functional Human Biology II	4
BIO 191	Human Anatomy and Physiology I	4
BIO 192	Human Anatomy and Physiology II	4
BIO 260	Biology of Microorganisms	4
BIO 321	Cell Biology	4
BIO 348	Genetics	4
BIO 490	Biology Senior Seminar <sup>1</sup>	2
CHEM 141	General Chemistry I (taken in core)	
CHEM 142	General Chemistry II	4
CHEM 241	Organic Chemistry I	4

CHEM 242	Organic Chemistry II	4
CHEM 425	Biochemistry	4
MATH 205	Statistics I (taken in core)	
PHYS 151	General Physics I	4
PHYS 152	General Physics II	4
PHIL 350	Bioethical Dilemmas in Contemporary Society (taken in core)	
<b>Electives (choose a minimum of 7 credits from the following)</b>		<b>7</b>
BIO 285	Pathophysiology	3
BIO 351	Immunology	3
BIO 367	Ecology of the Tropics	3
BIO 368	Ecology of the Tropics-Lab	1
BIO 399	Biology Internship <sup>2</sup>	1-4
BIO 430	Pharmacology	3
BIO 499	Undergraduate Research <sup>2</sup>	1-4
CHEM 399	Chemistry Internship <sup>2</sup>	1-4
CHEM 499	Undergraduate Research <sup>2</sup>	1-4
SCI 275	Cosmogony	3
<b>Total Hours</b>		<b>62-65</b>

<sup>1</sup> BIO 490 is taken twice (1 credit per semester)

<sup>2</sup> No more than 4 credits of BIO 399, BIO 499, CHEM 399, and/or CHEM 499 may count towards major requirements

## Christian Thought Major (A)

The world needs leaders who have thought about the Christian faith and how best to share the Gospel with people living in an age of distraction. Christian thought is devoted to the study of the history of Christianity, Christian doctrine, Christian philosophy, apologetics, and ethics. The major and minor provide the opportunity to study the structure of Christian belief and practice. Students are equipped in mind and spirit for service to Christ in the Church and world. These programs are suitable for anyone with an interest in theology and philosophy and a sincere desire to carry out the Great Commission.

### Program Learning Outcomes

- Students will acquire a deep understanding of what it means to pursue work as a vocation, and will be aware of the spiritual and ethical implications.
- Students will develop a mature understanding of the Christian faith informed by relevant history, philosophy, and comparative religion.
- Students will improve their ability to identify worldview assumptions, to explore their implications, and to evaluate their strengths and weaknesses from a Christian perspective.
- Students will acquire critical distance from the prevailing assumptions in their culture and gain the vocabulary and analytical tools required to assess them.
- Students will understand a variety of important non-Christian perspectives and will learn how to communicate effectively with non-Christians.
- Students will become proficient in witnessing their faith and defending it within their vocation.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		<b>45</b>
<b>Major Requirements</b>		<b>33</b>
<b>Electives</b>		<b>48</b>
Minor: Required (minimum 18 credits)		
<b>Total Hours</b>		<b>126</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
Any REL course with a number above 204 <sup>1</sup>		

### Required Courses

HIST 208	History of Christianity	3
HIST 475	The Reformations	3
PHIL 334	Christ and Culture	3
PHIL 325	Christian Apologetics	3
REL 203	New Testament	3
REL 310	Religion in America Today	3
REL 376	Christian Ethics	3

### Research Methods Class

HIST 385	Historical Methods	3
or REL 490	Senior Seminar I	

### Senior Thesis Class

HIST 490	History Seminar	3
or REL 491	Senior Seminar II	

### Major Electives

Select a concentration of any 2 classes (300-level or 400-level) in one of the 3 relevant areas (history, theology, or philosophy)	<b>6</b>
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<b>Total Hours</b>	<b>33</b>
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<sup>1</sup> Strongly recommended: a course in historical theology, such as REL 333 A Survey of Christian Thought.

## Church Music Major (A)

The Music Department contributes to the spiritual, artistic, cultural, academic and co-curricular life aspects to campus life at the University. In doing so, the faculty is committed to blending talent and fellowship to the highest degrees of professional artistry in praise of the Lord's name. We additionally hope to impact our surrounding community while fulfilling our mission.

A Church Music major provides students with an option to serve the Church as church musicians. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be placed on The Lutheran Church – Missouri Synod roster with the designation "Minister of Religion Commissioned – Director of Parish Music." Application to the Church Music major involves steps in addition to application to the university. To be placed on the roster, students must receive a call from a congregation.

## Program Learning Outcomes

- Goal #1. Students will exhibit competent performing skills on their major instrument.
- Goal #2. Students will exhibit strong theoretical/historical knowledge, demonstrated in performance (recital) and communication (writing/speaking) skills.
- Goal #3. Students will demonstrate competence in vocal, keyboard, and conducting performance skills at a professional level.
- Goal #4. Students will exhibit professional speaking, writing, and social skills appropriate to their major area.
- Goal #5. Students will demonstrate understanding of practical and aesthetic considerations (choosing music, teaching techniques, evaluation procedures, critical listening) appropriate to successful achievement in their chosen musical field.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>62</b>
<b>Electives</b>		<b>13</b>
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
<i>Theory &amp; History Sequence</i>		
MUS 240	Music Theory I	3
MUS 246	Aural Theory I	1
MUS 241	Music Theory II	3
MUS 247	Aural Theory II	1
MUS 242	Music Theory III	3
MUS 248	Aural Theory III	1
MUS 271	Music History I	3
MUS 272	Music History II	3
MUS 344	Song Writing & Arranging	3
<i>Technique Studies</i>		
MUS 080	Concert/Recital Attendance <sup>1</sup>	0
MUS 204	Keyboard Skills <sup>2</sup>	2
MUS 250	Beginning Conducting	3
MUS 351	Advanced Conducting	3
Ensemble <sup>3</sup>		0
MUS 181	Symphonic Wind Ensemble	
	or MUS 182 Chapel Choir	
	or MUS 190 String Ensemble/Chamber Orchestra	
	or MUS 193 Women's Chorale	
	or MUS 194 Men's Chorus	
<i>Professional Sequence</i>		
MUS 430	Applying Worship Arts Leadersh	3
MUS 461	Music in Worship	3
REL 440	Lutheran Worship: Theology and Practice	3
<i>20th Century Elective (both tracks, choose one)</i>		3
MUS 243	Music Theory IV	
MUS 273	Music History III	

## Church Music Emphasis (Choose either Traditional or Contemporary Concentration) 21

### Traditional Concentration

MUS 212	Traditional Chapel Ensemble
MUS 208	Worship Arts Ensemble
MUS 491	Parish Music Practicum/Internship
MUS 499	Recital
Applied Lessons - (Organ/Piano/Voice)	
Secondary Applied Area (2 semesters)	

### Contemporary Concentration

MUS 208	Worship Arts Ensemble
MUS 212	Traditional Chapel Ensemble
MUS 450	Worship Arts Practicum
MUS 499	Recital
Applied Lessons (Guitar/Piano/Voice)	
Secondary Applied Area (2 semesters)	

**Total Hours 62**

<sup>1</sup> Students must enroll in MUS 080 every semester while in residence as a music major, with the exceptions of students in their student teaching semester or internships.

<sup>2</sup> Instructor permission required; students with previous piano experience may test out of prerequisites (MUS 203, MUS 206)

<sup>3</sup> Students must participate in the ensemble of their principal instrument and take private instruction in their principal instrument for each semester on campus.

## To become LCMS certified, the following courses are required and may be taken in place of the electives required above.

Code	Title	Hours
<b>LCMS Certification - Required Courses</b>		
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3
REL 333	A Survey of Christian Thought	3
REL 404	Lutheran Confessions	3
EDU 408	Teaching Christian Faith	2
EDU 445	Office of Christian Teacher	2
<b>Total Hours</b>		<b>19</b>

## AUDITION PROCEDURES FOR ALL MUSIC MAJORS

To gain degree-seeking status as a music major, a student must:

1. Successfully pass the following:
  - Qualifying audition with performance of two contrasting works on his/her principal instrument (to be completed at the end of two semesters of study);
  - For vocalists, aural examination of sight-reading, and tonal memory ability. For instrumentalists, sight reading and scales.
2. Prepare a portfolio for musical activities (solo and ensemble) and examples of music course work. This portfolio is to be:

- Presented at the time of the audition;
  - Returned to the student for additions to be made throughout the student's undergraduate career.
3. Transfer students will have their transcripts evaluated by the music faculty for determination of credited coursework and hours.
  4. The deadline for auditioning is the end of the second semester from the time of declaration. There are three possible outcomes for an audition:
    - a. Active - This grants formal acceptance into upper division status.
    - b. Provisional - A repeat of the audition is requested by the Faculty at the end of the next semester to show more progress.
    - c. Fail - The student is not accepted as a music major.

## Classical Education - Bachelor of Arts (A)

Classical Education at Concordia embraces a traditional engagement with the Liberal Arts anchored in Christian thought and tailored to the modern world. Classical Education emphasizes not only the holistic development of students—mind, body, spirit—but also the development of content knowledge in the various areas of the Liberal Arts, including language arts, history, philosophy, theology, the fine arts, mathematics and science. Students are encouraged to see the interconnections between these discrete disciplines and to pursue not simply an accumulation of knowledge, but to embark upon a life-long pursuit of Truth. With this solid foundation students are prepared to follow vocations as teachers, in their turn helping develop young people to their fullest potential.

The Classical Education program is intended to prepare students to teach in schools and academies which have adopted a classical paradigm for their curricula and principles of pedagogy. This program consists of a Classical Studies major (or minor), which gives the students a solid grounding in classical learning, and a Classical Pedagogy minor, which provides training in distinctively classical principles of instruction and learning. Students also have the option of completing a major in Arts & Sciences (such as Mathematics, Science, English or History).

Concordia's program is designed specifically to provide teachers for both Lutheran and other Christian schools that have adopted a Classical curriculum. Graduates of the program may be called to positions in schools of the Lutheran Church-Missouri Synod and are eligible to be rostered in the LCMS with the designation "Minister of Religion—Commissioned, Teacher." Graduates of this program are also eligible to be certified by the Consortium for Classical Lutheran Education. Nevertheless, admission to the program is open to members of any Christian denomination.

Classical Studies major can be taken either as a stand alone major or as part of the Classical Education Program.

The Classical Studies major is designed to give students a thorough grounding in Classical culture and the Christian intellectual tradition through a broad engagement with the Liberal Arts. All students are required to complete a distribution of courses in the Humanities and Arts disciplines that make up the traditional education of a "free" citizen, as defined in the Classical world.

## Program Learning Outcomes

Students will:

- Articulate an understanding of the philosophy of Classical Lutheran education;
- Demonstrate the ability to distinguish between various educational philosophies and to assess them in light of Lutheran theology;
- Develop familiarity and facility with the methods distinctive to classical Lutheran education, including content-driven pedagogy and the Socratic method/shared inquiry model;
- Engage with classical education curricula, textbooks, standards, rubrics, and classroom management;
- Demonstrate competency in the principles and methods of Lutheran catechesis, including a knowledge of foundational Lutheran educational documents and a command of Luther's *Small Catechism*;
- Manifest proficiency in at least one of the classical languages (i.e., Latin or Greek);
- Develop pedagogical competency through practical experience in a classical education setting, by means of field work and/or internship.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>36</b>
<b>Electives</b>		<b>39</b>
Minor: Required		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
LAT 3 credits <sup>1</sup>		
REL 201	Old Testament (Common Core Experience)	
REL 204	Biblical Theology (Common Core Experience)	
REL 333	A Survey of Christian Thought (Faith & Life)	
<b>Required Courses</b>		
	<i>Latin</i>	6
	<i>History</i>	6
	<i>English/Literature</i>	6
	<i>Philosophy</i>	6
	<i>Fine Arts</i>	6
	<i>Theology</i>	6
REL 203	New Testament	
REL 404	Lutheran Confessions <sup>2</sup>	
<b>Total Hours</b>		<b>36</b>

<sup>1</sup> For Latin proficiency requirement please speak with your advisor.

<sup>2</sup> For non Lutheran students, this course is strongly recommended; however, any 300 or 400 level course is allowed.

## Computer Science Major (A)

The Computer Science program produces graduates highly skilled in creating, applying, and communicating complex technological solutions to organizational problems in the context of a Biblical worldview.

The BS degree program features 4 concentrations in Software Engineering, AI & Robotics, Cybersecurity, Virtual & Augmented Reality, and Information Systems. All 4 concentrations share a common technology core which ensures students share an understanding of computer programming, computer hardware, and fundamental topics in Computer Science. The only concentration currently offered face to face in Ann Arbor is Software Engineering, however for all other concentrations, some courses may have to be taken synchronously via zoom with the Mequon campus.

The concentrations allow a student to specialize in a specific area of Computer Science. Given the number of allowed free electives, students are invited to choose more than one concentration if that is of interest to them. Our students find high paying jobs in the technology sector of industry in areas involving software development, data science, artificial intelligence, robotics, cybersecurity, video game design, animation, as well as more hardware based vocations in the IT field. Students are often recruited by emerging technology firms looking for technology students capable of learning something new.

Our program emphasizes the idea that computer programming does not define Computer Science, but rather is the tool a Computer Scientist wields to solve problems. We also adopt the notion that the programming language is insignificant as programming is a skill, the language is how that skill is expressed. Programming is to the Computer Scientists as a tennis racket is to a tennis player. The grand ideas of Computer Science are then explored through the application of computer programming in the context of the various theoretical subjects offered by the department.

All students interested in problem solving in the world by leveraging technology should consider a major or minor in Computer Science!

## Program Learning Outcomes

- Professional responsibility. Students will recognize and be guided by the professional, legal and worldview issues involved in the use of computer technology.
- Problem solving. Students will demonstrate how to solve problems in various user domains using the tools of computer science and information technology.
- Elements of computational thinking. Students will recognize the broad relevance of computational thinking in everyday life as well as its applicability within other domains, and apply it in appropriate circumstances.
- Modeling. Students will use such knowledge and understanding in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoff involved in design choices.
- Methods and tools. Students will deploy appropriate theory, practices, and tools for the specification, design, implementation, and maintenance as well as the evaluation of computer-based systems.
- Critical evaluation and testing. Students will analyze the extent to which a computer-based system meets the criteria defined for its current use and future development.
- Requirements and Specifications. Students will identify and analyze criteria and specifications appropriate to specific problems, and plan strategies for their solution.
- Knowledge and understanding. Students will exhibit knowledge and understanding of essential facts, concepts, principles, and theories

relating to computer science and information technology (especially the nine grand ideas).

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Technical Core</b>		<b>36</b>
<b>Major or Concentration</b>		<b>16-18</b>
<b>Electives</b>		<b>21-23</b>
<i>Total Hours</i>		<i>120</i>

Code	Title	Hours
<b>Technical Core Courses</b>		
MATH 205	Statistics I	3
CSC 175	Theory and Fundamentals of Computer Science	3
CSC 200	Coding I- Fundamentals	3
CSC 250	Coding II - Algorithms	3
CSC 325	Computer Architecture	3
CSC 350	Operating Systems	3
CSC 370	Software Engineering	3
CSC 410	Computational Dilemmas	3
CSC 420	User Experience and Interactive Systems	3
CSC 430	Database Fundamentals	3
CSC 460	Advanced Database and Web Development	3
CSC 491	Capstone Project	3
<b>Total Hours</b>		<b>36</b>

## Select from the following 4 Concentrations:

Code	Title	Hours
<i>Software Engineering</i>		
CSC 300	Coding III- Data Structures	3
CSC 450	Systems Programming	3
CSC 470	Programming Language Theory	3
CSC 490	Theoretical Computer Science	3
CSC Elective		3
CSC 400	Internship	1-3
<b>Total Hours</b>		<b>16-18</b>

Code	Title	Hours
<i>AI &amp; Robotics</i>		
CSC 300	Coding III- Data Structures	3
CSC 415	Artificial Intelligence	3
CSC 417	Advanced Artificial Intelligence	3
CSC 419	Machine Learning and Robotics	3
CSC Elective		3
CSC 400	Internship	1-3
<b>Total Hours</b>		<b>16-18</b>

Code	Title	Hours
<i>Cyber Security</i>		
CSC 180	Systems Integration	3
CSC 440	Networks & Security	3
CSC 426	Cybersecurity	3
CSC 428	Penetration Testing	3

CSC Elective		3
CSC 400	Internship	1-3
<b>Total Hours</b>		<b>16-18</b>

Code	Title	Hours
<i>Virtual &amp; Augmented Reality</i>		
CSC 180	Systems Integration	3
CSC 210	Animation I	3
CSC 315	Animation II	3
CSC 435	Animation III	3
CSC Elective		3
CSC 400	Internship	1-3
<b>Total Hours</b>		<b>16-18</b>

## Digital Media Design (A)

A degree in digital media design prepares you to create products in a digital and electronic format, providing foundational skills in social media design and communication, web design, 3D printing and more. As a digital media design student, you will take a variety of courses in art, communication, graphic design, digital photography and web design. You will also have access to experiential learning opportunities on and off campus, so you can practice the art, communication and technological skills introduced in the classroom. Upon graduation, you will have a brilliant portfolio to highlight all your skills and be career ready.

### Program Learning Outcomes

Students will:

- Communicate effectively in a range of multi-media, considering audience, purpose, and context of the work.
- Apply appropriate historical knowledge in the creation, description and analysis of visual (technical, spiritual, philosophical, and social endeavors) art.
- Demonstrate technical proficiency and aesthetic sensibility relative to observational drawing, composition, and the manipulation of multi-media, including appropriate computer/digital applications.
- Examine the role and impact of visual communication, mass media in society, and communication media.
- Prepare documents/artifacts and practice strategies to seek employment or to advance in a chosen field.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		<b>45</b>
<b>Major Requirements</b>		<b>31</b>
<b>Emphasis</b>		<b>18</b>
<b>Electives</b>		<b>26</b>
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
GD 110	Graphic Design I	3
GD 111	Graphic Design II	3
GD 360	Web Design I	3
ART 111	2-D Composition	3

ART 130	Digital Photography I	3
ART 145	Drawing for Art Majors	3
ART 246	Color & Media Dynamics	3
ART 285	Art History I	3
ART 286	Art History II	3
ART 310	History of Design	3
ART 450	Senior Portfolio/Exhibition	1

**Total Hours** **31**

### Choose one of the following emphases:

#### Social Media Emphasis

Code	Title	Hours
<b>Required Courses</b>		
COMM 260	Social Media	3
COMM 321	Media Writing	3
COMM 322	Multimedia Design	3
COMM 339	Film & Video Production	3
COMM 448	Advanced Multimedia Production	3
ART 360	Special Topics in Photography	3
<b>Total Hours</b>		<b>18</b>

#### Communication Emphasis

Code	Title	Hours
<b>Required Courses</b>		
ENG 245	Advanced Writing	3
COMM 260	Social Media	3
COMM 265	Journalism	3
COMM 321	Media Writing	3
COMM 322	Multimedia Design	3
COMM 339	Film & Video Production	3
<b>Total Hours</b>		<b>18</b>

## English Major (A)

The English Department of Concordia University offers core general education courses in writing and literature, along with teaching and non-teaching major and minor programs. The department's offerings emerge directly from the mission and purpose of the institution: "Concordia's programs promote intellectual development and self knowledge for the student's personal growth and well-being. They nurture religious commitment, provide insights for Christian action in the world, and facilitate the ability to communicate effectively." Coursework in English includes the study of language, literature, and expression, fosters an increased understanding of the creative process, provides insight into the moral and ethical dimensions of ideas, and, in the Christian context provided by this university, demonstrates the value of a life of intellectual curiosity. Furthermore, skills in communication and critical thinking establish the kind of educational foundation that allows English graduates to successfully pursue such professions as teaching, writing, editing, business, law, library science, and more.

The study of language, literature, and expression fosters an increased understanding of the creative process, provides insights into the moral and ethical dimensions of ideas, and, in the Christian context of Concordia, explores the value of a life of intellectual curiosity. English

graduates successfully pursue such professions as teaching, editing, writing, pastoral ministry, business, library science, law, and more.

## Program Learning Outcomes

Students will:

- Demonstrate an increased understanding of the creative process,
- Analyze literary texts with insight into moral and ethical ideas,
- Recognize values of a life of intellectual curiosity,
- Demonstrate familiarity with English and American literature,
- Employ interpretive skills and critical methods,
- Communicate complex ideas through writing,
- Demonstrate an appreciation for the nature and use of language,
- Demonstrate familiarity with world and non-western literature,
- Understand and apply knowledge about literary forms.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>39</b>
<b>Electives</b>		<b>36</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
ENG 190	Intro to English Studies <sup>1</sup>	
<b>Required Major Courses</b>		
<b>Language</b>		
ENG 305	English Grammar and Usage	3
ENG 365	History of the English Language	3
<b>Expression</b>		
ENG 245 or ENG 246	Advanced Writing Creative Writing	3
<b>American Literature</b>		
ENG 341	American Literature I	3
ENG 342	American Literature II	3
<b>English Literature</b>		
ENG 344	British Literature I	3
ENG 345	British Literature II	3
<b>Other Requirements</b>		
ENG 465	Shakespeare	3
ENG 475	Literary Criticism	3
ENG 495	Senior Seminar	3
<b>Major Electives</b>		
Select nine credits of English electives		9
<b>Total Hours</b>		<b>39</b>

<sup>1</sup> Optional but strongly preferred for English majors, satisfies core writing requirement.

## Exercise Science (A)

The mission of the Exercise Science major is to promote physical activity and exercise as a means to attain and maintain health, physical fitness, and quality of life. Exercise science consists of several overlapping disciplines and courses of study that provide an understanding of the anatomy and physiology of the human body, how exercise impacts the body, and how to use this knowledge to improve human performance and promote a healthy lifestyle. Professors combine classroom instruction, the latest research, laboratory experiences and field work opportunities to provide an effective blend of educational experiences. Students graduating with a Bachelor of Arts degree in exercise science are prepared for entry-level positions like exercise/fitness specialist, group fitness instructor, personal trainer, work in corporate fitness programs and health clubs, or as a strength and conditioning coach in high schools, colleges, and professional sports teams.

## Program Learning Outcomes

- Students will understand the anatomical and biomechanical bases of human movement.
- Students will understand and apply the principles of exercise testing and prescription to diverse populations at various developmental stages and under a range of health conditions.
- Students will be able to evaluate the scientific literature in the discipline, understand and synthesize relevant information from it, and be able to convey this information both orally and in writing.
- Students will be able to apply knowledge of exercise science in a real world setting.
- Students will demonstrate a responsible sense of citizenship, professional attitude, and ethical behavior.
- Acquire knowledge and demonstrate the skills/abilities to qualitatively and quantitatively analyze human movements during physical activity, training, and performance.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>69-72</b>
<b>Electives</b>		<b>6</b>
<b>Total Hours</b>		<b>120-123</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
BIO 191	Human Anatomy and Physiology I	
HHP 100	Stewardship of the Body	
HHP 120	Weight Training	
MATH 205	Statistics I	
PSY 101	General Psychology	
<b>Required Courses</b>		
BIO 192	Human Anatomy and Physiology II	4
EXS 442	Exer Prescription & Testing	4
EXS 480	Design Resistance Training Programs	3
EXS 494	Exercise Management for Special Populations	3
EXS 495	Ethical Principles in Health and Human Performance	3
HHP 116	Health Profession Medical Terminology	1



HHP 130	Advanced Weight Training	2
HHP 171	Introduction to Exercise Science	1
HHP 202	Introduction to Kinesiology	3
HHP 212	First Aid and Emergency Procedures w/Lab	3
HHP 265	Healthy Lifestyles	3
HHP 274	Care and Prevention of Athletic Injuries	3
HHP 275	Administration and Organization of Sport	3
HHP 280	Psychology of Sport	3
HHP 342	Nutrition for Wellness and Performance	3
HHP 350	Coaching Methods	3
HHP 371	Exercise Physiology	3
HHP 373	Motor Development	3
HHP 375	Biomechanics	3
HHP 410	Measurement and Evaluation in Health & Human Performance	3
HHP 460	Internship	3-6
HHP 475	Seminar in Exercise Physiology	2
HHP 495	Senior Seminar in Exercise Physiology	3
PHYS 151	General Physics I	4
<b>Total Hours</b>		<b>69-72</b>

## Family Life Ministry (A)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

Family Life Ministry prepares students for ministry in congregations to equip healthy families, marriages, and communities for building strong relationships, developing in faith, and teaching the Gospel. Family Life Ministry is an applied, inter-disciplinary field of study, in which students will study theology, psychology, communication, sociology, and economics with a focus on building-up families and the church. Family Life Ministry students will practice Christ-like love, integrity, and excellence as they develop and implement family programming in congregations, connect people across generations, equip families to grow in faith and love together, and reach out to the community through meaningful relationships. Successful graduation from this program grants a certification in Family Life Ministry from Concordia University for all graduates, which also makes Lutheran Church—Missouri Synod (LCMS) students eligible for the rostered, professional church-work position of Director of Family Life Ministry in the LCMS.

### Director of Family Life Ministry (DFLM)—LCMS Certification

Although all successful graduates will receive a certification from Concordia, LCMS students who take Biblical Theology, Lutheran Confessions, and Survey of Christian Thought may be eligible for being rostered as a Director of Family Life Ministry in the LCMS. This position is a professional church-work position as a commissioned minister of the gospel in the Lutheran Church—Missouri Synod. For those seeking placement as a DFLM in a congregation of the Lutheran Church Missouri Synod, placement staff of CUWAA and the Family Life Department will support each student through the various steps of the call process.

### Practicum and Internship Placements

The Family Life Ministry major incorporates practical ministry experience in a variety of congregational settings. Beginning sophomore year, students are strongly encouraged to participate in the STEPS program. Additionally, a general practicum placement is required for all students in the Family Life Ministry major. The Practicum assignment is determined through a meeting between the student and the Family Life Ministry director in consultation with Family Life Ministry faculty.

For a culminating experience, students will take FAM 455 Family Life Ministry Internship. This required course is usually taken concurrently with other classes during the Fall of senior year. Students will work alongside the Family Ministry director and faculty to secure a placement that fits their learning goals. As requested by family life ministry faculty, students may be required to take FAM 450 Advanced Practicum in Family Life Ministry before certification.

### Program Learning Outcomes

- Students will use the Bible for faith formation and teaching the Gospel.
- Students will apply family dynamics of different societies and cultures to ministry practice.
- Students will utilize six themes of Christian family life ministry, integrating theology, psychology, and sociology.
- Students will develop and implement family life ministry programming for Christian congregations.
- Students will be prepared to communicate effectively through interpersonal relationships, written communication, and oral presentations.
- Students will evaluate data as it impacts families and congregations.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>39</b>
<b>Electives</b>		<b>42</b>
Minor: Recommended (minimum 18 credits)		
<b>Total Hours</b>		<b>126</b>

Code	Title	Hours
<b>Required Core Courses</b>		
PSY 101	General Psychology	
COMM 201	Interpersonal Communication	
REL 201	Old Testament	
REL 204	Biblical Theology (required for LCMS students)	

or REL 110 Christian Faith

REL 333	A Survey of Christian Thought (required for LCMS students)
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OR for non-LCMS students, choose one of the following:

REL 310	Religion in America Today
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REL 311	Church in Mission
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REL 333	A Survey of Christian Thought
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REL 404	Lutheran Confessions
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REL 410	World Religions
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#### Required Courses

FAM 105	Family Life Ministry Seminar	2
FAM 210	Practical Skills in Family Life Ministry	3
FAM 311	Family Dynamics and Resource Management	3
FAM 390	Family Life Ministry Practicum	3
FAM 430	Foundations of Family Life Ministry	3
FAM 432	Administration in Family Life Ministry	3
FAM 455	Family Life Ministry Internship	3
EDU 408	Teaching Christian Faith	2
EDU 445	Office of Christian Teacher	2
PSY 230	Life Span Development	3
SOC 333	Families in Society	3
REL 203	New Testament	3
REL 233	Communicating Bible Messages	3
REL 404	Lutheran Confessions	3

OR for non-LCMS students, choose one of the following that has not yet been taken:

REL 310	Religion in America Today
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REL 311	Church in Mission
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REL 333	A Survey of Christian Thought
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REL 404	Lutheran Confessions
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REL 410	World Religions
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**Total Hours** **39**

## Program Admission

Students can officially apply for admission to the Family Life Ministry program in their fourth semester, after successful completion of Family Life Ministry seminar and Old and New Testament. Students need to carry a 2.5 CGPA for admission into the program. (Probationary acceptance may be given to students with a CGPA of at least 2.0 if other requirements are met.) Students will also have an interview with the Family Life Ministry director for official entry into the program. As appropriate to a church work vocation, students are expected to attend church regularly and live in accordance with God's word in order to remain in good standing in the Family Life Ministry program. Should a Family Life Ministry student earn less than a 2.0 GPA in any classes required for the major, students will be required to repeat the course and earn at least a 2.0 GPA before Concordia University will certify students for Family Life Ministry (or endorse students for rostering in the LCMS). If Family Life Ministry leadership believes the student needs further experience after the internship, the student will be required to complete FAM 450 Advanced Practicum in Family Life Ministry before being certified by Concordia University.

## History Major (A)

Our History Department will help you develop an understanding of the major events and themes across the eras and around the globe while acquiring the necessary skills to read, write, and speak about history. You'll go beyond the "facts" to reveal the multitude of interpretations offered to help us understand our past.

The History program is designed to help students develop knowledge of broad areas of history and philosophy of history; understanding of the major events and themes in history and historiography; and skills necessary to read, write, speak, and teach about history and historical writing.

### Program Learning Outcomes

Students will:

- Recognize, describe and synthesize the essential narratives of history, particularly in terms of chronology and geography;
- Demonstrate knowledge and cultural understanding of European, American, and non-Western civilizations and to compare those cultures across time;
- Understand the interdisciplinary nature of historical study and to draw upon the perspectives and research of related disciplines (such as economics, sociology, geography, archaeology, music, art, literature, etc.) in order to explore a historical problem or to add dimension to their own research;
- Develop communication skills (written, oral, and interpersonal);
- Demonstrate disciplinary thinking in the ability to define and describe the concept of historiography and to employ historical methodology (i.e., to identify and employ relevant primary and secondary sources; to evaluate evidence; to analyze secondary materials; and to ask pertinent questions) in order to reach sound conclusions regarding specific historical events and issues;
- Describe and evaluate the concept of historical process, particularly from a Christian perspective, and articulate how this perception of historical process influences present ideas and values.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		<b>45</b>
<b>Major Requirements</b>		<b>36</b>
<b>Electives</b>		<b>39</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
	U.S. History	6
	European History	6
	Non-Western/Global History	6
HIST 385	Historical Methods	3
HIST 490	History Seminar	3
Select one of the following emphases:		12
<i>I. Emphasis in American History</i>		
	U.S. History	
	European or Non-Western/ Global History	

*II. Emphasis in European History*

European History	
U.S. or Non-Western/Global History	

*III. Emphasis in Global History*

Non-Western/Global History	
U.S. or European History	

**Total Hours** **36**

## Liberal Arts (A)

The Liberal Arts major allows students to do a deep dive in those disciplines that comprise the liberal arts. Supplementing the courses in the Core Curriculum, students have the ability to choose courses across disciplines that meet their interests and career needs. Students taking this major are well-prepared for careers that value critical thinking, excellent problem-solving and communication skills, and the ability to work in fast-paced, changing environments.

### Program Learning Outcomes

- Students will gain an understanding of the disciplines that comprise the liberal arts.
- Students will gain the ability to think clearly and persuasively articulate their point of view.
- Students will gain the skills to excel in many different fields.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		<b>45</b>
<b>Major Requirements</b>		<b>56-57</b>
<b>Electives</b>		<b>19</b>
Minor: Optional		
<b>Total Hours</b>		<b>120-121</b>

### Major Requirements

Courses selected must NOT have been taken as part of the Liberal Arts Core.

*Not all course offerings are available at both the CUA and CUW campuses. Please check with your advisor about course availability.*

Code	Title	Hours
<b>Required Courses</b>		
<i>English</i> <sup>1</sup>		
ENG 245	Advanced Writing	3
Select one of the following:		3
ENG 341	American Literature I	
ENG 342	American Literature II	
ENG 347	World Literature I	
Select one of the following:		3
ENG 344	British Literature I	
ENG 345	British Literature II	
ENG 465	Shakespeare	
<i>History</i>		
Select two of the following:		6
HIST 153	American Civilization	
HIST 163	Non-Western World	

HIST 385	Historical Methods	
<i>Mathematics/Computer Science</i>		
Select two the following:		6
MATH 128	College Algebra	
MATH 150	Trigonometry	
MATH 201	Calculus I	
MATH 202	Calculus II	
MATH 203	Calculus III	
MATH 205	Statistics I	
MATH 305	Statistics II	
CSC 150	Foundations of Computer Science (must precede other CS courses)	
CSC 175	Theory and Fundamentals of Computer Science	
CSC 180	Systems Integration	
CSC 200	Coding I- Fundamentals	
<i>Communication</i>		
COMM 105	Public Speaking	3
or COMM 201 Interpersonal Communication		
<i>Art/Music/Theatre</i>		
Select two of the following:		6
MUS 171	Creative Arts: Music	
MUS 240	Music Theory I	
Music Ensembles		
ART 2XX Studio Courses at the 200 level or above		
ART 381	Aesthetics	
<i>Physical Development</i>		
Select one of the following:		2
HHP 149	Wellness Boot Camp	
HHP 260	School and Community Health	
HHP 265	Healthy Lifestyles	
HHP 280	Psychology of Sport	
HHP 342	Nutrition for Wellness and Performance	
HHP 361	Technology in Health and Human Performance	
HHP 373	Motor Development	
Any combination of Activity courses		
<i>Language</i>		
Any two course sequence in a single language		6
<i>Theology</i>		
Select two of the following suggested courses: <sup>2</sup>		6
REL 310	Religion in America Today	
REL 333	A Survey of Christian Thought	
REL 376	Christian Ethics	
REL 410	World Religions	
<i>Philosophy</i>		
Select one PHIL course in the 200-300 range		3
<i>Natural Science</i>		
Select one of the following: <sup>3</sup>		3-4
BIO 141	General Biology I	
BIO 367	Ecology of the Tropics	
SCI 195	Meteorology	
SCI 246	Oceanography	
<i>Social Science</i>		

SOC 203	Contemporary Social Problems	3
<i>Senior Seminar</i>		
Select a senior seminar in selected discipline		3
<b>Total Hours</b>		<b>56-57</b>

<sup>1</sup> Must include at least one writing class

<sup>2</sup> Any REL courses other than the basic courses in biblical content or doctrine (i.e., other than REL 100 The Bible, REL 110 Christian Faith, REL 201 Old Testament, REL 203 New Testament, REL 204 Biblical Theology), and without "double-dipping" with the third core theology course.

<sup>3</sup> SCI 100 Introduction to Natural Science for core.

## Mass Communication Major (A)

As a graduate in the Mass Communication program, you'll leave with all the skills you need to communicate effectively through a variety of channels. Not only will you be a stronger communicator, but you'll also be a better leader. Having studied topics like interpersonal communication and cross-cultural communication, you'll be ready to work with diverse groups of people. You'll also be able to evaluate broadcast news writing and radio dialogue to critically think about the best way to convey your message. What's more, you'll examine issues within the field like building or breaking trust with an audience and analyzing why certain messages are effective. You'll be ready to handle challenges in the field, stand out in the workforce and lead a life full of Christian service.

### Program Learning Outcomes

Students will:

- Develop and present cogent, coherent, and accurate writing for general and specialized audiences;
- Communicate effectively to audiences by listening actively and responding constructively as Scripture instructs within various contexts;
- Draw from various disciplines to describe orally and in writing how existing knowledge or practice is advanced, tested, and revised in each core field studied;
- Distinguish and examine communication-related problems from a Christian perspective to better serve society;
- Cultivate appropriate organizational skills related to professionalism, work ethic, and attitude; and
- Examine the role and impact of visual communication, mass media in society, and communication media.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirement</b>		<b>45</b>
<b>Electives</b>		<b>30</b>
Minor Required (minimum 18 credits)		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<i>Required Courses</i>		
COMM 105	Public Speaking	3

COMM 201	Interpersonal Communication	3
COMM 205	Advanced Public Speaking	3
COMM 250	Intro To Mass Communication	3
COMM 260	Social Media	3
COMM 265	Journalism	3
COMM 280	Careers in Communication	3
COMM 321	Media Writing	3
COMM 460	Cross-Cultural Communication	3
COMM 470	Internship	3
COMM 490	Research Seminar	3

*Take three total credits of the following (at least one credits of each course):*

COMM 195	WCUA-Radio	
COMM 196	Lighthouse-Newspaper	

*Select one of the following:* 3

COMM 329	Film History	
COMM 339	Film & Video Production	
COMM 351	Radio Production	

*Select one of the following:* 3

COMM 270	Sports Journalism	
COMM 354	Gender and Communication	
COMM 435	Critical Thinking and Information Dissemination	
PHIL 371	Philosophy and Film	

### Major Electives

Please select a 3-credit COMM course not taken as part of the major. 3

**Total Hours** 45

## Mathematics Major (A)

The Mathematics Department at Concordia University primary goal is to build competencies in the understanding, communication, and application of mathematics. Concordia math students will gain an appreciation of mathematics as an appropriate discipline to investigate God's universe as they analyze mathematical structures and apply mathematical problem-solving strategies to a variety of real-world problems.

The Mathematics major will give you a deep comprehension of areas like calculus, linear algebra, differential equations, geometry, abstract algebra and real analysis. You'll be able to solve and understand differential equations, sequences and series, vector-valued functions, partial derivatives, functions and algorithms.

### Program Learning Outcomes

Students will:

- Demonstrate knowledge of mathematics, including algebra, geometry, probability, and analysis
- Apply mathematical problem-solving strategies in a variety of real-world applications
- Demonstrate the ability to apply mathematical statistics to interpret information
- Demonstrate the ability to prove and disprove conjectures
- Communicate mathematical concepts in oral, symbolic, and written forms

- Apply and appreciate mathematics as an appropriate paradigm in order to investigate God's creation

## Curriculum

Code	Title	Hours
	Core Requirements (p. 28)	45
	<b>Major Requirements</b>	<b>40</b>
	<b>Electives</b>	<b>35</b>
	Minor: Optional	
	<b>Total Hours</b>	<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
CSC 150	Foundations of Computer Science	3
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 203	Calculus III	4
MATH 205	Statistics I (satisfies the mathematics requirement in the core)	3
MATH 220	Discrete Math	3
MATH 305	Statistics II	3
MATH 321	Abstract Algebra	3
MATH 325	Linear Algebra and Differential Equations	4
MATH 331	Geometry	3
MATH 441	Real Analysis	3
MATH 490	Math Senior Seminar	3
	<b>Total Hours</b>	<b>40</b>

## Music Major (A)

The Music Department contributes to the spiritual, artistic, cultural, academic and co-curricular life aspects to campus life at the University. In doing so, the faculty is committed to blending talent and fellowship to the highest degrees of professional artistry in praise of the Lord's name. We additionally hope to impact our surrounding community while fulfilling our mission.

### Program Learning Outcomes

- Goal #1. Students will exhibit competent performing skills on their major instrument.
- Goal #2. Students will exhibit strong theoretical/historical knowledge, demonstrated in performance (recital) and communication (writing/speaking) skills.
- Goal #3. Students will demonstrate competence in vocal, keyboard, and conducting performance skills at a professional level.
- Goal #4. Students will exhibit professional speaking, writing, and social skills appropriate to their major area.
- Goal #5. Students will demonstrate understanding of practical and aesthetic considerations (choosing music, teaching techniques, evaluation procedures, critical listening) appropriate to successful achievement in their chosen musical field.

## Curriculum

Code	Title	Hours
	Core Requirements (p. 28)	45
	<b>Major Requirements</b>	<b>49</b>
	<b>Electives or Minor</b>	<b>26</b>
	Minor: Optional	
	<b>Total Hours</b>	<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
MUS 080	Concert/Recital Attendance <sup>1</sup>	0
MUS 204	Keyboard Skills <sup>2</sup>	2
MUS 240	Music Theory I	3
MUS 246	Aural Theory I	1
MUS 241	Music Theory II	3
MUS 247	Aural Theory II	1
MUS 242	Music Theory III	3
MUS 248	Aural Theory III	1
MUS 243	Music Theory IV	3
MUS 250	Beginning Conducting	3
MUS 251	Aural Theory IV	1
MUS 271	Music History I	3
MUS 272	Music History II	3
MUS 273	Music History III	3
MUS 351	Advanced Conducting	3
	or MUS 445 Composing and Arranging	
	Applied Lessons (Studio) <sup>3</sup>	14
	<i>Ensemble</i> <sup>4</sup>	0
	MUS 181 Symphonic Wind Ensemble	
	or MUS 182 Chapel Choir	
	or MUS 190 String Ensemble/Chamber Orchestra	
	or MUS 193 Women's Choral	
	or MUS 194 Men's Chorus	
MUS 499	Recital	2
	<b>Total Hours</b>	<b>49</b>

<sup>1</sup> Students must register for MUS 080 every semester that they registered as a music major, with the exception of internship or student teaching semesters.

<sup>2</sup> Instructor permission required; students with previous piano experience may test out of prerequisites (MUS203; MUS206)

<sup>3</sup> Minimum 2 credits each semester in principal area.

<sup>4</sup> Students must participate in the ensemble of their principal instrument and take private instruction in their principal instrument for each semester on campus.

### AUDITION PROCEDURES FOR ALL MUSIC MAJORS

To gain degree-seeking status as a music major, a student must:

1. Successfully pass the following:
  - Qualifying audition with performance of two contrasting works on his/her principal instrument (to be completed at the end of two semesters of study);

- For vocalists, aural examination of sight-reading, and tonal memory ability. For instrumentalists, sight reading and scales.
2. Prepare a portfolio for musical activities (solo and ensemble) and examples of music course work. This portfolio is to be:
    - Presented at the time of the audition;
    - Returned to the student for additions to be made throughout the student's undergraduate career.
  3. Transfer students will have their transcripts evaluated by the music faculty for determination of credited coursework and hours.
  4. The deadline for auditioning is the end of the second semester from the time of declaration. There are three possible outcomes for an audition:
    - a. Active - This grants formal acceptance into upper division status.
    - b. Provisional - A repeat of the audition is requested by the Faculty at the end of the next semester to show more progress.
    - c. Fail - The student is not accepted as a music major.

## Pharmaceutical Science (A)

The Bachelor of Science in Pharmaceutical Sciences is designed for students who wish to earn both a B.S. and a Doctor of Pharmacy degree at Concordia University. Students complete the core requirements, many of the major requirements, and the general elective requirements during the first three years at Concordia, then complete the remaining major requirements during their first year in the CUW School of Pharmacy.

### Program Learning Outcomes

Students will:

- Demonstrate an understanding of and ability to apply fundamental biological and chemical concepts;
- Analyze and interpret data to arrive at appropriate conclusions;
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems;
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists; and
- Act ethically and responsibly, demonstrating an understanding of the role science plays in societal issues, particularly in regards to healthcare.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>68</b>
<b>Electives</b>		<b>7</b>
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
CHEM 141	General Chemistry I (Natural World, Lab Science 4 credits)	
MATH 205	Statistics I (Natural World, Mathematics 3 credits)	
<b>Required Courses</b>		
BIO 151	Functional Human Biology I	4

BIO 152	Functional Human Biology II	4
CHEM 142	General Chemistry II	4
CHEM 241	Organic Chemistry I	4
CHEM 242	Organic Chemistry II	4
MATH 201	Calculus I	4
CHEM 491	Chemistry Senior Seminar I *	1
CHEM 492	Chemistry Senior Seminar II *	1
PHYS 151	General Physics I	4
	or PHYS 171 University Physics I	
PHYS 152	General Physics II	4
	or PHYS 172 University Physics II	

The Pharmaceutical Sciences Major must also complete at least 7 credits from the following:

BIO 260	Biology of Microorganisms (4 credits)	
BIO 321	Cell Biology (4 credits)	
BIO 348	Genetics (4 credits)	
BIO 351	Immunology (3 credits)	
BIO 430	Pharmacology (3 credits)	
CHEM 425	Biochemistry (4 credits)	

**The pharmaceutical sciences major must also complete the following 27 credits in the pharmacy curriculum as a Doctor of Pharmacy Student at CUW**

PHAR 310	Pharmacy Biochemistry *	3
PHAR 312	Pharmacy Anatomy and Physiology *	5
PHAR 314	Pharmacy Microbiology *	4
PHAR 320	Pharmaceutics I *	2
PHAR 322	Pharmaceutics II *	4
PHAR 330	Pharmacology and Medicinal Chemistry I *	3
PHAR 340	Pharmacy and the Health Care System *	3
PHAR 350	Pharmacotherapy I: Self Care *	2
PHAR 352	Pharmacy Calculations *	1

**Total Hours** **68**

\*Course must be taken during P1 year at CUW School of Pharmacy

## Pre-Deaconess Program (A)

Since 1919, the Lutheran Church—Missouri Synod has trained women to serve as deaconesses in the congregations and other institutions of the church. They have served remarkably in education, mission, administration, and works of mercy. Currently, the LCMS trains deaconesses on both the undergraduate level at Concordia—Chicago and the graduate level at Concordia—Chicago and at both Synodical seminaries. The pre-deaconess program provides financial aid, vocational counseling, encouragement, and support to women, as well as elevating the visibility of diaconal service. Pre-deaconess students are served by the pre-seminary director.

### Program Learning Outcomes

Outcomes will depend upon the major and/or minor of the student's choice.

### Curriculum

Grade requirements: GPA of 2.50 to meet seminary admissions requirements

Code	Title	Hours
<b>Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
GRK 201	Greek I	
<b>Additional Courses</b>		
REL 203	New Testament	
GRK 202	Greek II	
GRK 303	Greek III	

Students select one of the following majors or minors:

1. Christian Thought major (p. 74) or minor (p. 91)
2. Philosophy minor (p. 94)
3. Applied Theology major (p. 66)
4. Theological Languages major (p. 88) or minor (p. 97)
5. Parish Music major (p. 74)
6. Family Life Ministry major (p. 80)
7. Biblical Studies major (p. 71) or minor (p. 90)

The other major or minor required to graduate is left to the student's discretion, though students are encouraged to match their studies with their anticipated areas of service (e.g. Music major (p. 84) or minor (p. 94), Worship Arts Leadership minor (p. 97), or Adolescent Studies minor (p. 89)).

## Program Admission

### Application for Entry into the Pre-Deaconess Program

Since deaconess ministry is an office of the Church of Christ, it demands individuals exhibiting the highest level of talent, personal knowledge, aptitude, skill, and Christian character. For this reason the following criteria have been established for acceptance into the Pre-Deaconess Program. Application is generally made in the second semester of the sophomore year.

1. Successful completion of a minimum of 45 semester hours of credit.
2. CGPA of 2.5 on a 4.0 scale. (Probationary acceptance may be given to students with a CGPA of at least 2.0 if other requirements are met.)
3. Evidence of proficiency in English appropriate to the pre-seminary program.
4. Submission of a completed application form, available from the pre-seminary director.
5. Completion of basic theology courses.
6. Exhibition of an exemplary Christian life.
7. Interviews with and written recommendation of the pre-seminary director.

### Acceptance Procedure

1. Notification of acceptance into the program will be made by letter.
2. Notification of non-acceptance or probationary acceptance of the applicant will also be made by letter after the interview with the pre-seminary director.
3. A copy of this letter is filed in the applicant's folder in the pre-seminary director's office.
4. A student who is refused acceptance into the program may re-apply up to two more times.

### Program Continuation

To maintain "good standing" status in the pre-deaconess program, a student must maintain a 2.5 CGPA.

## Pre-Seminary Program (A)

The pre-seminary program provides academic preparation in the liberal arts for professional study for full-time pastoral ministry in the Lutheran Church—Missouri Synod. Following the earning of the baccalaureate degree, the pre-seminary student continues his program of study at Concordia Seminary, St. Louis, or Concordia Theological Seminary, Fort Wayne.

The mission of pre-seminary education is to prepare students for theological studies and pastoral formation at a seminary of the Lutheran Church—Missouri Synod. This preparation ordinarily encompasses biblical knowledge, biblical language competency, and understanding of Lutheran doctrine; competency in communication skills in reading, writing, speaking, and listening; skills in critical thinking and philosophical inquiry; acquisition of a global perspective; the understanding of and appreciation for the Lutheran ethos, identity, and ethic; and helping the student to perceive, proclaim, teach, and live out the centrality of the Gospel of Jesus Christ for the whole world.

### Program Learning Outcomes

Outcomes will depend upon the major and/or minor of the student's choice.

### Curriculum

Pre-seminary students must take REL 201 Old Testament, REL 203 New Testament, and REL 204 Biblical Theology through the core and are encouraged to include two majors in their studies: theological languages (p. 88) and applied theology (p. 66). These majors are designed to prepare students for the seminary competency examinations in the Old Testament, New Testament, Christian Doctrine, Greek, and Hebrew. These majors also include broader liberal arts studies in German or Latin, communication, writing, social science, and philosophy, all of which are helpful for theological study on a graduate level. Students in the pre-seminary program may choose other majors and minors, but must always include at least a minor in theological languages.

Students must have a minimum of 126 credits in order to graduate as part of the pre-seminary program.

## Program Admission

### Application for Entry into the Pre-Seminary Program

Since the public ministry of Word and Sacrament is an office of the Church of Christ, it demands individuals exhibiting the highest level of talent, personal knowledge, aptitude, skill, and Christian character. For this reason the following criteria have been established for acceptance into the Pre-Seminary Program of Concordia University Ann Arbor. Application is generally made in the second semester of the sophomore year.

1. Successful completion of a minimum of 45 semester hours of credit.
2. CGPA of 2.5 on a 4.0 scale. (Probationary acceptance may be given to students with a CGPA of at least 2.0 if other requirements are met.)
3. Evidence of proficiency in English and foreign languages appropriate to the pre-seminary program.
4. Submission of a completed application form, available from the theology office.
5. Completion of basic theology courses.
6. Exhibition of exemplary Christian life-style.

- Interviews with and written recommendation of the pre-seminary director.

### Acceptance Procedure

- Notification of acceptance into the program will be made by letter.
- Notification of non-acceptance or probationary acceptance of the applicant will also be made by letter after the interview with the pre-seminary director.
- A copy of this letter is filed in the applicant's folder in the pre-seminary director's office.
- A student who is refused acceptance into the pre-seminary program may re-apply up to two more times. Acceptance into the pre-seminary program is not a requirement for the successful completion of a student's major.

### Program Continuation

To maintain "good standing" status in the pre-seminary program, a student must maintain a 2.5 CGPA.

## Psychology Major (A)

The mission of the Psychology program is to increase the awareness of the boundaries and applications of psychology, foster intellectual development and problem solving, and encourage students to serve others within the context of Christian faith. The Psychology program is committed to cultivating multicultural awareness and appreciation for the magnificence of God viewed through human diversity. The program prepares students to pursue helping professions and/or graduate study.

Psychologists find great meaning in helping other people build lives of wellness and emotional resilience. Most careers and vocations involve working with people which means the possibilities of where a Psychology degree can take you are endless. The Psychology program aims to produce students who are engaged citizens active in serving their communities. The program integrates faith and learning, providing students with opportunities for growth and leadership.

### Program Learning Outcomes

Goal 1: Knowledge Base in Psychology

- Describe key concepts, principles, and overarching themes in psychology, including from a Christian perspective.
- Develop a working knowledge of psychology's content domains
- Describe applications of psychology

Goal 2: Scientific Inquiry and Critical Thinking

- Use scientific reasoning to interpret psychological phenomena
- Demonstrate psychology information literacy
- Engage in innovative and integrative thinking and problem solving, including from a Christian perspective.
- Interpret, design, and conduct basic psychological research
- Incorporate sociocultural factors in scientific inquiry, including from a Christian perspective.

Goal 3: Ethical and Social Responsibility in a Diverse World

- Apply ethical standards to evaluate psychological science and practice
- Build and enhance interpersonal relationships

- Adopt values that build community at local, national, and global levels, including from a Christian perspective.

Goal 4: Communication

- Demonstrate effective writing for different purposes
- Exhibit effective presentation skills for different purposes
- Interact effectively with others

Goal 5: Professional Development

- Apply psychological content and skills to career goals
- Exhibit self-efficacy and self-regulation
- Refine project-management skills
- Enhance teamwork capacity
- Develop meaningful professional direction for life after graduation

Goal 6: Apply a Biblical Worldview to Psychology Coursework

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>37</b>
<b>Electives</b>		<b>38</b>
Minor: Required		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
COMM 105	Public Speaking (Communication and Language)	
MATH 205	Statistics I (Natural World)	
<b>Recommended Core Course</b>		
BIO 146	Essentials of Anatomy and Physiology (Natural World)	
<b>Required Courses</b>		
PSY 101	General Psychology	3
Select one of the following Development Courses:		
PSY 221	Child Development	
PSY 222	Adolescent Development	
PSY 230	Life Span Development	
PSY 205	Theories of Learning	3
COMM 201	Interpersonal Communication	3
PSY 310	Theories of Personality	3
PSY 315	Social Psychology	3
PSY 350	Experimental Psychology	3
PSY 425	Abnormal Psychology	3
PSY 450	Psychology Practicum	3
PSY 485	Research Proposal	1
PSY 490	Psychology Senior Seminar	3
<b>Major Electives</b>		
Two 300 or 400 Level Psychology Electives <sup>1</sup>		6
<b>Total Hours</b>		<b>37</b>



<sup>1</sup> PSY 445 Principles of Counseling is a recommended elective to be taken during spring of junior year.

## Social Studies Major (A)

Though the course of study in social studies is primarily aimed at preparing candidates for a life of service as teachers, it also is very helpful to those seeking preparation for law or other leadership positions in the church and world. Students will acquire the ability to use important concepts that describe and explain individual and human characteristics, both now and in the past. They will learn and develop skills in observing and analyzing a wide range of social behavior, as well as gain an understanding of the ways in which social structure and rules both frustrate and enhance individual perceptions. In addition, they will develop critical skills that will help them to gather and communicate social information. They will learn the major social and behavioral science concepts and skills and therefore become more effective leaders and servants. Finally, the curriculum places a strong emphasis on participation in society as productive citizens, ones who are able to "rule and be ruled finely" as people of God in the world.

### Program Learning Outcomes

Students will:

- Apply key social science concepts in a variety of situations
- Develop coherent historical narratives based on appropriate evidence
- Analyze public issues using social science concepts and historical connections
- Formulate solutions to public issues and social problems based on frameworks that incorporate multiple social sciences and historical narratives
- Use social science and historical research processes to contribute to the discussion and formulation of social policy
- Participate actively in public life as an effective citizen with a servant-leader's perspective

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>39</b>
<i>Minor Required (minimum 18 credits)</i>		18
<b>Electives</b>		<b>18</b>
<b>Total Hours</b>		<b>120</b>

Code	Title	Hours
<b>Required Courses</b>		
ECON 222	Macroeconomics	3
ECON 231	Microeconomics	3
GEOG 220	Cultural Geography	3
GEOG XXX	Geography Elective	3
HIST 153	American Civilization	3
HIST 161	History and Worldviews of the Western World	3
POLS 201	American Government	3
POLS XXX	Choose any upper level political science	3
HIST 490	History Seminar	3

*Electives - Choose a minimum of 12 credits from courses with the following prefixes:* 12

PSY 101	General Psychology
Recommended SOC Course:	
SOC 255	Urban Society
ECON, GEOG, HIST, POLS	

**Total Hours** 39

## Theological Languages Major (A)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

Students learn Hebrew, Greek, and either Latin or German in order to read the Bible and major theological works. The curriculum enables students to attain a high level of competency for reading the Bible in its original languages and is an excellent preparation for graduate work in theology.

**All pre-seminary students take at least the minor.**

### Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, and appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will recognize Greek vocabulary, distinguish between the various parts of speech, analyze Greek morphology, and apply rules of syntax in order to create translations of Greek texts that represent a synthesis of Greek vocabulary, morphology, and syntax.
- Students will recognize Hebrew vocabulary, distinguish between the various parts of speech, analyze Hebrew morphology, and apply rules of syntax in order to create translations of Hebrew texts that represent a synthesis of Hebrew vocabulary, morphology, and syntax.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b> <sup>1</sup>		<b>39</b>
<b>Electives (credits may vary depending on Major(s) and Minor selected)</b>		<b>42</b>
Major: Applied Theology (recommended)		
Minor: Required (minimum 18 credits)		
<b>Total Hours</b>		<b>126</b>

<sup>1</sup> This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
GRK 201	Greek I	
	Theology Elective	
It is strongly recommended that the theological elective be fulfilled by taking an upper-level course in biblical content.		
<b>Required Courses</b>		
One of the language courses below (normally GRK 201) is counted in the core, not the major.		
GER (4 credits)/	LAT Language Elective I	3
GER (4 credits)/	LAT Language Elective II (Second semester of Language Elective I)	3
GRK 201	Greek I	
GRK 202	Greek II	3
GRK 303	Greek III	3
GRK 304	Greek IV	3
HEB 301	Hebrew I	3
HEB 302	Hebrew II	3
HEB 401	Hebrew III	3
HEB 402	Hebrew IV	3
GRK/HEB XXX	Greek/Hebrew V	3
GRK/HEB XXX	Greek/Hebrew VI	3
REL 203	New Testament	3
	Biblical Skills elective (any theological languages course or Bible elective)	3
<b>Total Hours</b>		<b>39</b>

## Minors

- Adolescent Studies Minor (A) (p. 89)
- Art Minor (A) (p. 89)
- Artificial Intelligence & Robotics Minor (A) (p. 90)
- Biblical Studies Minor (A) (p. 90)
- Biology Minor (A) (p. 90)
- Chemistry Minor (A) (p. 91)
- Christian Thought Minor (A) (p. 91)
- Computer Animation Minor (A) (p. 91)
- Contemporary Christian Music Minor (A) (p. 91)
- Cybersecurity Minor (A) (p. 92)
- Digital Media Design Minor (A) (p. 92)
- English Minor (A) (p. 92)
- Ethics Minor (A) (p. 92)
- History Minor (A) (p. 93)
- Human Biology Minor (A) (p. 93)
- Information Systems Minor (A) (p. 93)
- Mass Communication Minor (A) (p. 93)

- Mathematics Minor (A) (p. 94)
- Music Minor (A) (p. 94)
- Musical Theatre Minor (A) (p. 94)
- Philosophy Minor (A) (p. 94)
- Physical Science Minor (A) (p. 95)
- Psychology Minor (A) (p. 95)
- Social Studies Minor (A) (p. 95)
- Sociology Minor (A) (p. 96)
- Software Engineering Minor (A) (p. 96)
- Spanish Minor (A) (p. 96)
- Sports Media Minor (A) (p. 96)
- Theatrical Communication Minor (A) (p. 96)
- Theological Languages Minor (A) (p. 97)
- Worship Arts Leadership Minor (A) (p. 97)
- Youth and Family Ministry Minor (A) (p. 98)

## Adolescent Studies Minor (A)

The Adolescent Studies minor prepares students to equip both caregivers and youth with knowledge and strategies to prevent negative behavior and restore or foster positive behavior in the areas of emotional well-being, academia, career, relationships, morality, and faith.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
FAM 431	Youth Culture	3
JPP 110	Juvenile Justice Theory	3
PSY 221	Child Development	3
PSY 222	Adolescent Development	3
PSY 421	Human Sexuality	3
SOC 203	Contemporary Social Problems	3
SOC 333	Families in Society	3
<b>Total Hours</b>		<b>21</b>

## Art Minor (A)

The study of art includes: the expression of individual ideas through the creation of art, the interpretation and understanding of visual signs and symbols through critical study, and the appreciation and understanding of art as a visual record of the human experience.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ART 111	2-D Composition	3
ART 145	Drawing for Art Majors	3
ART 210	3-D Design	3
ART 246	Color & Media Dynamics	3
ART 285	Art History I	3
ART 286	Art History II	3
	Art XXX Studio Electives	6
<b>Total Hours</b>		<b>24</b>

## Artificial Intelligence & Robotics Minor (A)

A minor which focuses on applied aspects of Computer Science related to Artificial Intelligence. Students will be introduced to modern techniques in software development, machine learning, and data science which are strongly emerging in the technology industry.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 200	Coding I- Fundamentals	3
CSC 250	Coding II - Algorithms	3
CSC 300	Coding III- Data Structures	3
CSC 415	Artificial Intelligence	3
CSC 417	Advanced Artificial Intelligence	3
CSC 419	Machine Learning and Robotics	3
<b>Total Hours</b>		<b>18</b>

## Biblical Studies Minor (A)

The Biblical Studies minor forms students to serve Christ in the church and in the world with a focus on the Bible. Students will learn the main message of the Bible and will begin to mine its depths in order to prepare for professional church work, study for graduate school in Christian theology or a related field, or be a more informed lay leader in a Christian congregation. This study is a good foundation for further work not only in the Lutheran Church - Missouri Synod but for all Christian denominations.

As a student, you will explain and analyze the basic tenets of the Christian faith. Through this understanding, you will apply the Christian worldview and doctrines to current situations and to historical programs and situations. Grow in your relationship with Christ and put His teachings into practice in your own life.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
REL 333	A Survey of Christian Thought	
<b>Required Courses</b>		
REL 203	New Testament	3
<b>2 Courses in Biblical Content</b>		<b>6</b>
one Old Testament upper level Bible course and one New Testament upper level Bible course		
<b>Select either the language track or the theology track</b>		<b>9</b>
<i>I. Language Track</i>		
GRK 201	Greek I	
GRK 202	Greek II	
GRK 303	Greek III	
<b>OR</b>		
HEB 301	Hebrew I	
HEB 302	Hebrew II	
HEB 401	Hebrew III	
<i>II. Theology Track</i>		

Choose 9 credits of upper level REL courses (Biblical content courses are strongly recommended)

**Total Hours** **18**

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Biology Minor (A)

A Biology minor is offered to those students who want a more detailed knowledge of living organisms/systems and how they affect the world in which we live.

### Curriculum

Code	Title	Hours
<b>Recommended Core Course</b>		
PHIL 350	Bioethical Dilemmas in Contemporary Society	3

**Required Courses: The biology minor consists of 6 required classes (21-24 credits). Note that prerequisites may apply.**

1.		
BIO 151	Functional Human Biology I	4
2.		
BIO 152	Functional Human Biology II	4
3.	Any biology or related class (see list below) (3-4 crs.)	3-4
4.	Any biology or related class (see list below) (3-4 crs.)	3-4
5.	Any class with a BIO prefix numbered 200 or higher (3-4 crs.)	3-4
6.	Any class with a BIO prefix numbered 200 or higher that includes a lab (4 crs.)	4

Requirements #3 or #4 may be met by these classes (or by classes on either of the lists below):

BIO 149	Medical Microbiology <sup>1</sup>	4
BIO 156	Environmental Science	4
BIO 191	Human Anatomy and Physiology I	4
BIO 192	Human Anatomy and Physiology II	4
CHEM 425	Biochemistry	4
SCI 275	Cosmogony	3

Requirements #3, #4, or #5 may be met by these classes (or by classes on the list below):

BIO 285	Pathophysiology	3
or NURS 222	Nursing Pathophysiology	
BIO 351	Immunology	3
BIO 367	Ecology of the Tropics (if taken without BIO 368)	3
BIO 399	Biology Internship <sup>2</sup>	1-4
NURS 250	Nursing Pharmacology I	3-4
& NURS 255	and Nursing Pharmacology 2	
or BIO 430	Pharmacology	
BIO 470	Human Physiology	4

Requirements #3, #4, #5, or #6 may be met by these classes:

BIO 240	Zoology	4
BIO 244	Botany	4
BIO 260	Biology of Microorganisms <sup>1</sup>	4
BIO 321	Cell Biology	4
BIO 348	Genetics	4

BIO 367	Ecology of the Tropics	4
& BIO 368	and Ecology of the Tropics-Lab	
BIO 410	Ecology	4
BIO 499	Undergraduate Research <sup>2</sup>	1-4
<b>Total Hours</b>		<b>21-24</b>

<sup>1</sup> Only one of BIO 149 and BIO 260 may count towards the minor

<sup>2</sup> No more than 4 credits of BIO 399 and/or BIO 499 may count towards minor requirements

## Chemistry Minor (A)

A Chemistry minor may be of interest to students who desire a more in-depth understanding of the importance of chemistry in today's world.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CHEM 141	General Chemistry I	4
CHEM 142	General Chemistry II	4
CHEM 225	Analytical Chemistry	4
CHEM 241	Organic Chemistry I	4
CHEM 242	Organic Chemistry II	4
CHEM 425	Biochemistry	4
<b>Total Hours</b>		<b>24</b>

## Christian Thought Minor (A)

The world needs leaders who have thought about the Christian faith and how best to share the Gospel with people living in an age of distraction. Christian thought is devoted to the study of the history of Christianity, Christian doctrine, Christian philosophy, apologetics, and ethics. The major and minor provide the opportunity to study the structure of Christian belief and practice. Students are equipped in mind and spirit for service to Christ in the Church and world. These programs are suitable for anyone with an interest in theology and philosophy and a sincere desire to carry out the Great Commission.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
Any REL course with a number above 204 <sup>1</sup>		
<b>Required Courses</b>		
HIST 208	History of Christianity	3
HIST 475	The Reformations	3
PHIL 325	Christian Apologetics	3
PHIL 334	Christ and Culture	3
REL 203	New Testament	3
REL 310	Religion in America Today	3
<i>Minor Elective</i>		
Any 300-level or 400-level class in history, theology, or philosophy.		3
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> Strongly recommended: a course in historical theology, such as REL 333 A Survey of Christian Thought.

## Computer Animation Minor (A)

The Animation minor introduces you to drawing and design skills which will be applied to basic digital animation for either stand-alone animations or web-based animated graphics. Animation has a wide variety of applications in the fields of Advertising, Graphic Design and Illustration.

### Curriculum

Code	Title	Hours
<b>Animation Minor for Non-Art Majors</b>		
ART 145	Drawing for Art Majors	3
CSC 210	Animation I	3
GD 110	Graphic Design I	3
GD 111	Graphic Design II	3
GD 375	Motion Graphics I	3
GD 380	Motion Graphics II	3
<b>Total Hours</b>		<b>18</b>

## Contemporary Christian Music Minor (A)

*Sing to him a new song; play skillfully, and shout for joy. Psalm 33:3*

The successful modern music ministry requires well-rounded musicians with a broad skill-set, no longer limited to basic performance ability. The Contemporary Christian Music (CCM) minor at Concordia University affords students the opportunity to hone the necessarily musical skills to thrive in a modern worship setting. With a performance emphasis in either piano or guitar and the inclusion of voice lessons, the CCM minor student will gain the necessary tools to be a leader in any context. Elective courses in this minor allow the student to tailor her experience to her individual needs, and participation in the CUAA Worship Arts Ensembles gives a practical, real-world outlet for creative expression and worship. **The CCM minor does not lead to a rostered position in the LCMS.**

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
MUS 080	Concert/Recital Attendance (*)	0
MUS 208	Worship Arts Ensemble (**)	0
MUS 240	Music Theory I	3
MUS 246	Aural Theory I	1
MUS 344	Song Writing & Arranging	3
<i>Music Elective - Select 6 credits</i>		6
MUS 172	Music Appreciation	
MUS 205	Intro to Multimedia Production	
MUS 241	Music Theory II	
MUS 247	Aural Theory II	
MUS 340	World Music	
<b>Students must choose Piano or Guitar as a performance emphasis</b>		<b>6</b>
<i>Performance Emphasis (Piano) +</i>		

MUS 201	Applied Piano	
MUS 211	Applied Voice	
<i>Performance Emphasis (Guitar)</i>		
MUS 235	Applied Guitar	
MUS 211	Applied Voice	
<b>Total Hours</b>		<b>19</b>

\* Four semesters of participation are required.

\*\* Three semesters of participation are required.

## Cybersecurity Minor (A)

A minor which focuses on applied aspects of Computer Science related to Cyber Security. Students will be introduced to modern techniques in software development, penetration testing, and networking which are strongly emerging in the technology industry.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 175	Theory and Fundamentals of Computer Science	3
CSC 180	Systems Integration	3
CSC 200	Coding I- Fundamentals	3
CSC 426	Cybersecurity	3
CSC 428	Penetration Testing	3
CSC 440	Networks & Security	3
<b>Total Hours</b>		<b>18</b>

## Digital Media Design Minor (A)

The Digital Design minor provides a foundation of design skills and software experience for individuals seeking to develop basic abilities in digital design. It is a useful complement to programs in Communication or Social Media.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ART 111	2-D Composition	3
ART 145	Drawing for Art Majors	3
GD 110	Graphic Design I	3
GD 111	Graphic Design II	3
<i>Digital Elective (select one course)</i>		
ART 130	Digital Photography I	3
ART 310	History of Design	3
ART 362	Photographing for Social Media	3
GD 360	Web Design I	3
<i>Studio Elective (select ANY three credit art studio course)</i>		
<b>Total Hours</b>		<b>18</b>

## English Minor (A)

The study of language, literature, and expression fosters an increased understanding of the creative process, provides insights into the moral and ethical dimensions of ideas, and, in the Christian context of Concordia, explores the value of a life of intellectual curiosity. The English

minor makes an ideal pairing with majors in the Humanities, Business, Legal Studies, Health Sciences, Classical Education, and Pre-Seminary tracks.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Language</i>		
ENG 305	English Grammar and Usage	3
or ENG 365	History of the English Language	
<i>Expression</i>		
ENG 245	Advanced Writing	3
or ENG 246	Creative Writing	
<i>American Literature</i>		
ENG 341	American Literature I	3
or ENG 342	American Literature II	
<i>English Literature</i>		
ENG 344	British Literature I	3
or ENG 345	British Literature II	
<i>Minor Electives</i>		
Select six credits of English electives		6
<b>Total Hours</b>		<b>18</b>

## Ethics Minor (A)

With an emphasis on dialogue between Christian thought and secular philosophies, the Ethics minor explicitly upholds Concordia's mission by "helping students develop in mind, body, and spirit for service to Christ in the Church and the World." Specifically, the Ethics minor examines questions about right and wrong, virtue and vice, what it means to live a good life and be a good and wise person, and how Christians can properly love God and neighbor in this morally complex world—thereby promoting intellectual and character development, self-knowledge for the student's personal growth and well-being, and providing insights for thoroughly Christian action in the world.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
PHIL 211	Elementary Logic	3
PHIL 221	Human Dignity	3
PHIL 250	Moral Philosophy	3
PHIL 350	Bioethical Dilemmas in Contemporary Society	3
REL 376	Christian Ethics	3
<i>Minor Electives<sup>1</sup></i>		
Select three credits from the following:		3
BUS 453	Business Policy and Ethics	
CSC 410	Computational Dilemmas	
HCM 300	Healthcare Ethics	
JPP 415	Ethics in Justice and Public Service	
PHIL 460	Research Ethics	
REL 298	Faith and Culture	
SHB 250	Legal & Ethical Issues of Sport	

SW 490	Senior Integrative Seminar	
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> To satisfy this elective, students shall choose or petition a course not listed in the Minor's Required Classes that demonstrates substantive ethical content to be evaluated by the overseer of the minor.

## History Minor (A)

Our History Department will help you develop an understanding of the major events and themes across the eras and around the globe while acquiring the necessary skills to read, write, and speak about history. You'll go beyond the "facts" to reveal the multitude of interpretations offered to help us understand our past.

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
U.S. History		3
European History		3
Non-Western/Global History		3
HIST 385	Historical Methods	3
Select one of the following emphases:		9
<i>I. Emphasis in American History</i>		
U.S. History		
European or Non-Western/ Global History		
<i>II. Emphasis in European History</i>		
European History		
U.S. or Non-Western/Global History		
<i>III. Emphasis in Global History</i>		
Non-Western/Global History		
U.S. or European History		
<b>Total Hours</b>		<b>21</b>

## Human Biology Minor (A)

A Human Biology minor is offered to those students who want to start with anatomy and physiology as a basis for understanding human biology.

### Curriculum

Code	Title	Hours
<b>Recommended Core Course</b>		
PHIL 350	Bioethical Dilemmas in Contemporary Society	
<b>Required Courses</b>		
BIO 191 & BIO 192	Human Anatomy and Physiology I and Human Anatomy and Physiology II	8
Select at least 13 credits from the following courses <sup>1</sup>		13
BIO 149	Medical Microbiology	4
BIO 285	Pathophysiology	3
or NURS 222	Nursing Pathophysiology	
BIO 399	Biology Internship <sup>2</sup>	1-4
BIO 470	Human Physiology	4
BIO 499	Undergraduate Research <sup>2</sup>	1-4
NURS 250	Nursing Pharmacology I	2

NURS 255	Nursing Pharmacology 2	2
Other classes with the approval of the chair of life and earth sciences		
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> Note that prerequisites may apply

<sup>2</sup> No more than 4 credits of BIO 399 and/or BIO 499 may count towards minor requirements

## Information Systems Minor (A)

A minor which focuses on applied aspects of Computer Science related to Information Systems. Students will be introduced to modern techniques in software development, networking, and systems integration which are strongly emerging in the technology industry.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 175	Theory and Fundamentals of Computer Science	3
CSC 180	Systems Integration	3
CSC 200	Coding I- Fundamentals	3
CSC 426	Cybersecurity	3
CSC 440	Networks & Security	3
CSC 450	Systems Programming	3
<b>Total Hours</b>		<b>18</b>

## Mass Communication Minor (A)

As a graduate in the Mass Communication program, you'll leave with all the skills you need to communicate effectively through a variety of channels. Not only will you be a stronger communicator, but you'll also be a better leader. Having studied topics like interpersonal communication and cross-cultural communication, you'll be ready to work with diverse groups of people. You'll also be able to evaluate broadcast news writing and radio dialogue to critically think about the best way to convey your message. What's more, you'll examine issues within the field like building or breaking trust with an audience and analyzing why certain messages are effective. You'll be ready to handle challenges in the field, stand out in the workforce and lead a life full of Christian service.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
COMM 250	Intro To Mass Communication	3
COMM 321	Media Writing	3
COMM 329	Film History	3
or PHIL 371	Philosophy and Film	
COMM 339	Film & Video Production	3
or COMM 351	Radio Production	
COMM 270	Sports Journalism	3
or COMM 347	Animation	
or COMM 439	Advanced Film and Video Production	
Take three total credits of the following (at least one credit of each course):		3
COMM 195	WCUA-Radio	
COMM 196	Lighthouse-Newspaper	

<i>Choose one of the following not already taken:</i>	3
COMM 205 Advanced Public Speaking	
COMM 270 Sports Journalism	
COMM 325 Political Communication	
COMM 329 Film History	
COMM 339 Film & Video Production	
COMM 347 Animation	
COMM 351 Radio Production	
COMM 439 Advanced Film and Video Production	
PHIL 371 Philosophy and Film	
<b>Total Hours</b>	<b>21</b>

## Mathematics Minor (A)

The Mathematics minor will give you a better understanding of areas of mathematics such as calculus and discrete mathematics that can support study in education or a science, or can allow you to pursue a math-related subject in graduate school.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 203	Calculus III	4
MATH 205	Statistics I	3
<i>Electives - choose up to 6 credits</i>		6
MATH 220	Discrete Math	
MATH 321	Abstract Algebra	
MATH 325	Linear Algebra and Differential Equations	
MATH 331	Geometry	
MATH 441	Real Analysis	
MATH 461	Probability & Statistics	
<b>Total Hours</b>		<b>21</b>

## Music Minor (A)

The Music Department contributes to the spiritual, artistic, cultural, academic and co-curricular life aspects to campus life at the University. In doing so, the faculty is committed to blending talent and fellowship to the highest degrees of professional artistry in praise of the Lord's name. We additionally hope to impact our surrounding community while fulfilling our mission.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MUS 080	Concert/Recital Attendance (+)	0
MUS 240	Music Theory I	3
MUS 246	Aural Theory I	1
Ensemble - total of 4 credits		4
MUS 181	Symphonic Wind Ensemble	
MUS 182	Chapel Choir	
MUS 190	String Ensemble/Chamber Orchestra	
MUS 193	Women's Chorale	

MUS 194	Men's Chorus	
Applied Lessons (Studio, 4 semesters)		4
<b>Music History Elective - Select one course for 3 credits</b>		<b>3</b>
MUS 172	Music Appreciation	
MUS 271	Music History I	
MUS 272	Music History II	
MUS 273	Music History III	
<b>Music Electives - Select 6 credits</b>		<b>6</b>
MUS 203	Beginning Piano I	
MUS 206	Beginning Piano II	
MUS 205	Intro to Multimedia Production	
MUS 241	Music Theory II	
MUS 247	Aural Theory II	
MUS 250	Beginning Conducting	
MUS 340	World Music	
<b>Total Hours</b>		<b>21</b>

+ Four semesters of participation required.

## Musical Theatre Minor (A)

Concordia University Ann Arbor's theatre department strives to develop artists who use the stage as a tool to expound on their individual creativity to form stories into lasting performances that inspire and positively connect with the community. Students build their knowledge through a wide variety of participation from performances, classes, collaborations with other departments and work study positions.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MUS 080	Concert/Recital Attendance	0
MUS 175	Musical Theater Workshop (2 semesters)	1
MUS 211	Applied Voice (4 semesters)	1
MUS 240	Music Theory I	3
MUS 246	Aural Theory I	1
THTR 101	Theatre Practicum (3 semesters)	1
THTR 120	Orientation to Theatre	3
THTR 261	Acting I: Introduction to Acting	3
THTR 269	Musical Theatre and Dancing	3
<b>Total Hours</b>		<b>22</b>

## Philosophy Minor (A)

With its strong emphasis on a dialogue between Christian thought and secular philosophies, the Philosophy minor explicitly upholds Concordia's mission by helping students develop their mind "for service to Christ in the church and the world." More specifically, the Philosophy minor fosters deep examination of who we are, what is real, and how we are called to think and act, thereby promoting intellectual development and self-knowledge for the student's personal growth and well-being and providing insights for Christian action in the world.

## Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament (Bible Content) <sup>1</sup>	
REL 204	Biblical Theology (Christian Doctrine) <sup>1</sup>	
Any REL course with a number above 204 <sup>1</sup>		
<b>Required Courses</b>		
PHIL 201	Central Texts of Philosophy	3
PHIL 211	Elementary Logic	3
or PHIL 325	Christian Apologetics	
PHIL 250	Moral Philosophy	3
REL 203	New Testament <sup>2</sup>	3
<i>Select one of the following:</i>		
PHIL 400	Ancient Philosophy	3
PHIL 410	Medieval Philosophy	3
PHIL 450	Modern Philosophy	3
<b>Minor Electives</b>		
<i>Select six credits of the following:</i> <sup>3</sup>		
PHIL XXX		6
ENG 350	Classical & Modern Rhetoric	
ENG 475	Literary Criticism	
POLS 410	Faith and Politics	
REL 333	A Survey of Christian Thought	
SCI 275	Cosmogony	
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> In exceptional circumstances, students may petition the Philosophy Department for approved course substitutions.

<sup>2</sup> To complete the pair with REL 201 Old Testament in the core.

<sup>3</sup> Minors may substitute one of the following approved 3 credit non-PHIL classes with other approved courses relevant to the student's special area of interest in philosophy (e.g. a relevant history course if they are interested in philosophy of history, a relevant science course if interested in philosophy of science)

## Physical Science Minor (A)

The Physical Science minor is highly recommended as a complement for students seeking a Biology major in Secondary Education and other educational majors or for liberal arts students with an interest in physical science related careers.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CHEM 141	General Chemistry I	4
CHEM 142	General Chemistry II	4
CHEM 241	Organic Chemistry I	4
or CHEM 105	Elements of General and Biological Chemistry	
PHYS 151	General Physics I	4
PHYS 152	General Physics II	4
SCI 215	Atmospheric and Space Science	4
or SCI 235	Earth Science	

or BIO 156 Environmental Science

**Total Hours** **24**

## Psychology Minor (A)

Most careers and vocations involve working with people which means the possibilities of where a Psychology minor can take you are endless. This minor pairs well with majors in the health professions, such as biology, pre-med, diagnostic medical sonography, pre-physical therapy, nursing, and rehab science to name a few. Additionally, a Psychology minor will enhance degrees in business, communication, political science, and social work.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
MATH 205	Statistics I	
<b>Required Courses</b>		
PSY 101	General Psychology	3
PSY 205	Theories of Learning	3
PSY 310	Theories of Personality	3
PSY 315	Social Psychology	3
PSY 350	Experimental Psychology	3
PSY 425	Abnormal Psychology	3
<i>Select one of the following Development Courses:</i>		
PSY 221	Child Development	3
PSY 222	Adolescent Development	3
PSY 230	Life Span Development	3
<b>Minor Electives</b>		
One 300 or 400 Psychology Elective		3
<b>Total Hours</b>		<b>24</b>

## Social Studies Minor (A)

Though the course of study in social studies is primarily aimed at preparing candidates for a life of service as teachers, it also is very helpful to those seeking preparation for law or other leadership positions in the church and world. Students will acquire the ability to use important concepts which describe and explain individual and human characteristics, both now and in the past. They will learn and develop skills in observing and analyzing a wide range of social behavior, as well as gain an understanding of the ways in which social structure and rules both frustrate and enhance individual perceptions. In addition, they will develop critical skills which will help them to gather and communicate social information. They will learn the major social and behavioral science concepts and skills and therefore become more effective leaders and servants. Finally, the curriculum places a strong emphasis on participation in society as productive citizens, ones who are able to "rule and be ruled finely" as people of God in the world.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ECON 222	Macroeconomics	3
ECON 231	Microeconomics	3
GEOG 220	Cultural Geography	3
HIST 153	American Civilization	3



HIST 161	History and Worldviews of the Western World	3
POLS 201	American Government	3
GEOG XXX	Geography elective	3
POLS XXX	Choose any upper level Political Science	3
<b>Total Hours</b>		<b>24</b>

## Sociology Minor (A)

The Sociology minor is intended to provide the student with a broad liberal arts experience that will complement course work in other majors. The Sociology minor will be most helpful to those students who major in an area directly related to preparation for service to diverse populations.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SOC 101	Introduction to Sociology	3
SOC 175	African American Reality and Culture	3
SOC 203	Contemporary Social Problems	3
SOC 451	Issues in Social Science	3
<i>Electives - Choose 9 credits from the following</i>		9
SOC 333	Families in Society	
SOC 345	Adulthood & Aging	
JPP 103	Criminology	
<b>Total Hours</b>		<b>21</b>

## Software Engineering Minor (A)

A minor which focuses on applied aspects of Computer Science related to Software Engineering. Students will be introduced to modern techniques in software development, systems programming, and programming language theory which are strongly emerging in the technology industry.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 200	Coding I- Fundamentals	3
CSC 250	Coding II - Algorithms	3
CSC 300	Coding III- Data Structures	3
CSC 450	Systems Programming	3
CSC 470	Programming Language Theory	3
CSC 490	Theoretical Computer Science	3
<b>Total Hours</b>		<b>18</b>

## Spanish Minor (A)

The Spanish minor consists of 24 hours of course work including a variety of language courses, as well as courses in culture, civilization, literature, linguistics, advanced grammar and Spanish for the professions. The minor is intended to compliment any CUAA major and help students prepare both linguistically as well as culturally to live out Concordia's mission of serving Christ in the Church and the World.

Incoming students are encouraged to meet with Multicultural Studies faculty to determine placement in the language course sequence. The highest placement allowed by Concordia is Span 301, and retroactive credits are available for prior courses (down to Span 101) upon

successful completion of the initial language taken course at CUW. Span 101 and 102 do not count towards the minor.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
SPAN 301	Spanish Conversation and Composition	3
SPAN 307	Linguistics	3
SPAN 331	Advanced Spanish Grammar	3
<i>Minor Electives</i>		
Upper level electives in Spanish		9
<b>Total Hours</b>		<b>24</b>

SPAN 101 Beginning Spanish I and SPAN 102 Beginning Spanish II do not count toward the minor.

## Sports Media Minor (A)

Employment opportunities for sports-related media, specifically online media, are expanding due to the explosion of niche broadcast networks.

Students in this program will become prepared for an ever-changing communication field. You will become proficient in the latest digital technology as well as how to write clearly and concisely for a very specific audience. The curriculum will cover various digital media such as blogs, social media, and multimedia. The credit load is 19 credits.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
COMM 196 or COMM 195	Lighthouse-Newspaper WCUA-Radio	1
COMM 265	Journalism	3
COMM 270	Sports Journalism	3
COMM 295	Sports Broadcasting	3
COMM 480	Fan Communication Practicum	3
SHB 310 or COMM 321	Integrated PR & Social Media Media Writing	3
SHB 340	Marketing of Sport & Entertainment	3
<b>Total Hours</b>		<b>19</b>

## Theatrical Communication Minor (A)

A Theatrical Communication minor supports the mission of CU by strengthening one's faith, convictions, and action by developing necessary critical thinking, communication, and interpersonal relationship skills needed for service in the church, the world, and professional vocations. Theatre courses fulfill this by building a community of artists and creative thinkers who are working at increasing their communication and performance skills, as well as teambuilding and problem solving that can be applied to their personal and professional lives. Students entering the fields of teaching, ministry, education, business, and even the medical sciences will find the skills developed in theatre courses and theatre productions will enhance their speaking abilities and increase their effectiveness in communicating the written word to an audience. The critical analysis that is involved in all the Theatre courses is exceptional in enhancing one's ability to self-

express and examine the thoughts/behaviors of others as they relate to themselves and others. Every profession today involves communication on its multiple levels and the need for understanding peers, superiors, and constituencies.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
THTR 101	Theatre Practicum	1
THTR 120	Orientation to Theatre	3
THTR 231	Stagecraft I: Intro Stagecraft	3
THTR 261	Acting I: Introduction to Acting	3
THTR 350	20th Century American Drama	3
THTR 481	Theatre Internship	2
THTR 490	Senior Capstone in Theatre	3
<b>Total Hours</b>		<b>18</b>

## Theological Languages Minor (A)

Students learn Hebrew and Greek in order to read the Bible. The curriculum enables students to attain a high level of competency for reading the Bible in its original languages and is an excellent preparation for graduate work in theology. **All pre-seminary students take at least the minor.**

## Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
Any REL course above 205 (It is strongly recommended that the theological elective be fulfilled by taking an upper-level course in biblical content.)		
GRK 201	Greek I	
<b>Required Courses</b>		
REL 203	New Testament	3
<i>Select 21 credits in Theological Languages</i>		
GRK 202	Greek II	3
GRK 303	Greek III	3
GRK 304	Greek IV	3
HEB 301	Hebrew I	3
HEB 302	Hebrew II	3
HEB 401	Hebrew III	3
HEB 402	Hebrew IV	3
<b>Total Hours</b>		<b>24</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

Must include REL 203 New Testament (3 credits), theological languages in the core (3 credits), and theological languages in the minor (21 credits). It is recommended that students end up with 12 credits each of Greek and Hebrew, but if a student cannot complete the 12 credits each of Greek and Hebrew successfully, other language courses from

the Theological Languages major can be used to fulfill the 24 required credits for this minor.

## Worship Arts Leadership Minor (A)

*"Wherever I cause my name to be honored, I will come to you and bless you."*  
Exodus 20:24b

The worship life of the Christian church is God's ministry to us, and is as multi-faceted as the church itself. Worship ministries in today's local churches no longer require artists trained exclusively as musicians. These ministries require skilled musicians with strong leadership skills, thorough knowledge of Sacred Scripture and worship theology, and the ability to navigate the rapidly changing landscape of audio and visual technology. The Worship Arts Leadership (WAL) minor at Concordia University offers music courses to develop musical skills, Biblical studies to develop knowledge of worship theology, and courses in modern worship arts leadership and music technology. The WAL minor also includes practical application of skills in local congregations and the involvement in campus worship arts ensembles throughout the course of study. **The WAL minor does not lead to a rostered position in the LCMS.**

## Curriculum

Code	Title	Hours
<b>Required Religion Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
REL 333	A Survey of Christian Thought	
REL 203	New Testament	3
REL 404	Lutheran Confessions	3
(Note: some of these credits will also fulfill common core and elective core requirements)		
<b>Required Music Courses</b>		
MUS 208	Worship Arts Ensemble (4 semesters)	0
MUS 240	Music Theory I	3
MUS 246	Aural Theory I	1
MUS 344	Song Writing & Arranging	3
REL 440	Lutheran Worship: Theology and Practice	3
MUS 205	Intro to Multimedia Production	2
MUS 430	Applying Worship Arts Leadersh	3
MUS 450	Worship Arts Practicum	3
<b>Performance Emphasis</b>		
<b>Students must select either Piano or Guitar as a primary performance area.</b>		
<i>Piano - 4 credits</i>		
MUS 203	Beginning Piano I	
MUS 206	Beginning Piano II	
MUS 204	Keyboard Skills	
(Students may substitute two semesters of MUS 201 Applied Piano for MUS 203/MUS 206 with instructor permission)		
<i>Guitar - 4 credits</i>		
MUS 203	Beginning Piano I	
MUS 235	Applied Guitar (3 semesters)	
<b>Total Hours</b>		<b>28</b>

## Youth and Family Ministry Minor (A)

The Youth and Family Ministry minor prepares students to serve in the church in youth, family, and relational ministry in a part-time or avocational capacity. Graduates will practice Christ-like love, integrity, and excellence as they learn to develop youth and family programming, understand the fundamentals of relational and family ministry, and prepare to teach the truth of God's Word.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
	or REL 110 Christian Faith	
	Any REL course with a number above 204	
<b>Required Courses</b>		
REL 203	New Testament	3
REL 233	Communicating Bible Messages	3
FAM 105	Family Life Ministry Seminar	2
	<i>Choose three of the following four FAM courses:</i>	9
FAM 210	Practical Skills in Family Life Ministry	
FAM 430	Foundations of Family Life Ministry	
FAM 432	Administration in Family Life Ministry	
FAM 431	Youth Culture	
	<i>Choose one of the following three PSY courses:</i>	3
PSY 222	Adolescent Development	
PSY 230	Life Span Development	
PSY 421	Human Sexuality	
<b>Total Hours</b>		<b>20</b>

## Certificates

- Contemporary Church Music Certificate (A) (p. 98)
- Undergraduate Research Certificate (A) (p. 98)

## Contemporary Church Music Certificate (A)

Geared toward working church musicians looking for additional training in worship arts leadership and modern worship styles, the Parish Music Certificate includes 12 credits of on-campus course work over the span of a two-year cycle, which may be started at the beginning of any term. Topics include songwriting and arranging, applying worship arts leadership, worship theology, and the opportunity to participate in the worship arts ensembles on campus. This certificate program is an excellent opportunity for church musicians to broaden their skill set and grow with a church looking to expand its worship offerings.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MUS 344	Song Writing & Arranging	3
MUS 430	Applying Worship Arts Leadersh	3
MUS 461	Music in Worship	3
MUS 208	Worship Arts Ensemble (optional)	0

REL 440	Lutheran Worship: Theology and Practice	3
<b>Total Hours</b>		<b>12</b>

## Undergraduate Research Certificate (A)

The CUWAA UGR Certificate will allow students to demonstrate proficiency and competency for conducting ethical research within their specific program/major. Upon completion of all UGR Certificate requirements, the CUWAA Registrar will designate certificate completion on final transcripts. The UGR Certificate is available to students through participating programs (e.g., Biology, Chemistry, Psychology, Theatre, Exercise Physiology, etc.). Any CUWAA student can contact the Office of IPE @ CUW (ipe@cuw.edu) or their Major Advisor for more information. By completing the certificate, a student will strengthen research methods in their particular field, while learning to integrate disciplinary knowledge, enhance critical thinking and creative problem solving as well as improve communicative fluency through dissemination of research findings.

### Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
	CITI Training (online) - Pass/Fail	0
	IPE 110: Introduction to Undergraduate Research Methods - Pass/Fail	1
CCE 140	Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
	Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail	
	Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail	
	Attend academic presentation/events (3 or more) - Pass/Fail	

Code	Title	Hours
<b>BIOLOGY</b>		
	Undergrad Reinforcement Coursework - Choose at least 6 credits:	6
BIO 152	Functional Human Biology II	
BIO 240	Zoology	
BIO 260	Biology of Microorganisms	
ENV 220	Water Quality and Aquaponics	
Additional Courses highly recommended to take one, not required:		
PHIL 240	Environmental Ethics	
PHIL 350	Bioethical Dilemmas in Contemporary Society	
PHIL 460	Research Ethics	
Discipline Specific Coursework - Choose at least 6 credits:		
BIO 351	Immunology	
BIO 410	Ecology	
BIO 430	Pharmacology	
BIO 470	Human Physiology	

BIO 499 Undergraduate Research or CHEM 499 Undergraduate Research or PHYS 499 Undergraduate Research or ENV 499 Advanced Applied Field Research	2
Advance Study Experience - 2 or more credits required:	2
BIO 499 Undergraduate Research or CHEM 499 Undergraduate Research or PHYS 499 Undergraduate Research or ENV 499 Advanced Applied Field Research	
IPE 550 Special Topics	
<b>Total Hours</b>	<b>14</b>

## Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
CITI Training (online) - Pass/Fail		0
IPE 110: Introduction to Undergraduate Research Methods - Pass/Fail		1
CCE 140 Science & Humanity		3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail		
Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail		
Attend academic presentation/events (3 or more) - Pass/Fail		

Code	Title	Hours
<b>CHEMISTRY</b>		
Undergrad Reinforcement Coursework - Choose at least 6 credits: 6		
CHEM 142	General Chemistry II	
CHEM 225	Analytical Chemistry	
CHEM 235	Descriptive Inorganic Chemistry	
CHEM 242	Organic Chemistry II	
Discipline Specific Coursework - Choose at least 6 credits: 6		
CHEM 341	Physical Chemistry I	
CHEM 426	Advanced Biochemistry	
CHEM 435	Advanced Organic Chemistry	
CHEM 445	Advanced Inorganic Chemistry	
CHEM 455	Instrumental Analysis	
CHEM 499 Undergraduate Research or BIO 499 Undergraduate Research or PHYS 499 Undergraduate Research or ENV 499 Advanced Applied Field Research		
Advance Study Experience - 2 or more credits required:		2
CHEM 492	Chemistry Senior Seminar II	
CHEM 499 Undergraduate Research or BIO 499 Undergraduate Research		

or PHYS 499 Undergraduate Research or ENV 499 Advanced Applied Field Research	
PSY 485	Research Proposal
PSY 490	Psychology Senior Seminar
THTR 490	Senior Capstone in Theatre
IPE 550	Special Topics
EXPH 495	Senior Seminar
<b>Total Hours</b>	<b>14</b>

## Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
CITI Training (online) - Pass/Fail		0
IPE 110: Introduction to Undergraduate Research Methods - Pass/Fail		1
CCE 140 Science & Humanity		3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail		
Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail		
Attend academic presentation/events (3 or more) - Pass/Fail		

Code	Title	Hours
<b>Exercise Physiology</b>		
Undergrad Reinforcement Coursework - Choose at least 6 credits: 6		
EXPH 225	Introduction to Exercise Science	
HHP 280	Psychology of Sport	
HHP 342	Nutrition for Wellness and Performance	
Additional Courses highly recommended, not required:		
PHIL 240	Environmental Ethics	
PHIL 350	Bioethical Dilemmas in Contemporary Society	
Discipline Specific Coursework - Choose at least 6 credits: 6		
EXPH 470	Exercise Physiology	
EXPH 471	Advanced Exercise Physiology	
EXPH 475	Seminar in Exercise Physiology	
EXPH 494	Exercise and Chronic Disease	
Additional Courses highly recommended, not required:		
PHIL 460	Research Ethics	
Advance Study Experience - 2 or more credits required:		2
EXPH 495	Senior Seminar	
BIO 499 Undergraduate Research or CHEM 499 Undergraduate Research or PHYS 499 Undergraduate Research or ENV 499 Advanced Applied Field Research		
PSY 485	Research Proposal	
PSY 490	Psychology Senior Seminar	

IPE 550	Special Topics	
THTR 490	Senior Capstone in Theatre	
<b>Total Hours</b>		<b>14</b>

### Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
CITI Training (online) - Pass/Fail		0
IPE 110: Introduction to Undergraduate Research Methods - Pass/Fail		1
CCE 140	Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail		
Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail		
Attend academic presentation/events (3 or more) - Pass/Fail		

Code	Title	Hours
<b>PSYCHOLOGY</b>		
Undergrad Reinforcement Coursework - Choose at least 6 credits:		6
PSY 222	Adolescent Development	
PSY 205	Theories of Learning	
Additional Courses highly recommended, not required:		
PHIL 240	Environmental Ethics	
PHIL 350	Bioethical Dilemmas in Contemporary Society	
Discipline Specific Coursework - Choose at least 6 credits:		6
PSY 350	Experimental Psychology	
PSY 421	Human Sexuality	
PSY 341	Cognitive Psychology	
Additional Courses highly recommended, not required:		
PHIL 460	Research Ethics	
Advance Study Experience - 2 or more credits required:		2
BIO 499	Undergraduate Research	
	or CHEM 499 Undergraduate Research	
	or PHYS 499 Undergraduate Research	
	or ENV 499 Advanced Applied Field Research	
PSY 485	Research Proposal	
PSY 490	Psychology Senior Seminar	
THTR 490	Senior Capstone in Theatre	
IPE 550	Special Topics	
EXPH 495	Senior Seminar	
<b>Total Hours</b>		<b>14</b>

### Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
CITI Training (online) - Pass/Fail		0
IPE 110: Introduction to Undergraduate Research Methods - Pass/Fail		1
CCE 140	Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail		
Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail		
Attend academic presentation/events (3 or more) - Pass/Fail		

Code	Title	Hours
<b>THEATRE</b>		
Undergrad Reinforcement Coursework - Choose at least 6 credits:		6
THTR 120	Orientation to Theatre	
THTR 231	Stagecraft I: Intro Stagecraft	
THTR 254	Producing Children's Theatre	
THTR 269	Musical Theatre and Dancing	
Additional Courses highly recommended, not required:		
PHIL 240	Environmental Ethics	
PHIL 350	Bioethical Dilemmas in Contemporary Society	
Discipline Specific Coursework - Choose at least 6 credits:		6
THTR 340	Theatre in Education	
THTR 350	20th Century American Drama	
THTR 371	Stage Directing	
THTR 400	Special Topics in Theatre	
THTR 463	Acting III: Advanced Acting	
Additional Courses highly recommended, not required:		
PHIL 460	Research Ethics	
Advance Study Experience - 2 or more credits required:		2
BIO 499	Undergraduate Research	
	or CHEM 499 Undergraduate Research	
	or PHYS 499 Undergraduate Research	
	or ENV 499 Advanced Applied Field Research	
PSY 485	Research Proposal	
PSY 490	Psychology Senior Seminar	
THTR 490	Senior Capstone in Theatre	
IPE 550	Special Topics	
EXPH 495	Senior Seminar	
<b>Total Hours</b>		<b>14</b>

## School of Education (A)

Concordia's School of Education curriculum has been developed to be fully consistent in compliance with all standards and requirements established by the Michigan State Department of Education, the Council for the Accreditation of Educator Preparation (CAEP) and the professional organizations governing the content specialty areas of each content and grade band. Successful completion of the curriculum qualifies teacher

candidates for the Bachelor of Arts Degree and teacher certification. Teacher candidates can add the Lutheran Teacher Diploma if desired. The School of Education offers programs in the following areas: Elementary Teacher Education, Secondary Teacher Education, and K-12 Teacher Education.

### Mission

The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

### Program Outcomes

The School of Education has created and adopted a set of program outcomes, providing a description of the knowledge, skills and dispositions candidates are expected to demonstrate in order to receive the recommendation for a state teaching certificate. Each candidate's progress towards achieving these outcomes is assessed and documented throughout the program and is the primary basis for determining admission and continuance in the program, admission into the student teaching experience, and program completion. The eight program outcomes are:

#### Servant Leader

1. **Faith Integration:** Candidates display the Christian principles that are central to the university's mission.
2. **Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.

#### Reflective Practitioner

1. **Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.
2. **Instruction and Pedagogy:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
3. **Communication:** Candidates demonstrate effective communication skills to enhance teaching and learning.
4. **Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.
5. **Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools and the community

#### Lifelong Learner

**LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

### Clinical Experiences

Achievement of the program outcomes is best accomplished through frequent, intentional opportunities for teacher candidates to explore and develop them in interactions with children and exemplary teachers in diverse settings. Therefore, School of Education programs involve a wide variety of clinical experiences providing opportunities to observe, discuss, and practice emerging skills and foster growth under the guidance of a mentoring teacher.

Candidates are expected to demonstrate a growing understanding of what it means to be a professional in dress, demeanor, disposition, and relationships and to be a positive representative of Concordia University and the School of Education. They are expected to take seriously the need to be on time, to be respectful of the teaching and learning in the classroom, and to be conscientious regarding absences. The ability and readiness to demonstrate these examples of professionalism are addressed and assessed throughout the program.

Candidates will be required to track hours and clinical experiences. Any and all paperwork required for an individual course will be provided to the candidate.

School-based clinical experiences are part of the requirements for the majority of courses. With guidance, direction, and feedback from the course instructors, these experiences provide opportunities to practice and refine teaching skills, while also developing professional dispositions. Assessment rubrics for these activities will be completed by the course instructors and/or cooperating teachers.

### Scheduling Clinical Experiences

Candidates will receive fieldwork information within the first week of each term. Candidates are responsible to follow guidelines to find appropriate clinical placement per course that requires fieldwork assignments. Prior to candidates attending clinicals, candidates must submit the clinical approval plan. Candidates are to conduct clinicals in a classroom setting with a certified teacher.

### Eligibility for Participation in Clinical Activities

The practice of Michigan's Board of Education has been to deny, revoke or suspend a teaching certificate for misdemeanor or felony convictions. In response to the State's regulations regarding such infractions, the School of Education requires all students participating in field based activities to complete a background check. If at any point during the program, a candidate's background check status changes, he/she will be required to fill out a Rule 101 form. All candidates will complete a Rule 101 form while preparing for Student Teaching (EDU 395).

If a candidate replies positively to any questions regarding conviction or charges related to felonies or certain misdemeanors, involvement in clinical experiences will be postponed. The Dean will determine whether the conviction or charge is serious enough to indicate the possible denial of a teaching certificate by the State of Michigan. If it is determined that such a possibility exists, the candidate will be denied the opportunity to participate in clinical experiences and will be counseled to withdraw from the teacher education program.

It is the candidate's responsibility to immediately report to the School of Education Dean any changes in previously submitted Rule 101 Statement responses or background checks.

All candidates who are involved in clinicals through the School of Education courses are required to submit to a one-time criminal background check prior to placement in clinicals. It is required that the background check be conducted through CastleBranch service. The background check results will be on file at Concordia University Ann Arbor.

### Admittance into School of Education

A candidate must be formally admitted into the School of Education to take upper level courses. This typically occurs in a candidate's second year. Please see the School of Education Handbook for specific details

on requirements for admission. All applications for admittance must be submitted to the School of Education office during finals week of the previous term. In order to ensure enough time for application approval and interviews, applications received after the due date will be deferred to the next term.

### The Student Teaching Term

During the term prior to student teaching, candidates will take EDU 395: Preparing for Student Teaching, where they will apply for admission into the student teaching term. At the end of EDU 395, candidates who have completed all requirements for student teaching will receive notification to enroll in the appropriate student teaching course. Please see the School of Education Handbook for further information regarding student teaching requirements.

### Program Completion

In order to graduate with a degree from the School of Education all required coursework must be completed including a professional term of student teaching.

### Michigan State Certification Requirements

In order to be certified with the State of Michigan, a candidate must have completed the following requirements:

1. Passing scores on all required Michigan Tests for Teacher Certification (MTTC) for desired grade bands and content. Additional certifications (i.e. additional grade bands, content areas, and/or special education) require passing scores on the corresponding MTTC tests. Candidates must apply for certification within 5 years of passing the MTTC.
2. Training in First Aid and CPR: The State of Michigan requires that all candidates for a Michigan Teaching Certificate provide evidence of training in first aid and CPR. A photocopy of a current certification from a list of approved vendors must be submitted to the Certification Officer at Concordia University Ann Arbor
3. Successfully completed all university and program requirements, plus have the approval of the program coordinator.

### Majors

- K-12 Health and Physical Education (A) (p. 105)
- K-12 Music Education Major (A) (p. 106)
- Secondary Education - Comprehensive Social Studies (A) (p. 108)
- Secondary Education - English (A) (p. 109)
- Secondary Education - Mathematics (A) (p. 110)
- Secondary Education - Science (A) (p. 112)
- Special Education Learning Disabilities Endorsement Grades K-12 (A) (p. 113)
- Biology Education Minor (A) (p. 114)
- English Education Minor (A) (p. 115)
- History Education Minor (A) (p. 115)
- Mathematics Education Minor (A) (p. 115)
- Spanish Education Minor (A) (p. 115)
- Lutheran Teacher Diploma (A) (p. 116)

## Majors

- Elementary Education - Lower Elementary Grades PreK - 3 (A) (p. 103)
- Elementary Education - Upper Elementary Grades 3 - 6 (A) (p. 104)
- K-12 Health and Physical Education (A) (p. 105)
- K-12 Music Education Major (A) (p. 106)
- Secondary Education - Comprehensive Social Studies (A) (p. 108)
- Secondary Education - English (A) (p. 109)
- Secondary Education - Mathematics (A) (p. 110)
- Secondary Education - Science (A) (p. 112)
- Special Education Learning Disabilities Endorsement Grades K-12 (A) (p. 113)

## Elementary Education (A)

In elementary education, there are two separate grade bands for certification, Lower Elementary Education (PreK-3rd Grade) or Upper Elementary Education (Grade 3-Grade 6). An elementary teacher candidate must select one of these bands as their primary certification area.

In addition to the primary certification area, the candidate must complete at least one of the following program components:

- An additional elementary grade band (PreK-3rd or 3rd-6th)
- Lutheran Teacher Diploma (must be a Lutheran Church – Missouri Synod church member)
- Special Education – Learning Disabilities endorsement

Candidates must also pass the Michigan Test for Teacher Certification (MTTC) in order to be certified through the State of Michigan. The following tests are required for different certifications:

**Lower Elementary (Pk - 3) Education** MTTC Test Codes: 117 - 120

**Upper Elementary (3 - 6) Education** MTTC Test Codes: 121 - 124

**Special Ed (LD)** MTTC Test Code: 063

## Elementary Education - Lower Elementary Grades PreK - 3 (A)

A candidate in the Lower Elementary program will become certified to teach in grades Pre-Kindergarten to 3rd grade upon completion of the program and a passing score on the corresponding Michigan Test for Teacher Certification (MTTC). The program standards are defined by the State of Michigan and are as follows:

**Professional Standards:** P.1. Learner - Center Supports, P.2. Ethics and Professional Growth, and P.3. Strategic Partnerships

**Literacy Standards:** L.1. Literacy Learning Environments, L.2. Culturally Responsive Practices in Literacy, L.3. Literacy Curriculum Design and Assessment, L.4. Overall Literacy, L.5. Motivation and Engagement, L.6. Print Concepts, L.7. Phonological Awareness, L.8. Phonics, L.9. Spelling, L.10. Word Recognition, L.11. Morphology, L.12. Syntax, L.13. Reading Fluency, L.14. Vocabulary, L.15. Handwriting, L.16. Comprehension, L.17. Composition, and L.18. Speaking and Listening

**Mathematics Standards:** M.1. Build and draw on relationships with children, caregivers, and communities in ways that support children's mathematics learning; M.2. Plan mathematics lessons and sequences of lessons; M.3. Use formative and summative mathematics assessments to gauge children's learning and to make instructional decisions; M.4. Enact instruction that allows all children to engage with significant mathematics and to develop productive dispositions toward mathematics; M.5. Unpack mathematical content and identify mathematical competence for attribution; M.6. Perform mathematical explanations and support children's mathematical explanations for attribution; M.7. Choose, interpret, and talk with representations for attributions; M.8. Elicit, interpret, support and extend others' mathematical thinking for attribution; M.9. Unpack mathematical content and identify mathematical competence for counting and whole number representation; M.10. Perform mathematical explanations and support children's mathematical explanations for counting and whole number representation; M.11 Choose, interpret, and talk with representations for counting and whole number representation; M.12. Elicit, interpret, support, and extend others' mathematical thinking for counting and whole number representation; M.13. Unpack mathematical content and identify mathematical competence for early fraction representation; M.14. Perform mathematical explanations and support others' mathematical explanations for early fraction representation; M.15. Choose, interpret, and talk with representations for early fraction representation; M.16. Elicit, interpret, support, and extend others' mathematical thinking for early fraction representation; M.17. Unpack mathematical content and identify mathematical competence for whole number operations; M.18. Perform mathematical explanations and support children's mathematical explanations for whole number operations; M.19. Choose, interpret, and talk with representations for whole number operations; and M.20. Elicit, interpret, support, and extend others' mathematical thinking for whole number operations.

**Science Standards:** S.1. Scientific Phenomena; S.2. Engaging children in Science and Engineering Practices (SEPs) as Identified in the Framework; S.3. Engaging Children in Developing and Using Disciplinary Core Ideas (DCIs) as Identified in the Framework; S.4. Engaging Children in Developing and Using Crosscutting Concepts as Identified in the Framework; S.5. Selecting and modifying instructional materials for 3D learning; S.6. Children's scientific sense-making; S.7. Pedagogical

strategies that support culturally relevant sense-making in 3D learning; and S.8. Equity and Access

**Social Studies Standards:** SS.1. Civic Engagement; SS.2. History; SS.3. Geography; SS.4. Civics and Government; and SS.5. Economics.

For more information regarding these State standards please see the Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education ([https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator\\_services/prep/standards/approved\\_lower\\_elementary\\_pk3\\_education\\_preparation\\_standards.pdf?rev=ea8d459deea54ab981e4ba31648c71f7&hash=9EDD541C636B25A5AE8EC240A](https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator_services/prep/standards/approved_lower_elementary_pk3_education_preparation_standards.pdf?rev=ea8d459deea54ab981e4ba31648c71f7&hash=9EDD541C636B25A5AE8EC240A))

The School of Education has the following Program Outcomes:

**SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.

**SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.

**RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.

**RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.

**RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.

**RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.

**RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.

**LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

Code	Title	Hours
<b>Elementary Education Content</b>		
CCE 110	Western Culture & Worldview	3
HIST 151	American Civilization I	3
HIST 223	Michigan History	3
GEOG 220	Cultural Geography	3
POLS 201	American Government	3
EDU 119	Number Sense: Teaching Pre K-9	3
CCE 140	Science & Humanity	3
SCI 100	Introduction to Natural Science	4
ENG 365	History of the English Language	3
ENG 315	Contemporary Mosaic	3
EDU 437	Children's Literature	3
<b>Professional Education Sequence</b>		
EDU 230	Teaching and Learning in Diverse Societies	3
EDU 231	Teaching and Learning in Diverse Societies Elementary Clinical	1
EDU 240	Human Growth and Development	3



EDU 241	Human Growth and Development Elementary Clinical	1
EDU 335	Designing Instruction for Student Success	3
EDU 336	Designing Instruction for Student Success Elementary Clinical	1
EDU 365	Differentiation for All Learners	3
EDU 366	Differentiation for All Learners Elementary Clinical	1
EDU 491	Intro to Learning Disabilities	3
EDU 395	Preparing for Student Teaching	1
<b>Elementary Education Sequence</b>		
EDU 370	Teaching Elementary Literacy	3
EDU 375	Literacy Challenges in Elementary Classrooms	3
EDU 454	Language Arts & Social Studies Elementary Methods	2
EDU 474	Math & Science Elementary Methods	2
<b>Lower Elementary (PreK- 3) Concentration</b>		
EDU 310	Assessment of Young Children	3
EDU 312	Mathematics in Early Childhood	2
EDU 355	Emergent Literacy in Early Childhood	3
EDU 371	Elementary Literacy – Lower Elementary Clinical	1
EDU 376	Literacy Challenges – Lower Elementary Clinical	1
EDU 455	Language Arts & Social Studies – Lower Elementary Clinical	1
EDU 475	Math & Science– Lower Elementary Clinical	1
<b>Internship (Student Teaching)</b>		
EDU 484	Student Teaching for Lower Elementary	12
<b>Total Hours</b>		<b>88</b>

## Elementary Education - Upper Elementary Grades 3 - 6 (A)

A candidate in the Upper Elementary program will become certified to teach in grades 3 - 6 upon completion of the program and a passing score on the corresponding Michigan Test for Teacher Certification (MTTC). The program standards are defined by the State of Michigan and are as follows:

**Professional Standards:** P.1. Learner - Center Supports, P.2. Ethics and Professional Growth, and P.3. Strategic Partnerships

**Literacy Standards:** L.1. Literacy Learning Environments, L.2. Culturally Responsive Practices in Literacy, L.3. Literacy Curriculum Design and Assessment, L.4. Overall Literacy, L.5. Motivation and Engagement, L.6 - 8. Foundational Skills of Print Concepts and Decoding: Phonological Awareness, Phones; L.9-11. Spelling, L.12. Syntax, L.13. Reading Fluency, L.14. Vocabulary, L.15. Handwriting, L.16. Comprehension, L.17. Composition, and L.18. Speaking and Listening

**Mathematics Standards:** M.1. Build and draw on relationships with children, caregivers, and communities in ways that support children's mathematics learning; M.2. Plan mathematics lessons and sequences of lessons; M.3. Use formative and summative mathematics assessments to gauge children's learning and to make instructional decisions; M.4. Enact instruction that allows all children to engage with significant mathematics and to develop productive dispositions toward mathematics; M.5. Unpack mathematical content and identify mathematical competence for attribution; M.6. Perform mathematical explanations and support children's mathematical explanations for

whole numbers and operations; M.7. Choose, interpret, and talk with representations for whole numbers and operations; M.8. Elicit, interpret, support and extend others' mathematical thinking for whole numbers and operations; M.9. Unpack mathematical content and identify mathematical competence for fractions, decimals, and operations; M.10. Perform mathematical explanations and support children's mathematical explanations for fractions, decimals, and operations; M.11 Choose, interpret, and talk with representations for fractions, decimals, and operations; and M.12. Elicit, interpret, support, and extend others' mathematical thinking for fractions, decimals, and operations.

**Science Standards:** S.1. Scientific Phenomena; S.2. Engaging children in Science and Engineering Practices (SEPs) as Identified in the Framework; S.3. Engaging Children in Developing and Using Disciplinary Core Ideas (DCIs) as Identified in the Framework; S.4. Engaging Children in Developing and Using Crosscutting Concepts as Identified in the Framework; S.5. Selecting and modifying instructional materials for 3D learning; S.6. Learners' scientific sense-making; S.7. Pedagogical strategies that support culturally relevant sense-making in 3D learning; and S.8. Equity and Access

**Social Studies Standards:** SS.1. Civic Engagement; SS.2. History; SS.3. Geography; SS.4. Civics and Government; and SS.5. Economics.

For more information regarding these State standards please see the Standards for the Preparation of Teachers of Upper Elementary (3-6) Education ([https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator\\_services/prep/standards/approved\\_upper\\_elementary\\_36\\_education\\_preparation\\_standards.pdf?rev=9fc7be74ebbb40b583f5cc379290996e&hash=C8FB8B45A56847BD2A067206F5](https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator_services/prep/standards/approved_upper_elementary_36_education_preparation_standards.pdf?rev=9fc7be74ebbb40b583f5cc379290996e&hash=C8FB8B45A56847BD2A067206F5))

The School of Education has the following Program Outcomes:

**SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.

**SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.

**RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.

**RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.

**RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.

**RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.

**RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.

**LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

Code	Title	Hours
<b>Elementary Education Content</b>		
CCE 110	Western Culture & Worldview	3
HIST 151	American Civilization I	3

HIST 223	Michigan History	3
GEOG 220	Cultural Geography	3
POLS 201	American Government	3
EDU 119	Number Sense: Teaching Pre K-9	3
SCI 100	Introduction to Natural Science	4
ENG 365	History of the English Language	3
CCE 140	Science & Humanity	3
ENG 315	Contemporary Mosaic	3
EDU 437	Children's Literature	3

**Professional Sequence Education**

EDU 230	Teaching and Learning in Diverse Societies	3
EDU 231	Teaching and Learning in Diverse Societies Elementary Clinical	1
EDU 240	Human Growth and Development	3
EDU 241	Human Growth and Development Elementary Clinical	1
EDU 335	Designing Instruction for Student Success	3
EDU 336	Designing Instruction for Student Success Elementary Clinical	1
EDU 365	Differentiation for All Learners	3
EDU 366	Differentiation for All Learners Elementary Clinical	1
EDU 491	Intro to Learning Disabilities	3
EDU 395	Preparing for Student Teaching	1

**Elementary Education Sequence**

EDU 370	Teaching Elementary Literacy	3
EDU 375	Literacy Challenges in Elementary Classrooms	3
EDU 454	Language Arts & Social Studies Elementary Methods	2
EDU 474	Math & Science Elementary Methods	2

**Upper Elementary (3-6) Concentration**

EDU 120	Data & Space: Teaching Pre K-9	3
EDU 380	Assessment and Evaluation for Educators	3
EDU 381	Assessment and Evaluation for Educators Elementary Clinical	1
EDU 372	Elementary Literacy – Upper Elementary Clinical	1
EDU 377	Literacy Challenges – Upper Elementary Clinical	1
EDU 456	Language Arts & Social Studies – Upper Elementary Clinical	1
EDU 476	Math & Science – Upper Elementary Clinical	1

**Internship (Student Teaching)**

EDU 485	Student Teaching for Upper Elementary	12
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**Total Hours 87**

## K-12 Health and Physical Education (A)

The recognition of the importance of physical activity and health in the lives of all people underlies this curriculum. Every student is encouraged to receive instruction and practice in a variety of lifetime sports and recreational activities; as well as understand the human body and ways to maintain a healthy lifestyle. This curriculum is designed with an emphasis in the appreciation and study of human movement, with the goal to educate students for careers in teaching and coaching, athletics administration, recreation, and allied health and wellness

programs. A candidate in the K-12 Health and PE program will become certified to teach Health and PE content throughout the K-12 grades upon completion of the program and a passing score on the corresponding Michigan Test for Teacher Certification (MTTC).

State Endorsement Code: MC

MTTC Test Code: 112- 113

**Professional Sequence Learning Outcomes:**

- Plan, modify and apply evidence based instructional approaches that promote vocabulary growth.
- Implement texts that showcase a variety of viewpoints, genres, literary devices and audiences.
- Cultivate students' literary identities through motivational and engagement strategies.
- Learn to provide opportunities for active listening and collaborative classroom discussions.
- Possess the knowledge of a plethora of literary texts relevant to secondary learners to encourage reading for pleasure.
- Connect teaching and learning to social contexts that promote student growth of critical consciousness.

**The School of Education Program Learning Outcomes:**

- **SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.
- **SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.
- **RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.
- **RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
- **RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.
- **RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.
- **RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.
- **LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

**Health Education Outcomes:**

- Demonstrate acquisition of functional health content and proficiency in health-related skills for the purpose of enhancing healthy behaviors in learners.
- Plan school health education instruction and programs that meet the needs of all learners.
- Implement effective health education instruction that meets the needs of all learners.
- Use methods of assessment to measure students' health-related content knowledge and skill proficiency.
- Engage in ongoing professional learning opportunities that improve student learning and advance the profession.

**Physical Education Outcomes:**

- Demonstrate an understanding of common and specialized-content, physical education curriculum models, comprehensive school physical activity programming, and scientific foundations for the delivery of an effective physical education program that interconnects with other subject areas.
- Demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
- Apply content and programming knowledge to plan and implement developmentally appropriate learning experiences aligned with K-12 state and national standards.
- Engage students in meaningful learning experiences through effective use of pedagogical skills.
- Select and implement appropriate assessments to monitor learners' progress, guide decision making related to instruction and learning, and engage learners in their own growth.
- Demonstrate behaviors essential to becoming effective professionals.

Code	Title	Hours
<b>Professional Education Studies</b>		
EDU 230	Teaching and Learning in Diverse Societies	3
EDU 232	Teaching and Learning in Diverse Societies Secondary Clinical	1
EDU 240	Human Growth and Development	3
EDU 241	Human Growth and Development Elementary Clinical	1
EDU 335	Designing Instruction for Student Success	3
EDU 337	Designing Instruction for Student Success Secondary Clinical	1
EDU 365	Differentiation for All Learners	3
EDU 366	Differentiation for All Learners Elementary Clinical	1
EDU 491	Intro to Learning Disabilities	3
EDU 250	Technology for Educators	2
EDU 380	Assessment and Evaluation for Educators	3
EDU 382	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 457	Literacy for Teaching Middle Levels (5-9) (Or EDU 470)	3
EDU 458	Literacy for Teaching Middle Levels (5-9) Clinical (Or EDU 471)	1
EDU 420	Methods for Teaching Middle Levels (5-9) (Or EDU 433)	3
EDU 421	Methods for Teaching Middle Levels (5-9) Clinical (Or EDU 434)	1
EDU 395	Preparing for Student Teaching	1
EDU 481	Student Teaching for PE/Health or Music	12
<b>Total Hours</b>		<b>46</b>

Code	Title	Hours
<b>Health and PE Required Courses</b>		
EDU 327	Teaching Physical Education Activities	3
EDU 427	Curriculum and Instruction: Health and PE	2

EDU 430	Health & PE for Elementary Teachers	2
BIO 191	Human Anatomy and Physiology I	4
BIO 192	Human Anatomy and Physiology II	4
HHP 265	Healthy Lifestyles	3
HHP 342	Nutrition for Wellness and Performance	3
HHP 371	Exercise Physiology	3
HHP 373	Motor Development	3
HHP 375	Biomechanics	3
HHP 410	Measurement and Evaluation in Health & Human Performance	3
HHP 412	Adapted Physical Education	3
<b>Total Hours</b>		<b>36</b>

## K-12 Music Education Major (A)

As a K-12 Education student, your studies will prepare you to become certified by the State of Michigan to teach grades K-12 in music. Upon completion, you will also be eligible to apply for a secondary education certificate in additional majors or minors of your choice.

As a graduate of the K-12 Education program, you will step into the classroom with the knowledge needed to provide teaching that inspires students to learn. You will be able to evaluate and respond to different classroom, school, and community cultures and employ best practices accordingly.

State Endorsement Code: JQ

MTTC Test Code: 099

### Program Learning Outcomes

The Concordia University Ann Arbor School of Education adheres to the Michigan Test for Teacher Certification, which states that upon completion of the program, students will be able to:

- Identify different components of a musical performance
- Understand the different elements of music theory
- Identify and explain the different periods within the history of music
- Create and perform in a musical performance
- Teach music to K-12 students

Code	Title	Hours
<i>Professional Sequence Courses</i>		
EDU 230	Teaching and Learning in Diverse Societies	3
EDU 232	Teaching and Learning in Diverse Societies Secondary Clinical	1
EDU 240	Human Growth and Development	3
EDU 241	Human Growth and Development Elementary Clinical	1
EDU 491	Intro to Learning Disabilities	3
EDU 365	Differentiation for All Learners	3
EDU 366	Differentiation for All Learners Elementary Clinical	1
EDU 470	Literacy for Teaching Upper Levels (7-12)	3
EDU 471	Literacy for Teaching Upper Levels (7-12) Clinical	1
EDU 472	Elementary Music Methods	3
EDU 473	Secondary Music Methods	3
EDU 395	Preparing for Student Teaching	1

EDU 481	Student Teaching for PE/Health or Music	12
<b>Total Hours</b>		<b>38</b>

Code	Title	Hours
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*Required Courses in the Creative Arts Core*

Applied Music (3 credits worth in the Creative Arts Core)		
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*Required Courses*

Applied Music (11 credits in addition to the 3 credits from the Creative Arts Core)		11
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MUS 080	Concert/Recital Attendance	0
<small>All music majors are required to register for MUS 080. Not registering is the same as not passing. A music major must pass 7 of 8 semesters. If a student fails 2 consecutive semesters, the student will be required to attend a hearing with the music faculty.</small>		

MUS 204	Keyboard Skills	2
MUS 205	Intro to Multimedia Production	2
MUS 240	Music Theory I	3
MUS 241	Music Theory II	3
MUS 242	Music Theory III	3
MUS 243	Music Theory IV	3
MUS 246	Aural Theory I	1
MUS 247	Aural Theory II	1
MUS 248	Aural Theory III	1
MUS 251	Aural Theory IV	1
MUS 250	Beginning Conducting	3
MUS 271	Music History I	3
MUS 272	Music History II	3
MUS 273	Music History III	3
MUS 315	Techniques of Teaching Voice	1
MUS 351	Advanced Conducting	3
MUS 356	Techniques of Teaching Brass	1
MUS 357	Techniques of Teaching Woodwinds	1
MUS 358	Techniques of Teaching Percussion	1
MUS 359	Techniques of Teaching Strings	1
MUS 499	Recital	1
Ensemble	Participation in ensembles is required every semester while in residency. all music majors and minors audit ensembles.	0
<b>Total Hours</b>		<b>52</b>

## Secondary Education (A)

The secondary education certification program consists of two grade bands: Middle Levels (grade 5-9) and Upper Levels (grades 7-12). By completing all course work and earning a passing score on the appropriate Michigan Test for Teacher Certification (MTTC), candidates earn certification in a specific content area for the grade band they choose. Candidates may add a second grade band certification by completing the Methods and Literacy courses in the other Secondary grade band not chosen for initial certification and passing the MTTC for that grade band.

The secondary education certification program consists of three components for each grade band: General Studies (both Common Core and Liberal Arts), Professional Education Studies and Content Area Studies (in the candidate's major of choice). Candidates are also eligible to take courses to earn the Lutheran Teacher Diploma which certifies

the candidate to serve in the teaching ministry of the Lutheran Church-Missouri Synod. The following charts outlines the courses required in the Professional Education Studies portion of the major. Note there is a difference between Middle Levels and Upper Levels.

Code	Title	Hours
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**Professional Education Studies: Middle Levels (grades 5-9), All content areas**

EDU 230	Teaching and Learning in Diverse Societies	3
EDU 232	Teaching and Learning in Diverse Societies Secondary Clinical	1
EDU 240	Human Growth and Development	3
EDU 242	Human Growth and Development Secondary Clinical	1
EDU 250	Technology for Educators	2
EDU 491	Intro to Learning Disabilities	3
EDU 335	Designing Instruction for Student Success	3
EDU 337	Designing Instruction for Student Success Secondary Clinical	1
EDU 365	Differentiation for All Learners	3
EDU 367	Differentiation for All Learners Secondary Clinical	1
EDU 380	Assessment and Evaluation for Educators	3
EDU 382	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 395	Preparing for Student Teaching	1
EDU 420	Methods for Teaching Middle Levels (5-9)	3
EDU 421	Methods for Teaching Middle Levels (5-9) Clinical	1
EDU 457	Literacy for Teaching Middle Levels (5-9)	3
EDU 458	Literacy for Teaching Middle Levels (5-9) Clinical	1
EDU 480	Student Teaching for Middle Levels (5-9)	12

<b>Total Hours</b>		<b>46</b>
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Code	Title	Hours
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**Professional Education Studies: Upper Levels (grades 7-12), All Content Areas**

EDU 230	Teaching and Learning in Diverse Societies	3
EDU 232	Teaching and Learning in Diverse Societies Secondary Clinical	1
EDU 240	Human Growth and Development	3
EDU 242	Human Growth and Development Secondary Clinical	1
EDU 250	Technology for Educators	2
EDU 491	Intro to Learning Disabilities	3
EDU 335	Designing Instruction for Student Success	3
EDU 337	Designing Instruction for Student Success Secondary Clinical	1
EDU 365	Differentiation for All Learners	3
EDU 367	Differentiation for All Learners Secondary Clinical	1
EDU 380	Assessment and Evaluation for Educators	3
EDU 382	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 395	Preparing for Student Teaching	1
EDU 433	Methods for Teaching Upper Levels (7-12)	3
EDU 434	Methods for Teaching Upper Levels (7-12) Clinical	1
EDU 470	Literacy for Teaching Upper Levels (7-12)	3

EDU 471	Literacy for Teaching Upper Levels (7-12) Clinical	1
EDU 482	Student Teaching for Upper Levels (7-12)	12
<b>Total Hours</b>		<b>46</b>

## Secondary Education - Comprehensive Social Studies (A)

Students will acquire the ability to use important concepts which describe and explain individual and human characteristics, both now and in the past. They will learn and develop skills in observing and analyzing a wide range of social behavior, as well as gain an understanding of the ways in which social structure and rules both frustrate and enhance individual perceptions. In addition, they will develop critical skills which will help them to gather and communicate social information. They will learn the major social and behavioral science concepts and skills and therefore become more effective leaders and servants. Finally, the curriculum places a strong emphasis on participation in society as productive citizens, ones who are able to "rule and be ruled finely" as people of God in the world.

### Professional Sequence Learning Outcomes:

- Plan, modify and apply evidence based instructional approaches that promote vocabulary growth.
- Implement texts that showcase a variety of viewpoints, genres, literary devices and audiences.
- Cultivate students' literary identities through motivational and engagement strategies.
- Learn to provide opportunities for active listening and collaborative classroom discussions.
- Possess the knowledge of a plethora of literary texts relevant to secondary learners to encourage reading for pleasure.
- Connect teaching and learning to social contexts that promote student growth of critical consciousness.

### The School of Education Program Learning Outcomes:

- **SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.
- **SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.
- **RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.
- **RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
- **RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.
- **RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.
- **RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.
- **LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

### Social Studies Learning Outcomes:

- Understand historical concepts, terms, and perspectives
- Understand major events and developments in world history, US history,
- Identify geographical terms, concepts and resources
- Understand physical and human systems as well as understand the interactions between humans and their environments
- Understand the different levels of US government as well as state and local organizational structure and duties. The student will also be able to explain the role that the United States has in the international community
- Understand economic concepts and market economy, as well as understand and identify different levels of economic structure including personal, national, and international
- Understand core democratic values, recognize the rights and responsibilities of citizenship in a democratic society, and apply methods for analyzing public policy questions.
- Teach social studies to 6-12 grade students

### Curriculum

Code	Title	Hours
<i>Education Professional Sequence</i>		
EDU 230	Teaching and Learning in Diverse Societies	3
EDU 232	Teaching and Learning in Diverse Societies Secondary Clinical	1
EDU 240	Human Growth and Development	3
EDU 242	Human Growth and Development Secondary Clinical	1
EDU 203	Education Technology	1
EDU 335	Designing Instruction for Student Success	3
EDU 337	Designing Instruction for Student Success Secondary Clinical	1
EDU 365	Differentiation for All Learners	3
EDU 367	Differentiation for All Learners Secondary Clinical	1
EDU 395	Preparing for Student Teaching	1
EDU 433	Methods for Teaching Upper Levels (7-12)	3
EDU 434	Methods for Teaching Upper Levels (7-12) Clinical	1
EDU 470	Literacy for Teaching Upper Levels (7-12)	3
EDU 471	Literacy for Teaching Upper Levels (7-12) Clinical	1
EDU 482	Student Teaching for Upper Levels (7-12)	12
<b>Total Hours</b>		<b>38</b>

Code	Title	Hours
<b>Comprehensive Group Social Studies Major: Secondary Education</b>		
<i>Historical Perspective Courses</i>		
CCE 110	Western Culture & Worldview	3
HIST 151	American Civilization I	3
HIST 152	American Civilization II	3
<i>World History Courses</i>		
HIST 163	Non-Western World	3
HIST 221	The Ancient World	3
World History Elective (3 credits)		3
<i>United States History Courses</i>		
HIST 215	The Civil War	3

HIST 309	Early America: 1492-1800	3
American History Elective (3 credits)		3
<i>Geography Courses</i>		
GEOG 220	Cultural Geography	3
Physical Geography Elective		3
<i>Political Science Courses</i>		
POLS 201	American Government	3
POLS 361	Civil Rights & Civil Liberties	3
<i>Economics Courses</i>		
ECON 222	Macroeconomics	3
ECON 231	Microeconomics	3
<i>Interdisciplinary Perspectives Courses</i>		
SOC 255	Urban Society	3
HIST 385	Historical Methods	3
<b>Total Hours</b>		<b>51</b>

## Secondary Education - English (A)

Courses in English include the study of writing, language, and literature. Writing courses are designed to teach strategies for producing clear, effective, and expressive written communication. Study of the English language is designed to teach language principles and history in order to foster informed attitudes toward varieties of language and language change. Courses in literature are designed to teach methods of literary interpretation through the study of representative works.

**Middle Levels Overview:** Concordia University Ann Arbor's Middle Levels teacher certification program equips teacher leaders with the skills and dispositions uniquely required to teach students in the middle grades. You'll learn how to design and use teaching methods in your specialty area that will make a meaningful impact in the classroom. Our program encourages the practical application of pedagogical skills through the use of clinical experiences in every course. You'll leave the program prepared and confident to engage middle level learners to reach their highest potential.

**Upper Levels Overview:** The Upper Levels grade band teacher certification focuses specifically on the skills and dispositions needed to teach middle and high school age students. In this program you will gain an understanding of the pedagogy specific to learners in this age group as well as comprehend alignment of curriculum for effective instruction. Students who choose this grade band are dynamic instructors of their content area who are fully supported to teach various subjects with the goal of increased student learning.

### Professional Sequence Learning Outcomes:

- Plan, modify and apply evidence based instructional approaches that promote vocabulary growth.
- Implement texts that showcase a variety of viewpoints, genres, literary devices and audiences.
- Cultivate students' literary identities through motivational and engagement strategies.
- Learn to provide opportunities for active listening and collaborative classroom discussions.
- Possess the knowledge of a plethora of literary texts relevant to secondary learners to encourage reading for pleasure.
- Connect teaching and learning to social contexts that promote student growth of critical consciousness.

### The School of Education Program Learning Outcomes:

- **SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.
- **SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.
- **RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.
- **RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
- **RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.
- **RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.
- **RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.
- **LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

### English Learning Outcomes:

- Create language rich learning environments through intentional interactions.
- Use culturally responsive practices to guide learners from all backgrounds.
- Evaluate and adapt curriculum to meet the needs of students' language, literacy and social identity.
- Differentiate instruction by providing scaffolded support to a diverse group of learners.
- Design effective instruction that includes a variety of educational resources, including digital and media.
- Gain the skills to teach the complex nature of text comprehension through vocabulary, grammar and rhetoric strategies.
- Orchestrate writing opportunities that include both explicit instruction and collaborative opportunities.

### Curriculum

Code	Title	Hours
<b>Professional Education Studies: Middle Levels (grades 5-9), All content areas</b>		
EDU 230	Teaching and Learning in Diverse Societies	3
EDU 232	Teaching and Learning in Diverse Societies Secondary Clinical	1
EDU 240	Human Growth and Development	3
EDU 242	Human Growth and Development Secondary Clinical	1
EDU 250	Technology for Educators	2
EDU 491	Intro to Learning Disabilities	3
EDU 335	Designing Instruction for Student Success	3
EDU 337	Designing Instruction for Student Success Secondary Clinical	1
EDU 365	Differentiation for All Learners	3
EDU 367	Differentiation for All Learners Secondary Clinical	1
EDU 380	Assessment and Evaluation for Educators	3

EDU 382	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 395	Preparing for Student Teaching	1
EDU 420	Methods for Teaching Middle Levels (5-9)	3
EDU 421	Methods for Teaching Middle Levels (5-9) Clinical	1
EDU 457	Literacy for Teaching Middle Levels (5-9)	3
EDU 458	Literacy for Teaching Middle Levels (5-9) Clinical	1
EDU 480	Student Teaching for Middle Levels (5-9)	12
<b>Total Hours</b>		<b>46</b>

Code	Title	Hours
<b>English</b>		
ENG 245	Advanced Writing	3
EDU 323	Teaching English for Middle (5-9) and Upper (7-12) Levels	3
ENG 305	English Grammar and Usage	3
ENG 315	Contemporary Mosaic	3
ENG 342	American Literature II	3
ENG 344	British Literature I	3
ENG 345	British Literature II	3
ENG 435	Literature for Young Adults	3
ENG 465	Shakespeare	3
<b>Total Hours</b>		<b>27</b>

Code	Title	Hours
<b>Liberal Arts/Core Requirements</b>		
ENG 190	Intro to English Studies	3
COMM 105	Public Speaking	3
GEOG 220	Cultural Geography	3
<b>Total Hours</b>		<b>9</b>

## Curriculum

Code	Title	Hours
<b>Professional Education Studies: Upper Levels (grades 7-12), All content areas</b>		
EDU 230	Teaching and Learning in Diverse Societies	3
EDU 232	Teaching and Learning in Diverse Societies Secondary Clinical	1
EDU 240	Human Growth and Development	3
EDU 242	Human Growth and Development Secondary Clinical	1
EDU 250	Technology for Educators	2
EDU 491	Intro to Learning Disabilities	3
EDU 335	Designing Instruction for Student Success	3
EDU 337	Designing Instruction for Student Success Secondary Clinical	1
EDU 365	Differentiation for All Learners	3
EDU 367	Differentiation for All Learners Secondary Clinical	1
EDU 380	Assessment and Evaluation for Educators	3
EDU 382	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 395	Preparing for Student Teaching	1
EDU 433	Methods for Teaching Upper Levels (7-12)	3
EDU 434	Methods for Teaching Upper Levels (7-12) Clinical	1

EDU 470	Literacy for Teaching Upper Levels (7-12)	3
EDU 471	Literacy for Teaching Upper Levels (7-12) Clinical	1
EDU 482	Student Teaching for Upper Levels (7-12)	12
<b>Total Hours</b>		<b>46</b>

Code	Title	Hours
<b>English</b>		
ENG 245	Advanced Writing	3
EDU 323	Teaching English for Middle (5-9) and Upper (7-12) Levels	3
ENG 305	English Grammar and Usage	3
ENG 315	Contemporary Mosaic	3
ENG 342	American Literature II	3
ENG 344	British Literature I	3
ENG 345	British Literature II	3
ENG 435	Literature for Young Adults	3
ENG 465	Shakespeare	3
<b>Total Hours</b>		<b>27</b>

Code	Title	Hours
<b>Liberal Arts/Core Requirements</b>		
ENG 190	Intro to English Studies	3
COMM 105	Public Speaking	3
GEOG 220	Cultural Geography	3
<b>Total Hours</b>		<b>9</b>

## Secondary Education - Mathematics (A)

Mathematics is an aspect of our everyday lives and an important part of our culture. Applications of Mathematics are found in many disciplines today, including the physical sciences, biological sciences, business, economics, computer science and psychology. Concordia University offers two levels of teaching Mathematics: Middle Levels for grades 5 - 9, and Upper Levels for grades 7 - 12.

**Middle Levels Overview:** Concordia University Ann Arbor's Middle Levels teacher certification program equips teacher leaders with the skills and dispositions uniquely required to teach students in the middle grades. You'll learn how to design and use teaching methods in your specialty area that will make a meaningful impact in the classroom. Our program encourages the practical application of pedagogical skills through the use of clinical experiences in every course. You'll leave the program prepared and confident to engage middle level learners to reach their highest potential.

**Upper Levels Overview:** The Upper Levels grade band teacher certification focuses specifically on the skills and dispositions needed to teach middle and high school age students. In this program you will gain an understanding of the pedagogy specific to learners in this age group as well as comprehend alignment of curriculum for effective instruction. Students who choose this grade band are dynamic instructors of their content area who are fully supported to teach various subjects with the goal of increased student learning.

**Professional Sequence Learning Outcomes:**

- Plan, modify and apply evidence based instructional approaches that promote vocabulary growth.
- Implement texts that showcase a variety of viewpoints, genres, literary devices and audiences.
- Cultivate students’ literary identities through motivational and engagement strategies.
- Learn to provide opportunities for active listening and collaborative classroom discussions.
- Possess the knowledge of a plethora of literary texts relevant to secondary learners to encourage reading for pleasure.
- Connect teaching and learning to social contexts that promote student growth of critical consciousness.

- Challenge the status quo of students’ mathematical experiences and recognize the advocacy role of teaching.
- Possess deep and flexible knowledge of core mathematical concepts, procedures and practices.
- Describe how all people are capable of thinking mathematically and are able to solve sophisticated mathematical problems with effort.
- Read, analyze, interpret and enact research based curriculum and materials.
- Demonstrate proficiency in the tools and technology designed to support mathematical reasoning and sense making.

**The School of Education Program Learning Outcomes:**

- **SL1. Faith Integration:** Candidates display the Christian principles that are central to the university’s mission.
- **SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.
- **RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.
- **RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
- **RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.
- **RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.
- **RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.
- **LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

**Math Learning Outcomes:**

- Structure learning opportunities and use teaching practices to advance the learning of every student by providing access, support, and challenge.
- Address the multitude of factors that exist when planning for effective instruction with specific attention to individual students’ learning needs.
- Implement effective mathematical pedagogical practices to develop students’ meaningful learning of mathematics.
- Collaborate with others to engage students in mathematical thinking and experiences.
- Learn how students’ mathematical ideas develop across levels of thinking and learning.
- Identify and strategically implement teaching strategies that engage students in mathematical concepts and processes.
- Support students in developing and maintaining positive mathematical identities.
- Provide access for every student to a high-quality mathematics curriculum.
- Promote systems that produce equitable mathematics learning experiences and outcomes for all students.

**Curriculum**

Code	Title	Hours
<b>Professional Education Studies: Middle Levels (grades 5-9), All content areas</b>		
EDU 230	Teaching and Learning in Diverse Societies	3
EDU 232	Teaching and Learning in Diverse Societies Secondary Clinical	1
EDU 240	Human Growth and Development	3
EDU 242	Human Growth and Development Secondary Clinical	1
EDU 250	Technology for Educators	2
EDU 491	Intro to Learning Disabilities	3
EDU 335	Designing Instruction for Student Success	3
EDU 337	Designing Instruction for Student Success Secondary Clinical	1
EDU 365	Differentiation for All Learners	3
EDU 367	Differentiation for All Learners Secondary Clinical	1
EDU 380	Assessment and Evaluation for Educators	3
EDU 382	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 395	Preparing for Student Teaching	1
EDU 420	Methods for Teaching Middle Levels (5-9)	3
EDU 421	Methods for Teaching Middle Levels (5-9) Clinical	1
EDU 457	Literacy for Teaching Middle Levels (5-9)	3
EDU 458	Literacy for Teaching Middle Levels (5-9) Clinical	1
EDU 480	Student Teaching for Middle Levels (5-9)	12
<b>Total Hours</b>		<b>46</b>

Code	Title	Hours
<b>Middle Level Grades 5 - 9: Mathematics</b>		
<i>Required Courses</i>		
MATH 128	College Algebra	3
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 205	Statistics I	3
MATH 220	Discrete Math	3
EDU 255	Foundations for Teaching Math	3
EDU 320	Teaching Math for Middle (5-9) and Upper (7-12) Levels	3
MATH 331	Geometry	3
MATH 461	Probability & Statistics	3
<b>Total Hours</b>		<b>29</b>



## Curriculum

Code	Title	Hours
<b>Professional Education Studies: Upper Levels (7-12)</b>		
EDU 230	Teaching and Learning in Diverse Societies	3
EDU 232	Teaching and Learning in Diverse Societies Secondary Clinical	1
EDU 240	Human Growth and Development	3
EDU 242	Human Growth and Development Secondary Clinical	1
EDU 250	Technology for Educators	2
EDU 491	Intro to Learning Disabilities	3
EDU 335	Designing Instruction for Student Success	3
EDU 337	Designing Instruction for Student Success Secondary Clinical	1
EDU 365	Differentiation for All Learners	3
EDU 367	Differentiation for All Learners Secondary Clinical	1
EDU 380	Assessment and Evaluation for Educators	3
EDU 382	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 395	Preparing for Student Teaching	1
EDU 433	Methods for Teaching Upper Levels (7-12)	3
EDU 434	Methods for Teaching Upper Levels (7-12) Clinical	1
EDU 470	Literacy for Teaching Upper Levels (7-12)	3
EDU 471	Literacy for Teaching Upper Levels (7-12) Clinical	1
EDU 482	Student Teaching for Upper Levels (7-12)	12
<b>Total Hours</b>		<b>46</b>

Code	Title	Hours
<b>Upper Levels 7 - 12: Mathematics</b>		
MATH 128	College Algebra	3
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 205	Statistics I	3
MATH 220	Discrete Math	3
EDU 255	Foundations for Teaching Math	3
EDU 320	Teaching Math for Middle (5-9) and Upper (7-12) Levels	3
MATH 331	Geometry	3
MATH 461	Probability & Statistics	3
<b>Total Hours</b>		<b>29</b>

## Secondary Education - Science (A)

The Integrated Science Major combined with the requirements of Concordia's Secondary Education Program prepares students to become effective science teachers. Students will learn the necessary science content from professors who model effective science teaching, learn the best practices in education and engage in numerous hours of field work in area classrooms. Once completed, students will know and be able to apply the fundamental concepts in the physical, life, and Earth /space sciences. They will understand the nature of science, its unifying concepts, and the inquiry process scientists use to discover new knowledge and they will use this knowledge to enable future students to build a base for scientific and technological literacy. This course of study will prepare students for the Michigan Test of Teacher

Certification (MTTC) and meets all of the requirements set by the Michigan Department of Education (MDE) and National Science Teachers Association (NSTA) necessary for certification.

**Middle Levels Overview:** Concordia University Ann Arbor's Middle Levels teacher certification program equips teacher leaders with the skills and dispositions uniquely required to teach students in the middle grades. You'll learn how to design and use teaching methods in your specialty area that will make a meaningful impact in the classroom. Our program encourages the practical application of pedagogical skills through the use of clinical experiences in every course. You'll leave the program prepared and confident to engage middle level learners to reach their highest potential.

**Upper Levels Overview:** The Upper Levels grade band teacher certification focuses specifically on the skills and dispositions needed to teach middle and high school age students. In this program you will gain an understanding of the pedagogy specific to learners in this age group as well as comprehend alignment of curriculum for effective instruction. Students who choose this grade band are dynamic instructors of their content area who are fully supported to teach various subjects with the goal of increased student learning.

### Professional Sequence Learning Outcomes:

- Plan, modify and apply evidence based instructional approaches that promote vocabulary growth.
- Implement texts that showcase a variety of viewpoints, genres, literary devices and audiences.
- Cultivate students' literary identities through motivational and engagement strategies.
- Learn to provide opportunities for active listening and collaborative classroom discussions.
- Possess the knowledge of a plethora of literary texts relevant to secondary learners to encourage reading for pleasure.
- Connect teaching and learning to social contexts that promote student growth of critical consciousness.

### The School of Education Program Learning Outcomes:

- **SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.
- **SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.
- **RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.
- **RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
- **RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.
- **RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.
- **RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.
- **LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

## Science Learning Outcomes:

- Create learning environments that account for students' backgrounds and engage them in the learning process.
- Uncover student thought processes about science through well designed lessons and classroom experiments.
- Use data from formative and summative assessment to provide explicit feedback to students to encourage personalized growth.
- Establish the needs to rules, routines and procedures as a way to keep all students safe in a science classroom.
- Reflect on student learning as a means of professional growth.
- Design learning opportunities that allow students to unpack science concepts that use problem solving skills and technology as a means for obtaining knowledge.
- Internalize specific content knowledge in the areas of life, earth, space and physical science as well as engineering.

## Curriculum

Code	Title	Hours
<b>Professional Education Studies: Middle Levels (grades 5-9), All content areas</b>		
EDU 230	Teaching and Learning in Diverse Societies	3
EDU 232	Teaching and Learning in Diverse Societies Secondary Clinical	1
EDU 240	Human Growth and Development	3
EDU 242	Human Growth and Development Secondary Clinical	1
EDU 250	Technology for Educators	2
EDU 491	Intro to Learning Disabilities	3
EDU 335	Designing Instruction for Student Success	3
EDU 337	Designing Instruction for Student Success Secondary Clinical	1
EDU 365	Differentiation for All Learners	3
EDU 367	Differentiation for All Learners Secondary Clinical	1
EDU 380	Assessment and Evaluation for Educators	3
EDU 382	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 395	Preparing for Student Teaching	1
EDU 420	Methods for Teaching Middle Levels (5-9)	3
EDU 421	Methods for Teaching Middle Levels (5-9) Clinical	1
EDU 457	Literacy for Teaching Middle Levels (5-9)	3
EDU 458	Literacy for Teaching Middle Levels (5-9) Clinical	1
EDU 480	Student Teaching for Middle Levels (5-9)	12
<b>Total Hours</b>		<b>46</b>

Code	Title	Hours
<b>Science (Middle Level Grades 5 - 9)</b>		
EDU 324	Teaching Science for Middle and Upper Levels	3
BIO 151	Functional Human Biology I	4
BIO 152	Functional Human Biology II	4
BIO 410	Ecology	4
CHEM 141	General Chemistry I	4
PHYS 151	General Physics I	4
PHYS 152	General Physics II	4
SCI 215	Atmospheric and Space Science	4

BIO 156	Environmental Science	4
<b>Total Hours</b>		<b>35</b>

## Curriculum

Code	Title	Hours
<b>Professional Education Studies: Upper Levels (grades 7-12), All content areas</b>		
EDU 230	Teaching and Learning in Diverse Societies	3
EDU 232	Teaching and Learning in Diverse Societies Secondary Clinical	1
EDU 240	Human Growth and Development	3
EDU 242	Human Growth and Development Secondary Clinical	1
EDU 250	Technology for Educators	2
EDU 491	Intro to Learning Disabilities	3
EDU 335	Designing Instruction for Student Success	3
EDU 337	Designing Instruction for Student Success Secondary Clinical	1
EDU 365	Differentiation for All Learners	3
EDU 367	Differentiation for All Learners Secondary Clinical	1
EDU 380	Assessment and Evaluation for Educators	3
EDU 382	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 395	Preparing for Student Teaching	1
EDU 433	Methods for Teaching Upper Levels (7-12)	3
EDU 434	Methods for Teaching Upper Levels (7-12) Clinical	1
EDU 470	Literacy for Teaching Upper Levels (7-12)	3
EDU 471	Literacy for Teaching Upper Levels (7-12) Clinical	1
EDU 482	Student Teaching for Upper Levels (7-12)	12
<b>Total Hours</b>		<b>46</b>

Code	Title	Hours
<b>Science (Upper Grades 7 - 12)</b>		
EDU 324	Teaching Science for Middle and Upper Levels	3
BIO 151	Functional Human Biology I	4
BIO 152	Functional Human Biology II	4
BIO 410	Ecology	4
CHEM 141	General Chemistry I	4
CHEM 142	General Chemistry II	4
PHYS 151	General Physics I	4
PHYS 152	General Physics II	4
SCI 215	Atmospheric and Space Science	4
BIO 156	Environmental Science	4
<b>Total Hours</b>		<b>39</b>

## Special Education Learning Disabilities Endorsement Grades K-12 (A)

Students develop the knowledge and skills needed to teach children with learning disabilities in grades K-12. This program combines rigorous coursework with hands-on experience to ensure candidates gain a

comprehensive education. This certification is earned in conjunction with a certifiable program in Pk-3, 3-6, 5-9 or 7-12.

State Endorsement Code: SM

MTTC Test Code: 114

### Professional Sequence Learning Outcomes:

- Plan, modify and apply evidence based instructional approaches that promote vocabulary growth.
- Implement texts that showcase a variety of viewpoints, genres, literary devices and audiences.
- Cultivate students' literary identities through motivational and engagement strategies.
- Learn to provide opportunities for active listening and collaborative classroom discussions.
- Possess the knowledge of a plethora of literary texts relevant to secondary learners to encourage reading for pleasure.
- Connect teaching and learning to social contexts that promote student growth of critical consciousness.

### The School of Education Program Learning Outcomes:

- **SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.
- **SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.
- **RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.
- **RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
- **RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.
- **RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.
- **RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.
- **LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

### Special Education Learning Disabilities Outcomes:

- Understand types, characteristics, and implications of learning disabilities on the progressions of learning, communication, physical, and social emotional skills development.
- Understand how to assess students with learning disabilities and how to develop individualized plans
- Teach and promote the development of students with learning disabilities
- Communicate and collaborate with students, families, general education teachers, and other members of the learning community
- Be professional and private in all dealings with students with learning disabilities

## Curriculum

Code	Title	Hours
<b>Special Education Major (Learning Disabilities)</b>		
EDU 491	Intro to Learning Disabilities	3
EDU 492	Spec Ed Legis & Legal Guidelin	3
EDU 493	Mtg Social, Emot, Behav Needs	3
EDU 494	Coll w/Parents, Students, Prof	3
EDU 495	Deter Elig & Design Ed Program	3
EDU 496	Language & Literacy	3
EDU 497	Math Strat for Spec Lrng Needs	3
EDU 498	Inst Cont Areas Stud Lrng Dis	3
EDU 499	Dir Stu Teach in Spec Ed	6
<b>Total Hours</b>		<b>30</b>

## Minors

- Biology Education Minor (A) (p. 114)
- English Education Minor (A) (p. 115)
- History Education Minor (A) (p. 115)
- Mathematics Education Minor (A) (p. 115)
- Spanish Education Minor (A) (p. 115)

## Secondary Education Minors (A)

Secondary Education students may select one of the following Minors:

- Biology Education Minor (A) (p. 114)
- English Education Minor (A) (p. 115)
- History Education Minor (A) (p. 115)
- Mathematics Education Minor (A) (p. 115)
- Spanish Education Minor (A) (p. 115)

## Biology Education Minor (A)

A biology minor is offered to those students who want a more detailed knowledge of living organisms/systems and how they affect the world in which we live. This is an endorsement only and must be taken along side an approved Secondary Education Major.

State Endorsement Code: DA

MTTC Test Code: 017

## Curriculum

Code	Title	Hours
<b>Biology Minor: Secondary Education</b>		
<i>Science Core</i>		
SCI 275	Cosmogony	3
<i>Biology Core</i>		
BIO 151	Functional Human Biology I	4
BIO 152	Functional Human Biology II	4
BIO 240	Zoology	4
BIO 348	Genetics	4
BIO 156	Environmental Science	4
<b>Total Hours</b>		<b>23</b>

## English Education Minor (A)

Courses in English include the study of writing, language, and literature. Writing courses are designed to teach strategies for producing clear, effective, and expressive written communication. Study of the English language is designed to teach language principles and history in order to foster informed attitudes toward varieties of language and language change. Courses in literature are designed to teach methods of literary interpretation through the study of representative works. This is an endorsement only and must be taken along with an approved Secondary Education Major.

State Endorsement Code: BA

MTTC Test Code: 002

### Curriculum

Code	Title	Hours
<b>English Minor: Secondary Education</b>		
<i>Language Courses</i>		
ENG 305	English Grammar and Usage	3
ENG 365	History of the English Language	3
<i>Expression Course</i>		
ENG 245	Advanced Writing	3
<i>American Literature Courses</i>		
ENG 341	American Literature I	3
ENG 342	American Literature II	3
<i>English Literature Courses</i>		
ENG 344	British Literature I	3
ENG 345	British Literature II	3
<i>Other Required Courses</i>		
ENG 315	Contemporary Mosaic	3
<b>Total Hours</b>		<b>24</b>

## History Education Minor (A)

A history minor is designed to help students develop knowledge of broad areas of history; understanding of the major events and themes in history and historiography; and skills necessary to read, write, speak, and teach about history. This is an endorsement only and must be taken along with an approved Secondary Education Major.

State Endorsement Code: CC

MTTC Test Code: 009

### Curriculum

Code	Title	Hours
<b>History Minor: Secondary Education</b>		
<i>Historical Perspective Courses</i>		
CCE 110	Western Culture & Worldview	3
HIST 151	American Civilization I	3
HIST 152	American Civilization II	3
<i>World History Courses</i>		
HIST 163	Non-Western World	3
<i>History Elective</i>		
	History Elective	3
<i>United States History Courses</i>		

History Elective		3
HIST 385	Historical Methods	3
<b>Total Hours</b>		<b>21</b>

## Mathematics Education Minor (A)

Mathematics is an aspect of our everyday lives and an important part of our culture. Applications of mathematics are found in many disciplines today, including the physical sciences, biological sciences, business, economics, computer science and psychology. This is an endorsement only and must be taken along with an approved Secondary Education Major.

State Endorsement Code: EX

MTTC Test Code: 022

### Curriculum

Code	Title	Hours
<b>Mathematics Minor: Secondary Education</b>		
<i>Required Courses</i>		
MATH 201	Calculus I	4
MATH 205	Statistics I	3
MATH 220	Discrete Math	3
MATH 321	Abstract Algebra	3
MATH 325	Linear Algebra and Differential Equations	4
MATH 331	Geometry	3
MATH 461	Probability & Statistics	3
<b>Total Hours</b>		<b>23</b>

## Spanish Education Minor (A)

A minor in Spanish, provides the learner with an understanding of the language and the culture. Not only will you learn to speak and read within the Spanish language, but you will develop a love and appreciation for the unique heritage and traditions. This is an endorsement only and must be accompanied with an approved Secondary Education Major for certification eligibility.

State Endorsement Code: FF

MTTC Test Code: 028

### Curriculum

Code	Title	Hours
<b>Spanish Minor: Secondary Education *</b>		
<i>Required Courses</i>		
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
SPAN 301	Spanish Conversation and Composition	3
SPAN 307	Linguistics	3
SPAN 331	Advanced Spanish Grammar	3
Any 300 Level Literature Course (2 courses needed)		6
<b>Total Hours</b>		<b>21</b>

\* Candidates who select Spanish as a teachable minor are required to study abroad.

## Lutheran Teacher Diploma (A)

### Lutheran Teacher Diploma

The LTD program is designed to prepare confirmed members of the Lutheran Church-Missouri Synod to serve as rostered members of the teaching ministry in the schools and congregations of the church. Designed for both elementary and secondary teacher education programs, it requires 19 credits, 9 of which are included in the core curriculum (REL 201, REL 204, and REL 333), in addition to the graduation requirements for the grade band education programs.

Code	Title	Hours
<b>Lutheran Teacher Diploma</b>		<b>19 credits</b>
REL 201	Old Testament (3 credits)	
REL 203	New Testament (3 credits)	
REL 204	Biblical Theology (3 credits)	
REL 404	Lutheran Confessions (3 credits)	
REL 333	A Survey of Christian Thought (3 credits)	
EDU 408	Teaching Christian Faith (2 credits)	
EDU 445	Office of Christian Teacher (2 credits)	

## School of Health Professions (A)

The School of Health Professions (SHP) is comprised of a wide range of graduate, undergraduate, and certificate programs that support the mission of Concordia University on both our Ann Arbor and Mequon Campuses. Our programs emphasize interprofessional education and community interaction.

### School Of Health Professions Mission

The School of Health Professions is dedicated to serving the diverse health needs of individuals and communities by providing a rigorous, experiential, collaborative education that prepares outstanding health professionals who integrate faith, professional excellence and service.

- Diagnostic Medical Sonography (A) (p. 116)
- Radiologic Technology Major (A) (p. 118)
- Rehabilitation Science (A) (p. 120)
- Social Work Major (A) (p. 122)
- Child Life Specialist Minor (A) (p. 124)
- Social Science Minor for Social Work Majors (A) (p. 124)
- Social Work Minor (A) (p. 124)

## Majors

- Diagnostic Medical Sonography (A) (p. 116)
- Radiologic Technology Major (A) (p. 118)
- Rehabilitation Science (A) (p. 120)
- Social Work Major (A) (p. 122)

## Diagnostic Medical Sonography (A)

Diagnostic Medical Sonography (DMS) is a multi-specialty profession which utilizes high frequency sound waves to image the human body. Sonographers use their knowledge of anatomy, physiology and applied critical thinking to assess function and the presence of disease

processes. Sonographers work under the guidance of an interpreting physician in a variety of health care settings. Concordia University Ann Arbor (CUAA) offers a Bachelor of Science Degree in Diagnostic Medical Sonography. The degree includes four or more semesters of pre-professional course work to prepare and qualify the student to apply for the two-year professional DMS didactic and clinical training.

All DMS students who successfully meet DMS program requirements will graduate with a Bachelor of Science degree from Concordia University and are qualified to apply for national certification exams. Within the DMS program, students obtain the necessary preparation for their career through academic coursework and professional experience in a hospital and clinic settings.

### Accreditation

The professional Diagnostic Medical Sonography programs affiliated with CUAA are accredited, upon recommendation of the Joint Review Committee on education in Diagnostic Medical Sonography (JRC-DMS (<http://www.jrcdms.org/>)), by the Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)).

### Admission Requirement

Diagnostic Medical Sonography (DMS) students are accepted at CUAA under the general admissions requirement for the pre-professional component. Students are encouraged to seek advising as soon as they are considering DMS as a major. They will be required to complete all the pre-professional coursework and activities to apply to the professional program. Placement is not guaranteed. Since the requirements are rigorous, students interested in the DMS program are strongly encouraged to meet with advising to outline a completion plan.

### Pre-Professional Requirements

Diagnostic Medical Sonography (DMS) students complete the general CUAA core courses. In addition, students are required to take additional courses required for the major (see required course list). Students must maintain a 2.8 overall GPA to apply to the DMS program(s). Students must maintain a B or higher grade in the following coursework: Anatomy & Physiology, Pathophysiology, Math, Med Terms, Communication and Medical Law & Ethics. Students will only be allowed to retake each required courses one time. Acceptance into the professional phase is not guaranteed. Students must also complete required patient care and shadowing experiences. These are specific to the professional programs. Students are strongly encouraged to familiarize themselves each programs specific entrance requirements as they decide on the DMS major.

### Professional Program Acceptance - Student Selection

The Diagnostic Medical Sonography (DMS) programs are competitive and students are not guaranteed acceptance into the program(s). Students who satisfactorily complete their pre-professional requirements will apply for DMS program placement. Placement into the program is based on but not limited to the following: pre-professional course GPA, specific course grades (see pre-professional requirements above), face to face interview, previous work experience, letters of recommendations, and documentation of required patient care and shadowing experiences. Applicant requirements are determined by each respective accredited DMS program. Students are strongly encouraged to familiarize themselves with the professional program entrance requirements and meet with advising as soon as deciding on the major. Applications will be reviewed by the programs to determine if candidates are selected to interview. Interview preparation is strongly encouraged as the interviews, along with academic performance, comprise a significant portion of the

candidate's application score. If accepted, the professional component of the program(s) is up to 24 consecutive months in length.

## Other Program Requirements

### Health Status

Accepted students must demonstrate compliance of all the following:

- Annual physical examination and updated health history
- Negative test for tuberculosis, as shown by a negative Mantoux test, a negative QuantiFERON-TB test (annually)
- Immunity to rubeola, mumps and rubella as shown by a positive titer or documented vaccine
- Immunity to varicella as shown by a positive titer, or evidence of two vaccinations
- Seasonal influenza vaccine
- Covid-19 vaccine

### Medical Insurance

### Background Check & Drug Screen

### Technical Standards

All applicants to the School of Diagnostic Medical Sonography are notified of the minimum requirements appropriate to the profession of sonography. The Americans with Disabilities Act (ADA) technical standards for the profession of diagnostic medical sonography include the ability to perform all of the following with reasonable accommodations:

- Lift more than 50 pound routinely
- Push and pull routinely
- Bend and stoop routinely
- Have full use of both hands, wrists and shoulders
- Distinguish audible sounds
- Adequately view sonograms, including color distinctions
- Work standing on their feet 80% of the time
- Interact compassionately and effectively with the sick or injured
- Assist patients on and off examining tables
- Organize and accurately perform the individual steps in a sonographic procedure in the proper sequence

Students must be able to perform the essential functions of the profession and meet the academic and clinical standards of the curriculum. To seek exceptions to these standards or reasonable accommodations, students should initiate a request with the program.

## Tuition

Students in the Diagnostic Medical Sonography program will pay CU tuition during the pre-professional and professional aspects of the major. Students in the professional aspect of the major pay for 4 semesters and do not pay for summer, or any overload tuition charges. If the student is attending an affiliate hospital-based program, a percentage of the tuition will be given to that program. Students will be charged CU undergraduate tuition for the full program and receive all eligible institutional aid as long as the student is in enrolled in 12 or more credits. Only one student per year will be eligible to utilize the Concordia tuition waiver or tuition exchange. No more than one student per site may be on tuition waiver and/or tuition exchange at a time. Students receiving tuition benefits who

are interested in the CU DMS program are encouraged to discuss options with advising and the imaging department chair.

## Program Learning Outcomes

Concordia University (CU) students will apply to affiliated accredited programs in Diagnostic Medical Sonography (DMS). Students attending an accredited DMS program will receive academic coursework and clinical education from instructors employed by the program and will participate in clinical rotations through their affiliated hospitals and clinics. The following affiliated DMS programs are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)) in cooperation with the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS (<http://www.jrcdms.org/>)):

### Henry Ford Health System DMS Program

This is a 24-month accredited program in a hospital setting, specializing in Abdominal, Obstetrics & Gynecology and Musculoskeletal Sonography.

Program information, goals, curriculum and outcomes

### Ascension | Providence Hospital (Southfield Campus) DMS Program

This is a 21-month accredited program in a hospital setting, specializing in Abdominal, Obstetrics & Gynecology, and Vascular Sonography.

Program information, goals, curriculum and outcomes (<https://medicaleducationsjp.com/medical-education-at-ascension-providence-hospital/ascension-providence-hospital-school-of-diagnostic-medical-sonography/>)

## Pre-Professional Course Curriculum - DMS Major

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements (Pre-Professional)</b>		<b>26</b>
<b>Electives</b>		
Minor: Optional		
<b>Program Specific: (see professional curriculum)</b>		<b>60</b>
Henry Ford Health DMS Program		
Ascension Providence Southfield Campus DMS Program		
<b>Total Hours</b>		<b>131</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

Code	Title	Hours
<b>Concordia Common Core (18 credits needed)</b>		
REL 100	The Bible (Bible Content)	3
REL 110	Christian Faith (Christian Doctrine)	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
<b>Liberal Arts Dimensions (27 credits required)</b>		
<i>Faith &amp; Life (3 credits)</i>		
Religion Elective REL above 204		
<i>Society &amp; Culture (3 credits)</i>		
COMM 460 or GEOG 220	Cross-Cultural Communication Cultural Geography	3

or HIST 163	Non-Western World	
<i>Natural World (7 credits)</i>		
BIO 151	Functional Human Biology I	4
MATH 128	College Algebra (or higher mathematics) <sup>1</sup>	3
<i>Communication &amp; Language (6 credits)</i>		
COMM 105	Public Speaking <sup>1</sup>	3
or COMM 201	Interpersonal Communication	
ENG 104	Introduction to Writing (Writing)	3
<i>Human Beings &amp; Being Human (5 credits)</i>		
HHP 100	Stewardship of the Body (Physical Development)	1
HHP Activity (range 104-169)		1
PSY 101	General Psychology	3
<i>Human Creativity &amp; Expression (3 credits)</i>		
Choice of Core elective (see Core Options)		3
<b>Required Courses for Major (26 credits)</b>		
PHYS 151	General Physics I (W Lab) <sup>1</sup>	4
BIO 152	Functional Human Biology II	4
BIO 285	Pathophysiology <sup>1</sup>	3
BIO 191	Human Anatomy and Physiology I <sup>1</sup>	4
BIO 192	Human Anatomy and Physiology II <sup>1</sup>	4
DMS 200	Medical Law & Ethics <sup>1</sup>	3
RT 312	Medical Terminology <sup>1</sup>	1
or RSC 106	Medical Terminology	
Math elective - any Math above 128 <sup>1</sup>		3
<b>Total Hours</b>		<b>71</b>

<sup>1</sup> A grade of B (3.0) or above is required

### Additional Requirements

- 2.8 cumulative GPA required when program applications are due.
- Grade of B (3.0) in following courses: Communications, Math x2, Anatomy & Physiology x2, Medical Law & Ethics, Medical Terminology, Physics and Pathophysiology (*see footnotes*). Students only allowed to retake each course one time.
- **Henry Ford:** 40 hours of signed documented sonography observation, at least 20 of those hours done in Henry Ford Hospital.
- **Ascension Providence:** 80 hours clinical medical experience (volunteer observation or employment) completed within 12 months prior to application deadline.
- CPR for Healthcare Providers before the start of the DMS program.
- Students are encouraged to review requirements on affiliated program websites for additional information.
- Patient care or customer service experience is a plus.

### Professional Curriculum - DMS

CU students attending an affiliate accredited diagnostic medical sonography program will receive academic coursework and lab instruction by the respective program's employed instructors and participate in clinical rotations through affiliated hospitals and clinics. Students attending affiliate DMS programs will remain CUAA students and pay CU tuition for 2 fall and 2 spring semesters. The program director and instructors within the respective affiliate program will determine assessments, standards and grades for students enrolled in their program. **CUAA students successfully completing all requirements for the semester will be identified as passing on the CU transcript and issued a pre-determined amount of credits per semester,**

**60 credits in total for the program.** Students who do not successfully complete all requirements as indicated by the program will be issued "no credit" on their CU transcript. Students are encouraged to work with advising to outline their academic roadmap and review credit distribution.

### Course Descriptions by program Henry Ford Health System DMS program

The Henry Ford Health System Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)) accredited program at the approval of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS (<http://www.jrcdms.org/>)). This is a 24-month program in a hospital setting, specializing in Abdominal, Obstetrics & Gynecology and Musculoskeletal Sonography.

Course Curriculum (<https://www.henryford.com/hcp/med-ed/allied/sonography/>)

### Ascension | Providence Hospital (Southfield Campus) DMS Program

The Ascension Providence Southfield Campus Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)) accredited program at the approval of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS (<http://www.jrcdms.org/>)). This is a 21-month accredited program in a hospital setting, specializing in Abdominal, Obstetrics & Gynecology and Vascular Sonography.

Course Curriculum (<https://medicaleducationsjp.com/en/medical-education-at-ascension-providence-hospital/ascension-providence-hospital-school-of-diagnostic-medical-sonography/program-booklet/>)

## Radiologic Technology Major (A)

Radiologic Technologists (R.T.s., Rad Techs, X-ray)) are medical professionals who perform diagnostic imaging examinations. They are educated in anatomy and physiology, disease processes, physics, radiation safety and patient care. Radiologic technologists are employed in various health care settings including hospitals or clinics, industry, research, administration or education.

This major is a four-year course of study leading to a Bachelor of Science degree in Radiologic Technology. The degree is structured as a 2 plus 2 program. The first 2 years are conducted at Concordia University, where core and pre-professional requirements are completed. Students receive a strong liberal arts education in a Christian setting. Near completion of the pre-professional requirements, the student will apply to our (JRCERT (<https://www.jrcert.org/>)) accredited, hospital-based partner programs in Radiologic Technology. Upon acceptance, student will complete the remaining 2 years (21-24 months) within this program. Upon successful completion of all program requirements, students will be awarded a Bachelor of Science degree in Radiologic Technology from Concordia University Wisconsin.

Students who graduate with a BS in Radiologic Technology have an opportunity to specialize in the many, various fields of radiologic technology such as general/conventional radiology, interventional radiology (IR), computed tomography (CT), magnetic resonance imaging (MRI), and Mammography. Students graduate with a Bachelor of Science degree from Concordia University and are qualified to apply for the certification exams.

## Accreditation

The pre-professional studies at CUW are accredited by the Higher Learning Commission. The Radiologic Technology education within our hospital-based partner affiliates is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT (<https://www.jrcert.org/>)).

## Pre-professional Requirements

Students in the Radiologic Technology major complete the Concordia core courses, liberal arts dimensions and additional pre-requisite courses for the major. Students must maintain a minimum overall GPA of 2.5 and must achieve a minimum of C (2.0) in the following courses: Algebra (or higher), Communications, Computers, Medical Terminology and Anatomy & Physiology courses. These courses should be completed before the application to the RT program is due. Students are allowed to retake each required course one time. An ACT score of 18 or higher (or SAT equivalent) is required by Ascension St. John. Job Shadowing in radiologic technology is required and is specific to each program as follows:

- **Ascension St. John:** requires 6 shadowing hours at their hospital, minimum ACT score of 18 or SAT equivalent score
- **Ascension Providence:** Intro to Healthcare course **OR** 5 hours of job shadowing before application date

Students are strongly encouraged to meet with CU advising as soon as the RT major is determined to discuss and prepare for requirements. Students are encouraged to review requirements on affiliated program websites for additional information.

## Tuition

Students in the Radiologic Technology (RT) Program will pay CU tuition during the pre-professional and professional aspects of the major. Students in the professional aspect of the major pay for 4 semesters and do not pay for summer, or any overload tuition charges. If the student is attending an affiliate hospital-based program, a percentage of the tuition will be given to that program. Students will be charged CU undergraduate tuition for the full program and receive all eligible institutional aid as long as the student is in enrolled in 12 or more credits. Only one student per year will be eligible to utilize the Concordia tuition waiver or tuition exchange. No more than one student per site may be on tuition waiver and/or tuition exchange at a time. Students receiving tuition benefits who are interested in the CU RT program are encouraged to discuss options with advising and the imaging department chair.

## Program Learning Outcomes

Students are encouraged to review each affiliate program webpage for any additional program learning outcomes.

1. Students will demonstrate clinical competence
2. Students will be able to communicate effectively
3. Students will use critical thinking and problem solving skills
4. Students will evaluate the importance of professional growth and development
5. The program will graduate entry-level technologists

Concordia University Ann Arbor (CUAA) students will apply to affiliated accredited programs in radiologic technology. Students attending an accredited radiologic technology program will receive academic coursework and clinical education from instructors employed by the program and will participate in clinical rotations through affiliated hospitals and clinics. Placement is not guaranteed. The application

process is specific to each program. Students are encouraged to review the application process and work with their CU adviser in planning. The following JRCERT accredited programs are affiliated with CUAA:

## Ascension | Providence Hospital (Southfield) School of Radiologic Technology

Program Information (<http://www.stjohnprovidence.org/alliedhealth/radiologictech/>)

Program Goals (<http://www.stjohnprovidence.org/alliedhealth/radiologictech/>)

Program Outcomes (<http://www.stjohnprovidence.org/alliedhealth/radiologictech/>)

## Ascension | St John Hospital School of Radiologic Technology

Program Information (<https://medicaleducationsjp.com/en/medical-education/ascension-st-john-hospital-and-medical-center-school-of-radiologic-technology/>)

Program Goals (<https://medicaleducation.ascension.org/michigan/st-john-radiologic-technology/about-the-program/>)

Program Outcomes (<https://medicaleducation.ascension.org/michigan/st-john-radiologic-technology/about-the-program/>)

## Pre-Professional Course Curriculum

Code	Title	Hours
	Core Requirements (p. 28) <sup>1</sup>	45
	<b>Major Requirements</b>	<b>16</b>
	<b>Electives</b>	
	Minor: Optional	
	<b>Total Hours</b>	<b>61</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<b>Concordia Common Core (18 credits required)</b>		
REL 100	The Bible (Bible Content)	3
REL 110	Christian Faith (Christian Doctrine)	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
<b>Liberal Arts Dimensions (27 credits)</b>		
<i>Faith &amp; Life (3 credits)</i>		
REL above 204		3
<i>Society &amp; Culture (3 credits)</i>		
COMM 460	Cross-Cultural Communication	3
or GEOG 220	Cultural Geography	
or HIST 163	Non-Western World	
<i>Natural World (7 credits)</i>		
BIO 151	Functional Human Biology I	4
MATH 128	College Algebra (Mathematics) <sup>1,2</sup>	3
<i>Communication &amp; Language (6 credits)</i>		



COMM 105 or COMM 201	Public Speaking (Communications) <sup>1,2</sup> Interpersonal Communication	3
ENG 104	Introduction to Writing <i>Human Beings &amp; Being Human (5 credits)</i>	3
HHP 100	Stewardship of the Body (Physical Development)	1
HHP Activity (104-169)		1
PSY 101	General Psychology <sup>1,2</sup> <i>Human Creativity &amp; Expression (3 credits)</i>	3
	see Core Options	3
<b>Required Courses (16 credits)</b>		
BIO 152	Functional Human Biology II	4
BIO 191	Human Anatomy and Physiology I <sup>1,2</sup>	4
BIO 192	Human Anatomy and Physiology II <sup>1</sup>	4
RT 312	Medical Terminology <sup>1,2</sup>	1
CSC 150	Foundations of Computer Science <sup>1,2</sup>	3
<b>Total Hours</b>		<b>61</b>

<sup>1</sup> Required courses for the RT program.

<sup>2</sup> Communication, Math, Computers, Medical Terminology and A&P I, and Behavioral science need to be completed by the end of the 3rd semester

### Additional Requirements

- Comm, Algebra, Computers, Medical Term, A&P 1 and Behavioral science must be completed the semester before the application is due
- Specific course grades with minimum of grade C or higher. (see footnotes). A 3.0 GPA in science courses is preferred. Students are only allowed to retake a required course once.
- Overall GPA 2.5 or higher
- Additional science courses and CPR for healthcare providers are encouraged
- **Ascension St. John:** requires 6 shadowing hours at their hospital, ACT score of 18 or higher (or SAT equivalent).
- **Ascension Providence:** Intro to Healthcare course **OR** 5 hours of job shadowing before application date
- Students are encouraged to review requirements on affiliated program websites for additional information.
- Students are encouraged to have patient care or customer service experience.

### Professional Curriculum

Concordia University Ann Arbor (CUAA) students attending an affiliate accredited radiologic technology program will receive academic coursework and lab instruction by the respective program's employed instructors and participate in clinical rotations through affiliated hospitals and clinics. Students attending affiliate RT programs will remain CUAA students and pay CU tuition for 2 fall and 2 spring semesters. The program director and instructors within the respective affiliate program will determine assessments, standards and grades for students enrolled in their program. **CUAA students successfully completing all requirements for the semester will be identified as passing on the CU transcript and issued a pre-determined amount of credits per semester, 60 credits in total for the program.** Students who do not successfully complete all requirements as indicated by the program will be issued "no credit" on their CU transcript. Students are encouraged to work with advising to outline their academic roadmap and review credit distribution.

CUAA courses/credits earned during this time will not impact overall GPA and are as follows:

### Course Descriptions by program

#### Ascension Providence (Southfield) School of Radiologic Technology

Course Descriptions (<https://medicaleducationsjp.com/medical-education-at-ascension-providence-hospital/ascension-providence-hospital-school-of-radiologic-technology/>)

#### Ascension St. John Hospital School of Radiologic Technology

Course Descriptions (<https://medicaleducationsjp.com/en/medical-education/ascension-st-john-hospital-and-medical-center-school-of-radiologic-technology/>)

## Rehabilitation Science (A)

The Bachelor of Science in Rehabilitation Science (BSRS) degree is intended to offer students an opportunity to receive a broad based education in rehabilitation while meeting the pre-requisites for the Occupational Therapy (OT) and Physical Therapy (PT) Programs at Concordia University Ann Arbor (CUAA). Students who are enrolled in BSRS may be eligible to apply for admission to the OT and PT programs at CUAA.

### Mission

The mission of Concordia University's Bachelor of Science in Rehabilitation Science (BSRS) degree is to provide foundational knowledge and skills that prepare students for employment in a health care field and for graduate-level education as a rehabilitation professional.

### General Academic Information

Students who choose to complete only the BSRS degree have an opportunity to explore a wide range of health care employment opportunities. A bachelor's degree in Rehabilitation Science can qualify an individual for positions in community public health, community mental health, wellness programs, managed care organizations, child-care facilities, adult day-care facilities, pharmaceutical sales, medical sales, assistive living/independent living centers, specialty Alzheimer's disease care centers, fitness programs, nursing homes and hospitals. Students should be aware that a BSRS degree alone does not meet the requirements to sit for the National Board of Certification in Occupational Therapy (NBCOT) exam to become an occupational therapist or the National Physical Therapy Exam (NPTE) for physical therapy.

### Program Outcomes

- Students will develop an understanding of health, function and disability as fundamental concepts for rehabilitation professionals;
- Students will demonstrate the ability to communicate in a professional manner;
- Students will explain the typical structure and function of the human body as a foundation for understanding clinical conditions;
- Students will understand and apply Christian perspectives as a guide to promote stewardship of the human body;
- Students will demonstrate the ability to consume scientific evidence as a foundation for rehabilitation services;
- Students will develop an awareness for cultural diversity, belonging, and accessibility for clinical populations;

- Students will explain the ethical implications of regulatory policies in rehabilitation.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>29</b>
<b>Electives</b>		<b>46</b>
Fulfilled through OT/PT for students in Accelerated and Bridge		
<b>Total Hours</b>		<b>120</b>

## Core Requirements

Code	Title	Hours
<i>Common Core Experience</i>		
REL 100	The Bible	3
REL 110	Christian Faith	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
<i>Faith and Life</i>		
Any REL course above 204		3
<i>Communication and Language</i>		
ENG 104	Introduction to Writing	3
COMM 201	Interpersonal Communication	3
<i>Human Creativity and Expression</i>		
Choice of Human Creativity and Expression Course		3
<i>Human Beings and Being Human</i>		
HHP 100	Stewardship of the Body	1
Choice of HHP Activity Course		1
PSY 101	General Psychology	3
<i>Natural World</i>		
BIO 191	Human Anatomy and Physiology I	4
MATH 205	Statistics I	3
<i>Society and Culture</i>		
COMM 460	Cross-Cultural Communication	3
<b>Total Hours</b>		<b>45</b>

## Major Courses

Code	Title	Hours
BIO 191	Human Anatomy and Physiology I (Satisfies core requirement)	4
BIO 192	Human Anatomy and Physiology II	4
PSY 230	Life Span Development	3
RSC 106	Medical Terminology	1
RSC 200	Foundations of Rehabilitation Science	3
RSC 205	Evidence Based Practice and Basic Statistics	3
RSC 206	Ethical Considerations in Rehabilitation	3
RSC 302	Advanced Anatomy	4
RSC 304	Teaching and Learning in Rehabilitation	3
RSC 310	Culture and Rehabilitation	3
RSC 325	Clinical Conditions I	1

RSC 326	Clinical Conditions II	1
<b>Total Hours</b>		<b>29</b>

## Additional Pre-Requisites for Students Seeking a Physical Therapy Concentration

Code	Title	Hours
CHEM 141	General Chemistry I	4
CHEM 142	General Chemistry II	4
EXS 442	Exer Prescription & Testing	4
HHP 342	Nutrition for Wellness and Performance	3
HHP 371	Exercise Physiology	3
HHP 373	Motor Development	3
PHYS 151	General Physics I	4
PHYS 152	General Physics II	4
PHIL 350	Bioethical Dilemmas in Contemporary Society	3

## Accelerated BSRS

Students in the BSRS program may focus on the concentrations of Occupational Therapy (MOT or OTD) or Physical Therapy (DPT). As students move through the BSRS curriculum at an accelerated rate, they may need to take courses during the summer term (at an extra charge) in order to enter the OT or PT program before they complete their BSRS degree. Please note that when a BSRS student enters the OT or PT Program, she/he will be charged the graduate tuition rate.

## Occupational Therapy Concentration

BSRS students who choose to pursue a career in Occupational Therapy (OT) can apply for the graduate OT program (Occupational Therapy Doctorate - OTD) during their sophomore year. If accepted, they will start OT coursework during their junior year. Some OT coursework will be used to meet elective credits in the BSRS degree. The first 28 first time freshman students who submit a tuition deposit and have at least a cumulative GPA of 3.0 will be placed on a **guaranteed** OT admission list.

If at any time in the first two years in the BSRS Program, a student's cumulative GPA falls below a 3.0, she/he will forfeit their guaranteed admission to the OT Program. In order to apply to the OT Program - Accelerated Track, students will need to have a cumulative GPA of 3.0 or higher and a B or higher in the three anatomy courses (BIO 191, BIO 192, or RSC 302), Math 205 (Statistics), RSC 302 (Culture in Rehab), RSC 106 (Med Term), RSC 325/326 (Clinical Conditions I & II). Students should reference the Graduate Catalog for full application information, including those who do not have guaranteed admission.

## Physical Therapy Concentration

BSRS students who choose to pursue a career in Physical Therapy (PT) may enter the PT program starting their senior year. For accelerated admission to the PT program students must earn a cumulative GPA of 3.0, a pre-requisite science course GPA of 3.45 (minimum of a "C" in each science pre-requisite course), have 40 hours of observation of physical therapists in clinical practice, and successfully complete a face to face interview during the Physical Therapy Program Early Decision visit day. First grades earned in science pre-requisite courses are used to calculate the science GPA. If a student desires to retake a science course to improve their grade in the course, they will need to transfer out of the BSRS degree and find an alternative major.

# Social Work Major (A)

## Mission

To prepare graduates for baccalaureate level, generalist, Social Work practice, within the context of faith, service and social justice.

The **context of faith** is important in the Department of Social Work. From a perspective of faith, we are able to draw energy and determination in teaching, and helping our students develop strong, competent Social Work skills that will provide a foundation for helping others. It reminds us (students and faculty) that our talents, abilities, and resources are all gifts from God that are to be used in the spirit of love, generosity, and forgiveness.

Our **faith-based** context also directs the manner in which we provide **service** to our clients. It means that Social Work students and faculty will utilize the expected professional practice knowledge and skills of the Social Work profession in their work with individuals, families, groups, communities, and governments. Our faith serves as a lens through which we see our Social Work education as a layer established upon Christian knowledge and values. It is a lens through which we see the world, our careers, vocation, and the special calling we have to reach out as Christian Social Workers to those who need help.

The idea of **possibility** relates both to our work as Social Workers and in our commitment to social justice. The concept of possibility reminds us that there are a myriad of opportunities in the Social Work profession. As students and faculty we have the chance to discern the best fit for our talents and skills. Likewise, in the **pursuit of social justice**, we help our clients reach for the possibilities in their lives, and as Social Workers we confront the barriers that might prevent our clients from reaching the possibilities that fit their skills and abilities.

## History of Social Work at Concordia University

Concordia University Wisconsin (CUW) was founded in 1881 as a school of the Lutheran Church-Missouri Synod (LCMS). Over the course of the next century, CUW moved from Trinity Lutheran Church in downtown Milwaukee, to property on 31<sup>st</sup> street, and finally to the former campus of the School Sisters of Notre Dame in Mequon, Wisconsin.

For approximately eight decades, Concordia offered high school and the first two years of a liberal arts college program providing "classical, technical, and religious instruction to young men and students who desire to prepare themselves for the ministry of the Lutheran Church." In the 1960's and early 1970's, a lay ministry program was incorporated in the curriculum along with co-educational programs for those interested in becoming teachers, deaconesses, or Social Workers in the Lutheran Church. In 1978, Concordia became a 4-year accredited college providing education in teacher education, nursing, medical assistant, Social Work, and engineering. It was at this time that the current Social Work Program began as a cooperative effort with the University of Wisconsin – Milwaukee.

After officially becoming a university on August 27, 1989, the decision was made to establish an independent Social Work program at CUW. On June 16, 1997, the Council on Social Work Education (CSWE) granted initial accreditation for a Bachelor of Social Work (BSW) program at CUW. The program has grown and remained fully accredited since that time.

The Social Work Program at Concordia University is housed within the School of Health Professions (SHP) and is designed for undergraduates,

leading to a Bachelor of Social Work Degree (BSW). There are currently four program areas including:

- A traditional BSW program on the Mequon (CUW) campus
- A traditional BSW program on the Ann Arbor (CUAA) campus
- An online accelerated BSW program
- An online Master of Social Work (MSW) program

## Accreditation

The Council on Social Work Education (CSWE) provides accreditation for Social Work programs at the bachelor and graduate level of education. Graduating from an accredited program is important for BSW students. An accredited program offers BSW graduates the opportunity to request *advanced standing* for an MSW degree in any University. The BSW program at CUW has been fully accredited by CSWE since 1997.

## Social Work Values

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

## Generalist Practice

All Social Work programs educate students in Generalist Practice. Generalist practice provides students with a social work professional foundation knowledge base. Undergraduate students receive this knowledge base during the junior and senior year. Graduate students receive this knowledge base at a somewhat advanced level during the first year of their graduate program.

## Definition of Generalist Practice

Generalist Social Work practitioners work with individuals, families, groups, communities, and organizations in a variety of Social Work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. Generalist practitioners engage in community and organizational development. Additionally, they evaluate service outcomes in order to improve the provision and quality of services most appropriate to client needs.

## Application Process

Students may declare a Social Work major as an arriving freshman or anytime while in good standing at Concordia University. They cannot enroll into upper level Social Work courses or begin a field placement until they have completed the application process to Upper Division Status and have been officially accepted by the BSW Program Director.

Students interested in the Social Work major should complete the two introductory Social Work courses, *SW 225 Social Work & Social Welfare* and *SW 235 Introduction to Child Welfare*, the prerequisites, *Math 205 Statistics*, and the core curriculum prior to beginning the upper level (300/400) Social Work courses. For traditional students, the upper-level courses start the fall semester of their junior year, so the requirements above should be completed by the end of the sophomore year. Students in the

online accelerated program must complete the core and prerequisites before beginning the Upper Division courses.

This planning is necessary so students can matriculate through the program and take courses in sequence beginning with the Junior year, and graduate at the completion of the Senior year. Completing the core by the end of the sophomore year is strongly recommended.

### Field Education

Students begin the field instruction sequence in the first semester of the senior year, and spend both fall and spring semesters of the senior year in one field placement. During both semesters, a student will spend an average of 14-16 hours per week at the placement agency, for a total of at least 400 clock hours of field instruction. Students make a commitment to remain with the agency for two semesters, until the end of the academic year. During the spring semester, traditional students must remain in their field placement until at least May 1<sup>st</sup>.

### Service Learning and IPE Hour Requirements

Social Work students will complete the Service Learning and IPE requirements:

- Twenty (20) hours of Service Learning activities
- Twenty (20) hours of IPE activities. *Eight (8) IPE hours will be completed junior and senior year with the mandatory case discussions.*

Service learning and IPE have multiple functions. 1) Provide unique experiences that prepare you for the field internship; 2) Provide experiences that build your résumé and strengthen your competitiveness for employment; 3) Increase confidence in your ability to be a Social Worker; 4) Fulfill the Christian mission of developing in mind, body and spirit for service to Christ in the church and the world.

### Service Learning

Service learning is an opportunity for students to become involved with the Social Work community through a social service organization, learning first-hand some of the ins and outs of Social Work practice. Service learning is required because it gives students an opportunity to interact with a professional agency and gain insight into the work that Social Workers do. This insight helps students narrow down the area of Social Work for an internship. Students may begin accumulating service-learning hours when they become a CUW freshman. They must complete the hours before beginning their senior year, and their internship. It is advised that students complete the service learning hours freshmen and sophomore years, so that they can work on completing IPE hours junior and senior years.

Service Learning activities can include a variety of volunteer activities geared towards students' interests. Students can volunteer with homeless shelters, food pantries, Habitat for Humanity, social service agencies and other organizations that help disadvantaged populations. Students may also participate in a mission trip through their church or through CUWAA, be a camp counselor, bible school teacher, tutor, or find another option not listed. Although many options exist for Service Learning activities, students should double check with the Department of Social Work if they are unsure an activity will count.

### Interprofessional Education (IPE)

Interprofessional Education (IPE) is essential for students preparing for careers in the health and social care fields, as well as healthcare administration. IPE gives Social Work students an opportunity to expand their education and learn how Social Workers interface with other health

care professionals, including occupational therapists, physical therapists, physician's assistants, pharmacists, nurses and more. Students obtain IPE experience by attending mandatory case discussion events junior and senior years, and through other activities coordinated by the School of Health Professions.

### Social Work Program Core Competencies

- Competency 1: Demonstrate Ethical & Professional Behavior.
- Competency 2: Advance Human Rights and Social, Racial, Economic & Environmental Justice.
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
- Competency 4: Engage in Practice-informed Research and Research-informed Practice.
- Competency 5: Engage in Policy Practice.
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
- Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities.
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

### Social Work Program Goals

The goals of the CUW/CUAA Social Work Program are to:

1. Prepare students for professional generalist practice.
2. Prepare students who have developed the behaviors associated with the nine (9) competencies established by CSWE.
3. Encourage students to draw on the foundations of Christianity in faith, service, and social justice, and to provide leadership in the provision of service and solidarity for all persons, especially marginalized or oppressed groups.
4. Develop students with strong practice skills built on the knowledge base of the profession.
5. Support students in their understanding of and ability to apply the NASW Code of Ethics when practicing, and in their understanding of the relationship between the code of ethics and Christianity.
6. Prepare students who can apply research and/or evidence-based practice in practice settings, and in evaluating the effectiveness of practice and programs.

### Curriculum

Code	Title	Hours
	Core Requirements (p. 28) <sup>1</sup>	45
	<b>Major Requirements</b>	<b>45</b>
	<b>Electives / Minor - A Minor is required (Minimum 18 credits)</b>	<b>30</b>
	Minor: Required	
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
MATH 205	Statistics I (Counts as university core) <sup>1</sup>	
<b>Required Courses</b>		
All required Social Work (SW) courses require a grade of B- or better		
SW 225	Social Work & Social Welfare	3
SW 235	Introduction to Child Welfare	3
SW 306	Social Welfare Policy and Programs	3
SW 310	Research Methods I	3
SW 346	Human Behavior in the Social Environment I	3
SW 347	Human Behavior in the Social Environment II	3
SW 410	Research Methods II	3
SW 490	Senior Integrative Seminar	3
SW 327	Field Education I	3
SW 427	Field Education II	3
SW 328	Field Seminar I	3
SW 428	Field Seminar II	3
SW 326	Skills & Methods of Social Work Practice I	3
SW 426	Skills & Methods of Social Work Practice II	3
SW 436	Skills & Methods of Social Work Practice III	3
<b>Total Hours</b>		<b>45</b>

<sup>1</sup> Must receive a "C" or better

## Program Admission

### Declaring Social Work as a Major

Students cannot enroll in upper division Social Work courses (SW 300 or SW 400 level) or begin a field placement until they have completed the application (below) and been accepted into the upper division program.

Prior to official acceptance into Upper Division Status, students are expected to take the two introductory social work courses, SW 225 (Social Work & Social Welfare) and SW 235 (Introduction to Child Welfare) during their freshman and sophomore years. Students also need to have completed Math 205 (Statistics I).

Complete an Application for Admission into Upper Division Status in the Social Work Major. A completed application includes:

- Completion of Application for Admission Form ([https://www.cuw.edu/academics/programs/social-work-bachelors/\\_assets/Application.pdf](https://www.cuw.edu/academics/programs/social-work-bachelors/_assets/Application.pdf))
- Completion of a Personal Narrative
- Submission of Current Academic Transcript and spring class schedule
- Interview with the Director of the Social Work Program and/or Social Work Admissions Committee.

Application materials are due the first Friday in February of the sophomore year. Upper Division classes will begin the fall semester of junior year and will take four semesters to complete.

## Minors

- Child Life Specialist Minor (A) (p. 124)
- Social Science Minor for Social Work Majors (A) (p. 124)
- Social Work Minor (A) (p. 124)

## Child Life Specialist Minor (A)

Child life specialists are trained professionals with expertise in helping children and their families overcome life's most challenging events, and the importance of their services has been well documented.

### Curriculum

Code	Title	Hours
PSY 221	Child Development	3
PSY 222	Adolescent Development	3
CLS 311	Family Systems Theory in Child Life	3
CLS 336	Therapeutic Play	3
CLS 400	The Child Affected by Death, Dying and Grief	3
CLS 333	The Hospitalized Child with Therapeutic Interventions	3
RT 312	Medical Terminology	1
CLS 391	The Child Life Practicum Experience	3
CLS 491	The Child Life Internship	12
<b>Total Hours</b>		<b>34</b>

## Social Science Minor for Social Work Majors (A)

### Minor Requirements

27 credits, 9 credits apply to Core

Code	Title	Hours
<b>Required Courses</b>		
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
ECON 222	Macroeconomics	3
or ECON 200	Principles of Economics	
<i>Select one of the following Political Science courses:</i>		
POLS 101	Introduction to Political Science	3
POLS 201	American Government	3
POLS 285	American Politics and Health Care Policy	3
COMM 105	Public Speaking	3
COMM 201	Interpersonal Communication	3
PSY 230	Life Span Development	3
SW 375	Understanding Death and Dying	3
Select a PSY or SOC course		3
<b>Total Hours</b>		<b>27</b>

## Social Work Minor (A)

The Social Work Minor is for students who are interested in learning more about the vast field of social work. This minor will benefit students

who are interested in serving individuals, families, communities, and/or organizations and advocating for social justice.

The Social Work minor is open to all majors (with the exception of Social Work Majors.)

## Curriculum

Code	Title	Hours
SW 225	Social Work & Social Welfare	3
SW 235	Introduction to Child Welfare	3
SW 346	Human Behavior in the Social Environment I	3
<b>Elective Credits (choose 3 courses for 9 credits)</b>		<b>9</b>
SW 306	Social Welfare Policy and Programs	
SW 347	Human Behavior in the Social Environment II	
SW 360	Trauma: Prevalence, Impact, and Coping	
SW 365	Drugs, Society, and Human Behavior	
SW 375	Understanding Death and Dying	
SW 392	Aging and the Social Environment	
POLS 285	American Politics and Health Care Policy	
<b>Total Hours</b>		<b>18</b>

## School of Nursing (A)

The Traditional Undergraduate Nursing program at Concordia University program is committed to helping students develop in mind, body, and spirit. It is a challenging curriculum, but one that we think you will gain from in ways you can't even begin to imagine right now.

Guided by Christian principles, our nursing students receive a broad foundation in the liberal arts, and in the art and science of the nursing profession. You will have opportunities to apply theoretical concepts and skills into nursing practice as you develop clinical competence. You will explore concepts related to interprofessional communication, collaboration, professionalism and leadership, all of which are integrated into our rigorous program of study.

- Nursing: Traditional Bachelor of Science in Nursing (A) (p. 125)

## Majors

- Nursing: Traditional Bachelor of Science in Nursing (A) (p. 125)

## Nursing: Traditional Bachelor of Science in Nursing (A)

The Traditional Undergraduate Nursing program at Concordia University is committed to helping students develop in mind, body, and spirit. Though a rigorous curriculum, our students are well-prepared to sit for the NCLEX-RN Licensure Exam at the culmination of their studies.

With a foundation in Christ, our nursing students receive a well-rounded liberal arts core as well as the art and science of nursing. Skillfully integrated into our program of study are concepts related to interprofessional communication, collaboration, professionalism and leadership.

Sessions with our high-fidelity manikins and skills team will prepare you for your clinical experiences. Through collaboration with area healthcare partners, you will have multiple opportunities to apply the theoretical concepts and skills you learn during clinical. We are dedicated to your

success and look forward to helping you reach your goal of becoming a professional nurse.

## Program Highlights

- Fall and spring program admission.
- Global health experiences are available.
- Individualized attention and faculty guided tutoring help students succeed.
- Multi-bed high-fidelity simulation lab and hands-on skills lab.
- Active Student Nurses Association and Sigma Theta Tau Honor Society.
- Financial assistance and scholarships are available.

## Accreditation

Concordia University is accredited by the Higher Learning Commission ([hlcommission.org](http://hlcommission.org)), a regional accreditation agency recognized by the U.S. Department of Education.

The nursing program at Concordia University Ann Arbor is an additional campus location of the Concordia University Wisconsin baccalaureate nursing program.

The baccalaureate degree in nursing at Concordia University Wisconsin is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

## Program Learning Outcomes

These represent the guiding standards on which each course in our curriculum is built.

1. Apply liberal arts education and scientific background information into practice.
2. Apply organizational and leadership principles in practice to improve quality and patient safety.
3. Apply current evidence into professional nursing practice.
4. Use informatics and healthcare technologies to inform decision-making regarding quality patient care and safety.
5. Demonstrate knowledge of healthcare policy, finance, and regulatory environments.
6. Communicate and collaborate in an interprofessional healthcare environment to deliver safe, high quality patient care.
7. Apply knowledge of health promotion and disease prevention to improve individual and population health.
8. Demonstrate professionalism and professional values within the context of a Christian perspective.
9. Engage in the professional roles of the nurse as care provider, care manager/coordinator, lifelong learner and member of the profession.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>76</b>
<b>Electives</b>		

Minor: Optional	
<b>Total Hours</b>	<b>121</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<b>Common Core</b>		
REL 100	The Bible	
REL 110	Christian Faith	
CCE 110	Western Culture & Worldview	
CCE 120	Western Thought & Worldview	
CCE 130	Christian Citizen	
CCE 140	Science & Humanity	
<i>Communication and Language</i>		
ENG 104	Introduction to Writing	
COMM 201	Interpersonal Communication	
<i>Faith and Life</i>		
REL 376	Christian Ethics	
<i>Human Beings and Being Human</i>		
HHP 100	Stewardship of the Body	
HHP Activity Course		
PSY 101	General Psychology	
<i>Natural World</i>		
CHEM 105	Elements of General and Biological Chemistry	
MATH 128	College Algebra	

Code	Title	Hours
<b>Required Nursing Courses</b>		
NURS 202	Gerontological Nursing Theory	3
NURS 203	Professional Core Foundations	3
NURS 212	Gerontologic Nursing Clinical	2
NURS 213	Foundational Nursing Skills 1	1
NURS 222	Nursing Pathophysiology	3
NURS 232	Wellness Assessment	3
NURS 250	Nursing Pharmacology I	2
NURS 255	Nursing Pharmacology 2	2
NURS 303	Psychological Wellness Theory	3
NURS 313	Foundational Nursing Skills 2	1
NURS 315	Psychological Wellness Clinical	1
NURS 316	Alterations in Adult Health 1 Theory	3
NURS 317	Alterations in Adult Health 1 Clinical	2
NURS 335	Nursing Research	3
NURS 340	Community Wellness Theory	3
NURS 341	Community Wellness Clinical	1
NURS 344	Alterations in Adult Health 2 Theory	3
NURS 347	Alterations in Adult Health 2 Clinical	2
NURS 403	Alterations in Adult Health 3 Theory	4
NURS 404	Alterations in Adult Health 3 Clinical	2.5
NURS 422	Family-Centered Nursing: Pediatrics Theory	3
NURS 423	Family-Centered Nursing: Pediatrics Clinical	1

NURS 425	Family-Centered Nursing: OB & Women's Health Theory	3
NURS 426	Family-Centered Nursing: OB & Women's Health Clinical	1
NURS 440	Leadership and Management in Healthcare Systems Theory	3
NURS 441	Leadership and Management Practicum: In an Evolving Healthcare System	2.5

<b>Collateral Courses</b>		
BIO 191	Human Anatomy and Physiology I	4
BIO 192	Human Anatomy and Physiology II	4
BIO 149	Medical Microbiology	4
PSY 230	Life Span Development	3
<b>Total Hours</b>		<b>76</b>

## Major Electives

Code	Title	Hours
NURS 452	Global Education Mexico <sup>2</sup>	3
NURS 477	Introduction to Integrative and Complementary Therapies <sup>2</sup>	1,2
NURS 494	Introduction to EKG <sup>2</sup>	1
NURS 408	Advanced Concepts in Perfusion <sup>3</sup>	4

<sup>2</sup> Offered at CUW only

<sup>3</sup> Offered at CUAA only

## Admission: Traditional Freshman Students

Concordia University **pre-nursing students** who meet **all** of the following minimum requirements are eligible for direct admission to the traditional undergraduate nursing program. The number of students accepted into the program is dependent on available clinical space and the student's ranking based on the criteria below:

- Minimum **cumulative GPA**  $\geq 2.75$
- Minimum **science GPA**  $\geq 2.75$  with a **minimum grade of C** in the following courses:
  - Microbiology (BIO 149 or higher level microbiology course with lab section)
  - Anatomy & Physiology I (BIO 191 or higher level human anatomy & physiology I course with lab section)
  - Anatomy & Physiology II (BIO 192 or higher level human anatomy & physiology II course with lab section)
  - General & Biological Chemistry (CHEM 105 or higher level general & biological chemistry course with lab section may be considered)
- **Minimum grade of C** in college algebra or higher level math course (statistics, pre-calculus or calculus) **OR**
  - Waiver with an AP score of 4 or 5 on the AP Calculus Exam, **OR**
  - CLEP credits for college algebra.
- English as Second Language, language test score:
  - TOEFL  $\geq 75$  **OR**
  - IELTS  $\geq 6.5$

## Admission: Direct Entry Transfer Students

- Transcript review.
- Letter of Good Standing from the institution where the student was most recently enrolled.
- Minimum Cumulative GPA  $\geq$  3.0
- Minimum **science GPA**  $\geq$  2.75 with a **minimum grade of C** in the following courses:
  - Microbiology (BIO 149 or higher level microbiology course with lab section)
  - Anatomy & Physiology I (BIO 191 or higher level human anatomy & physiology I course with lab section)
  - Anatomy & Physiology II (BIO 192 or higher level human anatomy & physiology II course with lab section)
  - General & Biological Chemistry (CHEM 105 or higher level general & biological chemistry course with lab section may be considered)
- $\geq$  C in college algebra or higher level math course (statistics, pre-calculus or calculus) **OR**
  - Waiver with an AP score of 4 or 5 on the AP Calculus Exam, **OR**
  - CLEP credits for college algebra.
- English as Second Language test score:
  - TOEFL  $\geq$  75 **OR**
  - IELTS  $\geq$  6.5
- Transfer students are required to contact the admissions transfer counselor for Concordia's application process and timeline. All applications must be submitted to the Admissions Office by August 1 for the fall semester or December 1 for the spring semester.
- Applications will be reviewed and prioritized by the School of Nursing.
- The number of students accepted will be dependent on available clinical spots.

## Additional Admission Requirements:

- Current **American Heart Association BLS for Healthcare Providers**. BLS certification must be kept current throughout the program.
- Current state certification as a Nurse Aide (**CNA**).
- A clear background check.
- Students will be required to undergo a urine drug screen prior to their first clinical course (second semester of sophomore year).
- All nursing courses (courses with a NURS prefix) **must be taken at CUAA**. The traditional BSN program will not accept nursing courses transferred from other institutions.
- Transfer courses must have been completed within five years prior to admission.
- To attend clinicals, students must adhere to **all** requirements set forth by CUAA Healthcare Partners, including the COVID-19 vaccination.

## Progression Policy

- Sophomore, junior and senior students must receive a **minimum grade of 79%** in all nursing courses (courses with a NURS prefix), in order to progress in the program.
- Additional information on progression policies is available in the *Traditional Undergraduate Nursing Student Handbook/Clinical Resource Guide*.

## Accelerated Programs (Acc)

Concordia University Wisconsin's Post-Traditional Programs were designed with the working adult in mind. The coursework is tailored to the needs and unique capabilities of the adult learner, and places a strong emphasis on the direct applicability of the course material to the students' careers.

### Program Highlights

- Serving the working adult since 1989
- Classes are flexible and are offered online, asynchronous and virtual synchronous
- Earn your degree in as little as two years depending on transfer credits
- Options for credit for experiential learning
- Up to 84 transfer credits accepted

## Arts and Sciences Programs

The School of Arts and Sciences educates men and women to be thoughtful and articulate people of faith who, rooted in the liberal arts, contribute in meaningful ways to their families, communities, and cultures.

- Bachelor Degrees (p. 127)
  - Applied Computer Science (Acc) (p. 127)
  - Applied Psychology (Acc) (p. 128)
  - Communication and Leadership (Acc) (p. 129)
  - Theological Studies (Acc) (p. 129)
- Associate Degrees (p. 130)
  - Theological Studies (Acc) (p. 130)
- Minors (p. 131)
  - Theological Studies Minor (Acc) (p. 131)
- Certificates (p. 131)
  - Director of Church Ministries (Acc) (p. 131)
- Applied Computer Science (Acc) (p. 127)
- Applied Psychology (Acc) (p. 128)
- Communication and Leadership (Acc) (p. 129)
- Theological Studies (Acc) (p. 129)
- Theological Studies (Acc) (p. 130)
- Theological Studies Minor (Acc) (p. 131)
- Director of Church Ministries (Acc) (p. 131)

## Majors

- Applied Computer Science (Acc) (p. 127)
- Applied Psychology (Acc) (p. 128)
- Communication and Leadership (Acc) (p. 129)
- Theological Studies (Acc) (p. 129)

## Applied Computer Science (Acc)

An accelerated and all online program focusing on the applied characteristics of Computer Science. While theory is important and not absent in this program. Emphasis is placed on the applied skills



readily used in industry today to prepare students for jobs as software engineers, data science specialists, full stack developers, machine learning developers, and many other careers which leverage computer programming and applied skills throughout computer science.

## Program Learning Outcomes

- Professional responsibility. Students will recognize and be guided by the professional, legal and worldview issues involved in the use of computer technology.
- Problem solving. Students will demonstrate how to solve problems in various user domains using the tools of computer science and information technology.
- Elements of computational thinking. Students will recognize the broad relevance of computational thinking in everyday life as well as its applicability within other domains, and apply it in appropriate circumstances.
- Modeling. Students will use such knowledge and understanding in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoff involved in design choices.
- Methods and tools. Students will deploy appropriate theory, practices, and tools for the specification, design, implementation, and maintenance as well as the evaluation of computer-based systems.
- Critical evaluation and testing. Students will analyze the extent to which a computer-based system meets the criteria defined for its current use and future development.
- Requirements and Specifications. Students will identify and analyze criteria and specifications appropriate to specific problems, and plan strategies for their solution.
- Knowledge and understanding. Students will exhibit knowledge and understanding of essential facts, concepts, principles, and theories relating to computer science and information technology (especially the nine grand ideas).

## Curriculum

Code	Title	Hours
Post-Traditional Core Requirements (p. 24)		44
<b>Major Requirements</b>		<b>36</b>
<b>Electives</b>		<b>40</b>
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
CSC 175	Theory and Fundamentals of Computer Science	3
CSC 200	Coding I- Fundamentals	3
CSC 250	Coding II - Algorithms	3
CSC 300	Coding III- Data Structures	3
CSC 350	Operating Systems	3
CSC 370	Software Engineering	3
CSC 415	Artificial Intelligence	3
CSC 419	Machine Learning and Robotics	3
CSC 426	Cybersecurity	3
CSC 430	Database Fundamentals	3
CSC 460	Advanced Database and Web Development	3

CSC 491	Capstone Project	3
<b>Total Hours</b>		<b>36</b>

## Applied Psychology (Acc)

The BA in Applied Psychology connects to the mission of Concordia University by contributing to the development of students, primarily adult learners, in mind body, and spirit for service to Christ in the area of psychology. Psychology, by its nature, is a subject that is valuable in integrating a biblical worldview along with this subject matter. In CUWAA's Applied Psychology program, students will develop stronger research skills (such as being able to assess the literature), improve critical thinking skills, deepen their knowledge of the various subfields, explore ethical issues in this field, have opportunities to serve others, and gain valuable experience and skills to prepare them for the job market and/or apply for a variety of graduate programs.

### Program Learning Outcomes:

#### Goal 1: Knowledge Base in Psychology

- Describe key concepts, principles, and overarching themes in psychology, including from Christian perspective
- Develop a working knowledge of psychology's content domains
- Describe applications of psychology

#### Goal 2: Scientific Inquiry and Critical Thinking

- Use scientific reasoning to interpret psychological phenomena
- Demonstrate psychology information literacy
- Engage in innovative and integrative thinking and problem solving, including from a Christian perspective
- Incorporate sociocultural factors in scientific inquiry, including from Christian a perspective

#### Goal 3: Ethical and Social Responsibility in a Diverse World

- Apply ethical standards to evaluate psychological science and practice
- Build and enhance interpersonal relationships
- Adopt values that build community at local, national, and global levels, including from Christian a perspective

#### Goal 4: Communication

- Demonstrate effective writing for different purposes
- Exhibit effective presentation skills for different purposes
- Interact effectively with others

#### Goal 5: Apply a Biblical Worldview to Psychology Coursework

## Curriculum

Code	Title	Hours
Post-Traditional Core Requirements (p. 24)		44
<b>Major Requirements</b>		<b>30</b>
<b>Electives</b>		<b>46</b>
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
COMM 201	Interpersonal Communication	3
JPP 311	Criminal Psychology	3
PSY 101	General Psychology	3
PSY 230	Life Span Development	3
PSY 271	Social Psychology in the Workplace	3
PSY 310	Theories of Personality	3
PSY 324	Introduction to Psychopathology	3
PSY 350	Experimental Psychology	3
PSY 421	Human Sexuality	3
PSY 465	Psychology Capstone	3
<b>Total Hours</b>		<b>30</b>

## Communication and Leadership (Acc)

The Communication and Leadership program emphasizes a Christian approach to leadership in today's complex and diverse world. Graduates of this program will carry out Concordia's mission in a variety of institutional settings, providing ethical leadership in organizations both large and small. The program is embedded in Concordia's liberal arts traditions, emphasizing problem-solving, critical thinking, written and oral communication skills, and the integration of faith and learning. It addresses all of Concordia's Global Learning Outcomes. The program is designed to reach post-traditional students with a delivery method that is flexible and convenient - ensuring access and opportunity - while also enhancing our strategic vision of bringing a Concordia education to the post-traditional population.

### Program Learning Outcomes

Students will:

- Apply concepts of Christian faith to contemporary issues (GLO #1 Christian Faith)
- Exercise ethical leadership while working collaboratively with diverse individuals and groups (GLO #2 Service and Global Citizenship)
- Integrate interdisciplinary knowledge to confront real-world problems (GLO #3 Integrated Disciplinary Knowledge)
- Think creatively and critically (GLO #4 Critical Thinking & Creative Problem-Solving)
- Communicate effectively and professionally, both orally and in writing (GLO #5 Communicative Fluency)
- Evaluate, analyze and present data (GLO #6 Analytical Fluency)

### Curriculum

Code	Title	Hours
Post-Traditional Core Requirements (p. 24)		<b>44</b>
<b>Major Requirements</b>		<b>27</b>
<b>Electives</b>		<b>49</b>
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
LA 115	Student Success Strategies	3

COMM 112	Speech Communication	3
ENG 250	Academic Writing and Research	3
PSY 271	Social Psychology in the Workplace (Counts as Core - Social World)	
MATH 205	Statistics I (Counts as Core - Natural World: Mathematics)	
BCOM 300	Group Dynamics	3
HIST 394	Contemporary Studies	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
ENG 410	Professional Writing Seminar	3
COMM 333	Servant Leadership	3
MCST 446	Multicultural Leadership	3
<b>Total Hours</b>		<b>27</b>

## Theological Studies (Acc)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

God reveals himself through His Word and, to a lesser degree, through His world. The Theological Studies Major examines the Bible, God's revealed Word, in broad introductory overviews of the Holy Scriptures (isagogics) as well as in close reading of a particular biblical book (exegetical studies). The major also studies God's providence in history. In addition, students receive practical training in the application of their studies in ministry to others. The Theological Studies Major offers some students the opportunity for a vocation in the church, either as a primary or secondary calling.

Through participation in, and upon completion of, the Theological Studies Major at Concordia University Wisconsin, students will:

- Have a greater understanding of God's Word, the Holy Scripture
- Appreciate the value of sound Christian doctrine based squarely on the Bible
- Develop a heightened awareness of God's working throughout history
- Grow in their relationship with Christ and put His teachings into practice in their vocations
- Employ various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups
- Demonstrate an understanding of research skills

Students who complete this major and who wish to become certified through the The Lutheran Church – Missouri Synod with the designation

"Minister of Religion Commissioned – Director of Church Ministries (DCM)" should apply to the Director of Church Ministries Certification Program. Application forms are available from the church ministries office at churchministriesprogram@cuw.edu or at 262-243-4343. Applicants must be of good moral character and must meet other qualifications specified by the program. Completion of the courses in the Director of Church Ministries Online Certificate program are required for certification. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church - Missouri Synod.

## Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, and appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will develop an appreciation for how God has worked in history, recognize key figures and movements in the life of the Church, and identify the state of theology today.
- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.

## Curriculum

### Post-Traditional Core Students

Code	Title	Hours
	Post-Traditional Core Requirements (p. 24)	44
	<b>Major Requirements (listed below)</b>	<b>33</b>
	<b>Electives</b>	<b>51</b>
	<b>Total Hours</b>	<b>128</b>

### Post-Traditional Intermediate Core Students

Code	Title	Hours
	Post-Traditional Intermediate Core Requirements (p. 25)	38
	<b>Major Requirements (listed below)</b>	<b>33</b>
	<b>Electives</b>	<b>57</b>
	<b>Total Hours</b>	<b>128</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
ENG 210	College Writing	
HIST 376	Classical Greece and Rome	
REL 159	Heritage of Faith	
REL 204	Biblical Theology	
REL 387	Christ's People Through the Ages	
<b>Required Courses</b>		
LA 115	Student Success Strategies	3
REL 201	Old Testament	3
REL 203	New Testament	3
REL 229	Religious Education of Youth and Adults	3
REL 233	Communicating Bible Messages	3
REL 287	Christian Care Giving	3
REL 310	Religion in America Today	3
or REL 410	World Religions	

REL 312	Office of the Professional Church Worker	3
REL 340	Life of Christ	3
REL 376	Christian Ethics	3
REL 383	Gospel of Luke	3
<b>Total Hours</b>		<b>33</b>

## Curriculum

### Post-Traditional Transfer Core Students

Code	Title	Hours
	Post-Traditional Transfer Core Requirements (p. 26)	30
	<b>Major Requirements</b>	<b>36</b>
	<b>Electives</b>	<b>62</b>
	<b>Total Hours</b>	<b>128</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
ENG 210	College Writing	
HIST 376	Classical Greece and Rome	
REL 159	Heritage of Faith	
REL 204	Biblical Theology	
<b>Required Courses</b>		
LA 115	Student Success Strategies	3
REL 201	Old Testament	3
REL 203	New Testament	3
REL 229	Religious Education of Youth and Adults	3
REL 233	Communicating Bible Messages	3
REL 287	Christian Care Giving	3
REL 310	Religion in America Today	3
or REL 410	World Religions	
REL 312	Office of the Professional Church Worker	3
REL 340	Life of Christ	3
REL 376	Christian Ethics	3
REL 383	Gospel of Luke	3
REL 387	Christ's People Through the Ages	3
<b>Total Hours</b>		<b>36</b>

## Associate Degrees

- Theological Studies (Acc) (p. 130)

## Theological Studies (Acc)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for

purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

God reveals himself through his Word and, to a lesser degree, through his world. This program examines the Bible, God's revealed Word, in broad introductory overviews of the Holy Scriptures (isagogics) as well as in close reading of a particular biblical book (exegetical studies). The program also studies God's providence in history. In addition, students receive practical training in the application of their studies in ministry to others. This program may offer some students the opportunity for a vocation in the church, either as a primary or secondary calling.

Through participation in, and upon completion of, the Associate of Arts in Theological Studies at Concordia University Wisconsin, students will:

- Have a greater understanding of God's Word, the Holy Scripture
- Appreciate the value of sound Christian doctrine based squarely on the Bible
- Develop a heightened awareness of God's working throughout history
- Grow in their relationship with Christ and put his teachings into practice in their vocations
- Employ various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups
- Demonstrate an understanding of research skill

### Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, and appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will develop an appreciation for how God has worked in history, recognize key figures and movements in the life of the Church, and identify the state of theology today.
- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.

### Curriculum - Associate Degree

Code	Title	Hours
<b>Required Core Courses</b>		<b>24</b>
<b>Required Courses</b>		<b>33</b>
<b>Electives</b>		<b>6</b>
<b>Total Hours</b>		<b>63</b>

Code	Title	Hours
<b>Required Core Courses</b>		
CCE 110	Western Culture & Worldview	
CCE 140	Science & Humanity	
ENG 210	College Writing	
HIST 376	Classical Greece and Rome	
REL 159	Heritage of Faith	
REL 204	Biblical Theology	
REL 387	Christ's People Through the Ages	

### Natural World - Mathematics

<b>Required Courses</b>		
LA 115	Student Success Strategies	3
REL 201	Old Testament	3
REL 203	New Testament	3
REL 229	Religious Education of Youth and Adults	3
REL 233	Communicating Bible Messages	3
REL 287	Christian Care Giving	3
REL 310	Religion in America Today	3
or REL 410	World Religions	
REL 312	Office of the Professional Church Worker	3
REL 340	Life of Christ	3
REL 376	Christian Ethics	3
REL 383	Gospel of Luke	3
<b>Total Hours</b>		<b>33</b>

## Minors

- Theological Studies Minor (Acc) (p. 131)

## Theological Studies Minor (Acc)

God reveals himself through his Word and, to a lesser degree, through his world. This program examines the Bible, God's revealed Word, in broad introductory overviews of the Holy Scriptures (isagogics) as well as in close reading of a particular biblical book (exegetical studies). The program also studies God's providence in history.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
REL 201	Old Testament	3
REL 203	New Testament	3
REL 229	Religious Education of Youth and Adults	3
REL 233	Communicating Bible Messages	3
REL 287	Christian Care Giving	3
REL 376	Christian Ethics	3
<b>Total Hours</b>		<b>18</b>

## Certificates

- Director of Church Ministries (Acc) (p. 131)

## Director of Church Ministries (Acc)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for

purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

The online Director of Church Ministries (DCM) Certificate is a certificate consisting of seventeen courses, all but two of which are taken online. Application to the certificate program involves steps in addition to application to the university. Courses are offered in a cohort model, with a new cohort beginning every Spring. Each course is eight weeks in length, allowing for students to take three consecutive courses each semester. The first course (REL 105 Church Leadership Seminar) and the twelfth course (REL 495 Director of Church Ministries Seminar) are taken virtually. In order to be certified students must have a Bachelor of Arts degree. Most students enter the online program already possessing the degree. Students can take additional courses through online adult learning theological studies and gain a bachelor's degree.

The online Director of Church Ministries (DCM) Certificate is especially helpful for the person already working in a congregation who lacks the training and credential to be eligible for a call in The Lutheran Church – Missouri Synod. The online program is also available for lay persons desiring to dig deeper into theology at a collegiate level without necessarily seeking certification as a Director of Church Ministries (DCM). Lay persons are welcome to take as much of the program as they desire. For that reason the sequence of courses are arranged as follows.

## Certification and Placement

Upon full completion of all requirements, including a written and oral examination, students are eligible for certification through The Lutheran Church - Missouri Synod. Director of Church Ministries Bachelor of Arts students and Online Certificate students receive the same certification. Students may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church – Missouri Synod with the designation "Minister of Religion Commissioned – Director of Church Ministries (DCM)." The placement process for online certificate students is the same as for the four year graduates. Concordia University Wisconsin is the only synod school at which this program is offered.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Level 1 - Foundations for Service</i>		
REL 105	Church Leadership Seminar (virtually)	1
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3
REL 310	Religion in America Today	3
REL 387	Christ's People Through the Ages	3
<i>Level 2- Practice in Service</i>		
REL 287	Christian Care Giving	3
REL 328	Family and Youth Ministry	3
REL 229	Religious Education of Youth and Adults	3
REL 233	Communicating Bible Messages	3
REL 311	Church in Mission	3

### *Level 3 - Certification as a Commissioned Minister of Religion - Director of Church Ministries (DCM)*

REL 495	Director of Church Ministries Seminar (virtually)	1
REL 312	Office of the Professional Church Worker	3
REL 440	Lutheran Worship: Theology and Practice	3
REL 383	Gospel of Luke	3
REL 404	Lutheran Confessions	3
REL 420	Church Ministries Internship	3

**Total Hours** **47**

## Batterman School of Business Programs

The Batterman School of Business offers a complete range of business education programs and degrees including associate's and bachelor's degrees for undergraduate and accelerated adult students, licensures, and certifications. Graduate programs include our highly ranked Master's of Business Administration (with a complement of concentrations), Master of Science in Leadership (MSL), Master of Science in Accountancy, and Master of Science in Business Analytics. Business undergraduate students also participate in the Concordia Core (<https://www.cuw.edu/academics/concordia-core.html>), a rigorous, liberal arts curriculum integrated with Lutheran distinctives.

All students pursuing a Business major must earn a grade of C - or better in business required courses.

- Accounting (Acc) (p. 133)
  - Business Analytics and Change Management (Acc) (p. 133)
  - Business Management (Acc) (p. 134)
  - Construction and Trades Management (Acc) (p. 135)
  - Health Care Management (Acc) (p. 135)
  - Human Resource Management (Acc) (p. 136)
  - Public Service (Acc) (p. 137)
- 
- Business Management (Acc) (p. 137)
  - General Business (Acc) (p. 138)
  - Health Care Management (Acc) (p. 138)
  - Human Resource Management (Acc) (p. 138)
  - Justice & Public Policy (Acc) (p. 139)
- 
- Accounting Minor (Acc) (p. 139)
  - Business Management Minor (Acc) (p. 140)
  - Construction and Trades Management Minor (Acc) (p. 140)
  - Health Care Management Minor (Acc) (p. 140)
  - Human Resource Management Minor (Acc) (p. 140)
  - Marketing Minor (Acc) (p. 140)
  - Nonprofit Management Minor (Acc) (p. 140)
  - Public Service Minor (Acc) (p. 140)
  - Sport and Entertainment Management Minor (Acc) (p. 141)
- 
- Business Management Certificate (Acc) (p. 141)
  - Construction and Trades Management Certificate (Acc) (p. 141)
  - Health Care Management Certificate (Acc) (p. 141)
  - Human Resource Management Certificate (Acc) (p. 141)

- Marketing Certificate (Acc) (p. 142)
- Nonprofit Management Certificate (Acc) (p. 142)
- Paralegal Studies Certificate (Acc) (p. 142)
- Public Service Certificate (Acc) (p. 142)
- Sport and Entertainment Management Certificate (Acc) (p. 142)

## Bachelor Degrees

- Accounting (Acc) (p. 133)
- Business Analytics and Change Management (Acc) (p. 133)
- Business Management (Acc) (p. 134)
- Construction and Trades Management (Acc) (p. 135)
- Health Care Management (Acc) (p. 135)
- Human Resource Management (Acc) (p. 136)
- Public Service (Acc) (p. 137)

## Accounting (Acc)

The Accounting major provides Accelerated Learning Center students with the opportunity to complete an undergraduate degree in Accounting.

Students receive in-depth training in accounting systems, state and federal laws, and IRS policies that will prepare them to serve in their vocations. They will be prepared to work within both businesses and government agencies. Options are available for completing a double major or combining an undergraduate and graduate program. Rigorous classes prepare students who wish to study for the Certified Public Accounting (CPA) Licensure exam.

Our dedicated accounting professors are committed to enhancing learning by working with students inside and outside of the classroom. Students are encouraged to participate in the on-campus, student-led, Accounting Club, which provides a network of support. CUW accounting graduates have had a 100% job placement rate for two years running.

Those who want to sit for the CPA exam would continue with two additional semester-length undergraduate courses (ACCT 330 Advanced Accounting I, and ACCT 432 Governmental/NFP Accounting) and graduate courses and credits toward an MBA to meet the 150 credit hour CPA requirement.

**Due to the rigor of the accounting profession, students who wish to register for ACCT 310 Intermediate Accounting I or higher accounting courses will be required to have earned a minimum grade of "B" in ACCT 203 Financial Accounting and ACCT 223 Managerial Accounting. Each student will then be required to earn a minimum grade of C in each of their upper-level accounting courses to be awarded a bachelor's degree in accounting from Concordia University.**

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Accounting, students will be able to:

1. Create and analyze financial statements prepared in accord with Generally Accepted Accounting Principles (GAAP).
2. Understand and correctly use the basic terms and concepts of the accounting profession, as applied in actual accounting activities.
3. Demonstrate an understanding of the domestic and international economic and regulatory environment of business.

4. Demonstrate an understanding of Information Systems appropriate to entry-level business positions.

5. Demonstrate an understanding of the legal and ethical responsibilities of accountants, businesses and businesspersons from a Christian perspective.

### Curriculum

Code	Title	Hours
Post-Traditional Core Requirements (p. 24)		44
<b>Major Requirements</b>		<b>66</b>
<b>Electives</b>		<b>10</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3
ACCT 310	Intermediate Accounting I	3
ACCT 311	Intermediate Accounting II	3
ACCT 320	Accounting Information Systems	3
ACCT 323	Cost Accounting	3
ACCT 441	Business Combinations, Governmental, and NFP	3
ACCT 420	Auditing	3
ACCT 350	Income Tax I	3
ACCT 360	Income Tax II	3
BUS 272	Organizational Management Principles	3
CSC 152	Computer Communication	3
BUS 210	Business Law I	3
BUS 355	Management Information Systems	3
BUS 315	Business Statistics (Counts as Mathematics Post-Traditional Core)	
MKTG 422	Marketing Management	3
MGMT 336	Human Resource Management	3
ECON 231	Microeconomics	3
FIN 300	Principles of Finance	3
BUS 368	Philosophy of Values & Ethics	3
MGMT 450	International Business	3
BUS 453	Business Policy and Ethics	3
ECON 222	Macroeconomics (Counts as Society and Culture Post-Traditional Core)	
LA 115	Student Success Strategies	3
<b>Total Hours</b>		<b>66</b>

## Business Analytics and Change Management (Acc)

The Business Analytics program prepares Christian leaders to make data-driven decisions that enhance organizational performance, identify emerging markets, assist change management practices, and solve complex business problems. Students apply these skills to specific areas of finance, economics, marketing, and human resources, etc.

## Program Learning Outcomes

1. a) Summarize principles of Christian ethics related to business intelligence. b) Summarize principles of bias and fairness as related to business intelligence.
2. Apply the principles and techniques of database structure, administration, and implementation of data collection capabilities and decision-support systems.
3. Understand basic computer programming techniques to facilitate collaboration with stakeholders to work across platforms.
4. Describe models for effective decision making to achieve business objectives.
5. Compare different organizational behaviors and adapt change management strategies.
6. Articulate assumptions, analyses, and interpretations of data in a written and oral format.

## Curriculum

Code	Title	Hours
Post-Traditional Core Requirements (p. 24)		44
<b>School of Business Core Requirements</b>		<b>18</b>
<b>Major Requirements</b>		<b>39</b>
<b>Electives</b>		<b>19</b>
<b>Total Hours</b>		<b>120</b>

## Business School Core Courses

Code	Title	Hours
BUS 272	Organizational Management Principles	3
BUS 315	Business Statistics (Counts as Mathematics Post-Traditional Core)	3
MGMT 336	Human Resource Management	3
MGMT 450	International Business	3
MGMT 472	Managing Change	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
<b>Total Hours</b>		<b>18</b>

## Major Courses

Code	Title	Hours
LA 115	Student Success Strategies	3
ENG 210	College Writing (Counts as Communication and Language Post-Traditional Core)	3
REL 159	Heritage of Faith (Counts as Post-Traditional Common Core Experience)	3
DSAA 200	Introduction to Data Science and Analysis	3
CSC 200	Coding I- Fundamentals	3
CSC 250	Coding II - Algorithms	3
MATH 305	Statistics II	3
DSAA 300	Data Mining and Predictive Analysis	3
DSAA 310	Visual Analytics	3
BUS 355	Management Information Systems	3
CSC 415	Artificial Intelligence	3
CSC 430	Database Fundamentals	3
BUAN 405	Business Data Analytics Programming with Visualization	3

BUAN 410	Analytics and the Digital Economy	3
BUAN 415	Data Analytics: Integrative Project	3
<b>Total Hours</b>		<b>39</b>

## Business Management (Acc)

The Business Management major includes the study from a variety of disciplines which will enable the student to develop knowledge, skills, and attitudes to more effectively deal with managerial, human, and financial dynamics within an organization.

## Program Learning Outcomes

1. Describe how a Christian worldview, informs responses to ethical issues and dilemmas.
2. Demonstrate broad knowledge of business and related topics.
3. Demonstrate an understanding and a disposition that a student builds across the business curriculum.
4. Identify and evaluates conclusions, implications, and consequences.
5. Interpret quantitative data to inform and drive sound decision making.
6. Demonstrates professional business communication.
7. Demonstrates the ability to convert relevant information into an insightful mathematical portrayal.

## Curriculum

Code	Title	Hours
Post-Traditional Core Requirements (p. 24)		44
<b>School of Business Core Requirements</b>		<b>18</b>
<b>Major Requirements</b>		<b>18</b>
<b>Electives</b>		<b>40</b>
<b>Total Hours</b>		<b>120</b>

## Business School Core Courses

Code	Title	Hours
BUS 272	Organizational Management Principles	3
BUS 315	Business Statistics (Counts as Mathematics Post-Traditional Core)	3
MGMT 336	Human Resource Management	3
MGMT 450	International Business	3
MGMT 472	Managing Change	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
<b>Total Hours</b>		<b>18</b>

## Major Courses

Code	Title	Hours
<b>Required Courses</b>		
LA 115	Student Success Strategies	3
MKTG 422	Marketing Management	3
ECON 222	Macroeconomics (Counts as Society and Culture Post-Traditional Core)	3
BUS 368	Philosophy of Values & Ethics	3
ACCT 203	Financial Accounting	3
or ACCT 223	Managerial Accounting	3

FIN 300	Principles of Finance	3
BUS 240	Project Management	3
COMM 112	Speech Communication (Counts as Communication and Language Post-Traditional Core)	
ENG 210	College Writing (Counts as Communication and Language Post-Traditional Core)	
REL 159	Heritage of Faith (Counts as Common Core Experience Post-Traditional Core)	
PHIL 256	Critical Thinking & Creativity (Counts as Human Beings and Being Human Post-Traditional Core)	
<b>Total Hours</b>		<b>18</b>

## Construction and Trades Management (Acc)

Upon completion of the major, students will be able to (i.e., program prepares Christian leaders for managerial roles in both small businesses and large scale construction operations. outcomes): Students will be equipped to manage projects, ensure safety and compliance with state and federal regulations, utilize technology for design and modeling, and make data-driven decisions.

Communicate orally and in writing using a variety of methods for construction and trades audiences; [professional communication] Evaluate legal, ethical, and safety issues that are guided by professional and Christian standards in decision making and problem solving; [legal, ethical, safety issues] Administer modern methods of electronic technology, cost estimating and control, project scheduling techniques, and project management to chosen field; [project management] Administer field inspection techniques and safety standards while maintaining high-quality assurance and control; [field techniques] and Navigate organizational dynamics, including leadership and employee development as relevant to construction and trades organizations.[group and organizational dynamics]

### Program Learning Outcomes

1. Communicate orally and in writing using a variety of methods for construction and trades audiences; [professional communication]
2. Evaluate legal, ethical, and safety issues that are guided by professional and Christian standards in decision making and problem solving; [legal, ethical, safety issues]
3. Administer modern methods of electronic technology, cost estimating and control, project scheduling techniques, and project management to chosen field; [project management]
4. Administer field inspection techniques and safety standards while maintaining high-quality assurance and control; [field techniques] and
5. Navigate organizational dynamics, including leadership and employee development as relevant to construction and trades organizations. [group and organizational dynamics]

### Curriculum

Code	Title	Hours
	Post-Traditional Core Requirements (p. 24)	44
	<b>School of Business Core Requirements</b>	<b>18</b>
	<b>Major Requirements</b>	<b>30</b>

<b>Electives</b>	<b>28</b>
<b>Total Hours</b>	<b>120</b>

### Business School Core Courses

Code	Title	Hours
BUS 272	Organizational Management Principles	3
BUS 315	Business Statistics (Counts as Mathematics Post-Traditional Core)	
MGMT 336	Human Resource Management	3
MGMT 450	International Business	3
MGMT 472	Managing Change	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
<b>Total Hours</b>		<b>18</b>

### Major Requirements

Code	Title	Hours
LA 115	Student Success Strategies	3
BCOM 247	Business Writing	3
BUS 269	Workplace Health and Safety	3
BUS 220	Introduction to LEAN (or)	3
BUS 225	Introduction to Six Sigma	
CTM 200	Codes and Compliance in Construction and Trades <sup>2</sup>	3
CTM 210	Intro to Construction Methods, Materials, and Systems <sup>2</sup>	3
BUS 240	Project Management <sup>2</sup>	3
CTM 220	Architectural Design and Technology <sup>2</sup>	3
CTM 300	Legal & Ethical Issues in Construction and Trades <sup>2</sup>	3
CTM 310	Advanced Construction Methods, Materials, and Systems <sup>2</sup>	3
REL 159	Heritage of Faith (Counts as Common Core Experience Post-Traditional Core)	
ENG 210	College Writing (Counts as Communication and Language Post-Traditional Core)	
<b>Total Hours</b>		<b>30</b>

2. All students pursuing a Business major must earn a grade of C - or better in these required courses *in addition* to the Business Core courses

## Health Care Management (Acc)

Health Care Management program addresses supervisory skills essential to fields of management and administration throughout the acute, community and long term systems of care. These skills are integrated with concepts and themes from a variety of disciplines working collaboratively to understand, make decisions, and direct change within the health care setting. Opportunities to enhance personal growth and promote professional development are encouraged to help build the foundation for continued growth.

### Program Learning Outcomes

The goals of the Health Care Management program are to:



1. Analyze health care demonstrating acceptance of individuals as holistic beings, created by God, respecting the dignity, worth, and rights of the individual;
2. Synthesize knowledge from the sciences, humanities, and management theories as a basis for problem-solving and decision-making in health care;
3. Evaluate research results applicable to health care practice;
4. Demonstrate a willingness to work cohesively and communicate interpersonally with members of the interdisciplinary health care team;
5. Create a reflective self-plan for personal and professional growth;
6. Recognize current trends and issues relative to health care management;
7. Respect diversity within the health care community for both those who are served and the providers of care
8. Demonstrate effective communication, in writing and presentations.

## Curriculum

Code	Title	Hours
Post-Traditional Core Requirements (p. 24)		44
<b>School of Business Core Requirements</b>		<b>18</b>
<b>Major Requirements</b>		<b>30</b>
<b>Electives</b>		<b>28</b>
<b>Total Hours</b>		<b>120</b>

### Business School Core Courses

Code	Title	Hours
BUS 272	Organizational Management Principles	3
BUS 315	Business Statistics (Counts as Mathematics Post-Traditional Core)	3
MGMT 336	Human Resource Management	3
MGMT 450	International Business	3
MGMT 472	Managing Change	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
<b>Total Hours</b>		<b>18</b>

### Major Courses

Code	Title	Hours
<b>Required Courses</b>		
LA 115	Student Success Strategies	3
REL 159	Heritage of Faith (Counts as Common Core Experience Post-Traditional Core)	3
HCM 320	Management Principles in Health Care	3
ENG 210	College Writing (Counts as Communication and Language Post-Traditional Core)	3
HCM 335	Health Care Marketing	3
ACCT 203	Financial Accounting (or)	3
ACCT 223	Managerial Accounting	3
HCM 330	Financial Issues in Health Care	3
HCM 300	Healthcare Ethics	3
HCM 310	Current Trends in Healthcare	3
HCM 308	Eldercare (Counts as university core)	3
HCM 304	Health Care Planning and Evaluation	3

HCM 399	Health Care Practicum	6
<b>Total Hours</b>		<b>30</b>

## Human Resource Management (Acc)

The Human Resource Management major develops the knowledge and skills necessary for management of the human resource function within an organization. Students develop interpersonal as well as technical skills in areas such as employment practices, staffing, compensation and benefits, training, and change management.

### Program Learning Outcomes

Student learning outcomes for this major include the ability to:

1. Demonstrate effective writing, public speaking, and interpersonal communication skills;
2. Apply business management skills that successfully create a diverse workforce to achieve organizational goals;
3. Recognize, clarify and apply important federal and state legislation, case law decisions, and executive orders that affect the employment relationship;
4. Analyze a compensation plan that identifies and describes plan objectives, salary structure and fringe benefits;
5. Identify organizational needs for safety plans in multiple areas governed by OSHA related to employee health, safety, and security;
6. Engage management techniques that integrate employee and organizational development with leadership;
7. Organize strategies for the recruitment, selection, training, retention, and development of employees;
8. Gain an understanding of the elements of strategic planning for workforce and human resource development;
9. Identify and describe the elements of servant leadership which apply to the work of the human resource professional.

## Curriculum

Code	Title	Hours
Post-Traditional Core Requirements (p. 24)		44
<b>School of Business Core Requirements</b>		<b>18</b>
<b>Major Requirements</b>		<b>21</b>
<b>Electives</b>		<b>37</b>
<b>Total Hours</b>		<b>120</b>

### Business School Core Courses

Code	Title	Hours
BUS 272	Organizational Management Principles	3
BUS 315	Business Statistics (Counts as Mathematics Post-Traditional Core)	3
MGMT 336	Human Resource Management	3
MGMT 450	International Business	3
MGMT 472	Managing Change	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
<b>Total Hours</b>		<b>18</b>

**Major Courses**

Code	Title	Hours
<b>Required Courses</b>		
LA 115	Student Success Strategies	3
COMM 201	Interpersonal Communication (Counts as Communication and Language Post-Traditional Core)	
COMM 225	Intercultural Communication (Counts as Society and Culture Post-Traditional Core)	
ENG 210	College Writing (Counts as Communication and Language Post-Traditional Core)	
PSY 271	Social Psychology in the Workplace (Counts as Human Beings and Being Human Post-Traditional Core)	
REL 159	Heritage of Faith (Counts as Common Core Experience Post-Traditional Core)	
BUS 265	Employment and Labor Relations	3
BUS 266	Staffing	3
BUS 388	Compensation and Benefits	3
BUS 434	Training and Employee Development	3
BUS 368	Philosophy of Values & Ethics	3
BUS 473	Integrative Project: HR Management	3
<b>Total Hours</b>		<b>21</b>

**Public Service (Acc)**

The Public Service program prepares exceptional public leaders for ethics-based solving of diverse public service issues. Graduates acquire analytical writing skills, critical thinking skills, and go on to practice in organizations fostering service and commitment to serve local, national and international communities as practitioners, public officials, social innovators, and educators.

**Program Learning Outcomes**

Students in the Public Service program will:

- Show knowledge of public sector management techniques within the criminal justice system;
- Show knowledge of the dynamics and development of constitutional, criminal, and administrative law, as it pertains to the management and operations of criminal justice activities, at all levels of government; federal, state and municipal;
- Show the ability to recognize the value and importance of ethics and how ethics applies to criminal justice professionals;
- Be able to identify and evaluate the theories for the causes of crime and public policies that assist in the prevention of crime;
- Demonstrate an appreciation of the use of statistics in criminal justice decision making and research;
- Describe the role and functions of law enforcement, corrections and the courts in a modern democratic society;
- Demonstrate the ability to communicate effectively in writing.

**Curriculum**

Code	Title	Hours
Post-Traditional Core Requirements (p. 24)		<b>44</b>
<b>Core Courses</b>		<b>24</b>
<b>Concentration Courses</b>		<b>12</b>

Electives	40
<b>Total Hours</b>	<b>120</b>

Code	Title	Hours
<b>Public Service Core Courses</b>		
PS 101	Foundations of Leadership	3
PS 220	Crisis and Emergency Management	3
PS 225	Public Information and Community Relations	3
JPP 255	Stress Management	3
JPP 330	Public Finance and Budgeting	3
JPP 399	Career & Internship in Justice and Service	3
JPP 415	Ethics in Justice and Public Service	3
PS 445	Leading in an Inclusive, Diverse and Equitable Organization	3
<b>Total Hours</b>		<b>24</b>

Code	Title	Hours
<i>Leadership Concentration</i>		
PS 210	Intro to Public Policy	3
SW 306	Social Welfare Policy and Programs	3
BUS 315	Business Statistics (Counts as Post-Traditional Core)	
MGMT 336	Human Resource Management	3
<b>Total Hours</b>		<b>9</b>

Code	Title	Hours
<i>Management of Criminal Justice Concentration</i>		
JPP 245	Criminal Justice Research Methods	3
JPP 312	Forensic Investigation (Counts as Post-Traditional Core)	
JPP 320	Management of Public Service Agencies	3
JPP 325	Criminal Justice Liability Law	3
<b>Total Hours</b>		<b>9</b>

**Associate Degrees**

- Business Management (Acc) (p. 137)
- General Business (Acc) (p. 138)
- Health Care Management (Acc) (p. 138)
- Human Resource Management (Acc) (p. 138)
- Justice & Public Policy (Acc) (p. 139)

**Business Management (Acc)****Program Requirements**

Code	Title	Hours
<b>Required Core Courses in Major</b>		<b>18</b>
<b>Additional University Core</b>		<b>9</b>
REL 204	Biblical Theology	
CCE 110	Western Culture & Worldview	
CCE 140	Science & Humanity	
<b>Major Requirements</b>		<b>30</b>

<b>Electives</b>	<b>3</b>
<b>Total Hours</b>	<b>60</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses in Major</b>		
COMM 112	Speech Communication	
ENG 210	College Writing	
REL 159	Heritage of Faith	
BUS 315	Business Statistics	
PHIL 256	Critical Thinking & Creativity	
ECON 222	Macroeconomics (*)	
<b>Required Major Courses</b>		
LA 115	Student Success Strategies	3
BUS 272	Organizational Management Principles	3
MKTG 422	Marketing Management	3
MGMT 336	Human Resource Management	3
MGMT 450	International Business	3
BUS 368	Philosophy of Values & Ethics	3
ACCT 203	Financial Accounting	3
FIN 300	Principles of Finance	3
BUS 240	Project Management	3
BUS 453	Business Policy and Ethics	3
<b>Total Hours</b>		<b>30</b>

## General Business (Acc)

The Associate degree in Business is designed to create a strong foundation for effective and responsible leadership roles in an organization or related professional activities. Through the required courses, the program is intended to grow and enhance both your professional and Christian values.

### Curriculum

Code	Title	Hours
<b>Required Core in Major</b>		
<b>24</b>		
<b>Major Requirements</b>		
<b>36</b>		
<b>Total Hours</b>		
<b>60</b>		
Code	Title	Hours
<i>Core Courses</i>		
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
REL 100	The Bible	3
REL 110	Christian Faith	3
ENG 104	Introduction to Writing	3
PSY 101	General Psychology	3
MATH 125	Contemporary Math	3
COMM 201	Interpersonal Communication	3
<i>Major Requirements</i>		
ECON 200	Principles of Economics	3
MATH 121	Intermediate Algebra	3
BUS 161	Business Essentials	3
BUS 210	Business Law I	3

BUS 355	Management Information Systems	3
MGMT 130	Management & Leadership	3
MGMT 336	Human Resource Management	3
MGMT 450	International Business	3
MKTG 131	Sales and Marketing	3
ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3
FIN 200	Personal Finance	3
<b>Total Hours</b>		<b>60</b>

## Health Care Management (Acc)

### Program Requirements

Code	Title	Hours
<b>Required Core in Major</b>		
<b>18</b>		
<b>Additional University Core</b>		
<b>9</b>		
REL 204	Biblical Theology	
CCE 110	Western Culture & Worldview	
CCE 140	Science & Humanity	
<b>Major Requirements</b>		<b>42</b>
<b>Total Hours</b>		<b>69</b>

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
COMM 112	Speech Communication	
ENG 210	College Writing	
REL 159	Heritage of Faith	
BUS 315	Business Statistics	
PHIL 256	Critical Thinking & Creativity	
HCM 308	Eldercare	
<b>Required Major Courses</b>		
LA 115	Student Success Strategies	3
BUS 272	Organizational Management Principles	3
HCM 320	Management Principles in Health Care	3
HCM 335	Health Care Marketing	3
MGMT 336	Human Resource Management	3
ACCT 203	Financial Accounting	3
HCM 330	Financial Issues in Health Care	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
HCM 300	Healthcare Ethics	3
HCM 310	Current Trends in Healthcare	3
HCM 304	Health Care Planning and Evaluation	3
BUS 453	Business Policy and Ethics	3
HCM 399	Health Care Practicum	6
<b>Total Hours</b>		<b>42</b>

## Human Resource Management (Acc)

### Program Requirements

Code	Title	Hours
<b>Required Core Courses in Major</b>		
<b>18</b>		
<b>Additional University Core</b>		
<b>9</b>		

REL 204	Biblical Theology	
CCE 110	Western Culture & Worldview	
CCE 140	Science & Humanity	
<b>Major Requirements</b>		<b>39</b>
<b>Total Hours</b>		<b>66</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
COMM 112	Speech Communication	
ENG 210	College Writing	
REL 159	Heritage of Faith	
COMM 225	Intercultural Communication	
BUS 315	Business Statistics	
PSY 271	Social Psychology in the Workplace	
<b>Required Major Courses</b>		
LA 115	Student Success Strategies	3
COMM 201	Interpersonal Communication	3
BUS 272	Organizational Management Principles	3
MGMT 336	Human Resource Management	3
BUS 265	Employment and Labor Relations	3
BUS 266	Staffing	3
BUS 388	Compensation and Benefits	3
BUS 434	Training and Employee Development	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
BUS 368	Philosophy of Values & Ethics	3
MGMT 472	Managing Change	3
BUS 473	Integrative Project: HR Management	3
BUS 453	Business Policy and Ethics	3
<b>Total Hours</b>		<b>39</b>

## Justice & Public Policy (Acc)

The Associate Degree in Justice & Public Policy is designed for those individuals that have an interest in the process and procedures that lead to the creating and maintaining of a positive, non-violent environment within a community. This is done by exploring criminal causation & laws, public policies, and the total justice system. Through the required courses, the program is intended to grow and enhance both your professional and Christian values.

### Program Learning Outcomes

- Students will professionally and effectively communicate through writing and oral presentations using appropriate criminal justice terminology.
- Students will demonstrate knowledge of theories of the causes of criminal activity and public policies that aid in crime prevention.
- Students will accurately describe the role and function of law enforcement, corrections, juvenile procedures, and the courts in society.
- Students will evaluate the effectiveness of criminal justice and security professional in crime prevention and in criminal justice prosecutions.

- Students will be able to gather, analyze and evaluate relevant information to create ethical legal decisions based upon Christian principles.

## Curriculum

Code	Title	Hours
<b>Required Core in Major</b>		<b>27</b>
<b>Major Requirements</b>		<b>33</b>
<b>Total Hours</b>		<b>60</b>

Code	Title	Hours
<i>Core Courses</i>		
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
REL 100	The Bible	3
REL 110	Christian Faith	3
ENG 104	Introduction to Writing	3
COMM 105	Public Speaking	3
MATH 125	Contemporary Math	3
COMM 460	Cross-Cultural Communication	3
PSY 101	General Psychology	3
<i>Major Requirements</i>		
MATH 121	Intermediate Algebra	3
JPP 102	Introduction to Law Enforcement	3
JPP 103	Criminology	3
JPP 104	Introduction to Courts	3
JPP 110	Juvenile Justice Theory	3
JPP 150	Introduction to Probation and Parole	3
JPP 207	Substantive Criminal Law	3
JPP 206	Corrections in America	3
JPP 214	Criminal Investigation	3
JPP 255	Stress Management	3
JPP 308	Procedural Criminal Law	3
<b>Total Hours</b>		<b>60</b>

## Minors

- Accounting Minor (Acc) (p. 139)
- Business Management Minor (Acc) (p. 140)
- Construction and Trades Management Minor (Acc) (p. 140)
- Health Care Management Minor (Acc) (p. 140)
- Human Resource Management Minor (Acc) (p. 140)
- Marketing Minor (Acc) (p. 140)
- Nonprofit Management Minor (Acc) (p. 140)
- Public Service Minor (Acc) (p. 140)
- Sport and Entertainment Management Minor (Acc) (p. 141)

## Accounting Minor (Acc)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3

ACCT 310	Intermediate Accounting I	3
ACCT 311	Intermediate Accounting II	3
ACCT 323	Cost Accounting	3
ACCT 350	Income Tax I	3
or ACCT 330	Advanced Accounting I	
<b>Total Hours</b>		<b>18</b>

## Business Management Minor (Acc)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BUS 315	Business Statistics	3
BUS 272	Organizational Management Principles	3
FIN 300	Principles of Finance	3
ECON 222	Macroeconomics	3
ACCT 203	Financial Accounting	3
MKTG 422	Marketing Management	3
MGMT 450	International Business	3
BUS 453	Business Policy and Ethics	3
<b>Total Hours</b>		<b>24</b>

## Construction and Trades Management Minor (Acc)

### Curriculum

Code	Title	Hours
<b>Required Course</b>		
CTM 210	Intro to Construction Methods, Materials, and Systems	3
CTM 200	Codes and Compliance in Construction and Trades	3
BUS 240	Project Management	3
BCOM 247	Business Writing	3
CTM 220	Architectural Design and Technology	3
CTM 300	Legal & Ethical Issues in Construction and Trades	3
BUS 220	Introduction to LEAN <small>BUS 220 preferred unless student has previous LEAN training through work</small>	3
or BUS 225	Introduction to Six Sigma	
<b>Total Hours</b>		<b>21</b>

## Health Care Management Minor (Acc)

### Curriculum

Code	Title	Hours
<b>Required Course</b>		
BUS 315	Business Statistics	3
HCM 320	Management Principles in Health Care	3
HCM 304	Health Care Planning and Evaluation	3
HCM 330	Financial Issues in Health Care	3
HCM 335	Health Care Marketing	3
HCM 308	Eldercare	3
MGMT 336	Human Resource Management	3

ACCT 203	Financial Accounting	3
<b>Total Hours</b>		<b>24</b>

## Human Resource Management Minor (Acc)

### Curriculum

Code	Title	Hours
<b>Required Course</b>		
BUS 265	Employment and Labor Relations	3
BUS 266	Staffing	3
BUS 388	Compensation and Benefits	3
BUS 434	Training and Employee Development	3
MGMT 336	Human Resource Management	3
MGMT 472	Managing Change	3
<b>Total Hours</b>		<b>18</b>

## Marketing Minor (Acc)

### Curriculum

Code	Title	Hours
<b>Required Course</b>		
BUS 272	Organizational Management Principles	3
MKTG 422	Marketing Management	3
<i>Select four of the following:</i>		
MKTG 223	Public Relations	3
MKTG 304	Retail Management	3
MKTG 325	Promotion & Advertising	3
MKTG 345	E-Commerce	3
MKTG 426	Marketing Research	3
MKTG 440	International Marketing	3

## Nonprofit Management Minor (Acc)

### Curriculum

Code	Title	Hours
<b>Required Course</b>		
MGMT 250	Nonprofit Management Principles	3
MKTG 251	Nonprofit Marketing	3
MGMT 325	Financial Issues in Nonprofit Management	3
BUS 335	Nonprofit Fundraising and Grant Writing	3
MGMT 349	Legal Issues in Nonprofit Management	3
MGMT 472	Managing Change	3
<b>Total Hours</b>		<b>18</b>

## Public Service Minor (Acc)

The Public Service program minor prepares exceptional public leaders for ethics-based solving of diverse public service issues. Graduates acquire analytical writing skills, critical thinking skills, and go on to practice in organizations fostering service and commitment to serve local, national and international communities as practitioners, public officials, social innovators, and educators.

## Curriculum

Code	Title	Hours
<b>Required Course</b>		
PS 101	Foundations of Leadership	3
PS 220	Crisis and Emergency Management	3
PS 225	Public Information and Community Relations	3
JPP 330	Public Finance and Budgeting	3
JPP 320	Management of Public Service Agencies	3
PS 445	Leading in an Inclusive, Diverse and Equitable Organization	3
<b>Total Hours</b>		<b>18</b>

## Sport and Entertainment Management Minor (Acc)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SHB 110	Introduction to Sport & Entertainment Business	3
SHB 130	Social Aspects of Sport & Entertainment	3
SHB 240	Administration & Organization of Sport & Entertainment	3
SHB 250	Legal & Ethical Issues of Sport	3
SHB 320	Sport Economics & Finance	3
SHB 340	Marketing of Sport & Entertainment	3
<b>Total Hours</b>		<b>18</b>

## Certificates

- Business Management Certificate (Acc) (p. 141)
- Construction and Trades Management Certificate (Acc) (p. 141)
- Health Care Management Certificate (Acc) (p. 141)
- Human Resource Management Certificate (Acc) (p. 141)
- Marketing Certificate (Acc) (p. 142)
- Nonprofit Management Certificate (Acc) (p. 142)
- Paralegal Studies Certificate (Acc) (p. 142)
- Public Service Certificate (Acc) (p. 142)
- Sport and Entertainment Management Certificate (Acc) (p. 142)

## Business Management Certificate (Acc)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BUS 315	Business Statistics	3
BUS 272	Organizational Management Principles	3
FIN 300	Principles of Finance	3
ECON 222	Macroeconomics	3
ACCT 203	Financial Accounting	3
MKTG 422	Marketing Management	3
MGMT 450	International Business	3

BUS 453	Business Policy and Ethics	3
<b>Total Hours</b>		<b>24</b>

## Construction and Trades Management Certificate (Acc)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CTM 210	Intro to Construction Methods, Materials, and Systems	3
CTM 200	Codes and Compliance in Construction and Trades	3
BUS 240	Project Management	3
BCOM 247	Business Writing	3
CTM 220	Architectural Design and Technology	3
CTM 300	Legal & Ethical Issues in Construction and Trades	3
BUS 220	Introduction to LEAN <sup>1</sup>	3
or BUS 225	Introduction to Six Sigma	
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> BUS 220 preferred unless student has previous LEAN training through work

## Health Care Management Certificate (Acc)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BUS 315	Business Statistics	3
HCM 320	Management Principles in Health Care	3
HCM 304	Health Care Planning and Evaluation	3
HCM 330	Financial Issues in Health Care	3
HCM 335	Health Care Marketing	3
HCM 308	Eldercare	3
MGMT 336	Human Resource Management	3
ACCT 203	Financial Accounting	3
<b>Total Hours</b>		<b>24</b>

## Human Resource Management Certificate (Acc)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BUS 265	Employment and Labor Relations	3
BUS 266	Staffing	3
BUS 388	Compensation and Benefits	3
BUS 434	Training and Employee Development	3
MGMT 336	Human Resource Management	3

MGMT 472	Managing Change	3
<b>Total Hours</b>		<b>18</b>

## Marketing Certificate (Acc)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		<b>18</b>
BUS 272	Organizational Management Principles	3
MKTG 422	Marketing Management	3
Select four of the following:		
MKTG 223	Public Relations	
MKTG 304	Retail Management	
MKTG 325	Promotion & Advertising	
MKTG 345	E-Commerce	
MKTG 426	Marketing Research	
MKTG 440	International Marketing	

## Nonprofit Management Certificate (Acc)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MGMT 250	Nonprofit Management Principles	3
MKTG 251	Nonprofit Marketing	3
MGMT 325	Financial Issues in Nonprofit Management	3
BUS 335	Nonprofit Fundraising and Grant Writing	3
MGMT 349	Legal Issues in Nonprofit Management	3
MGMT 472	Managing Change	3
<b>Total Hours</b>		<b>18</b>

## Paralegal Studies Certificate (Acc)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		<b>12</b>
PLGL 100	Introduction to Paralegal Studies & Ethics	
PLGL 101	Legal Research & Writing I	
PLGL 102	Legal Research & Writing II	
PLGL 201	Civil Litigation I	
<i>Select three (3) from the following list:</i>		<b>9</b>
PLGL 210	Tort Law	
PLGL 220	Contract Law	
PLGL 230	Legal Aspects of Business Org	
JPP 207	Substantive Criminal Law	
JPP 308	Procedural Criminal Law	
<b>Total Hours</b>		<b>21</b>

## Public Service Certificate (Acc)

The Public Service program minor prepares exceptional public leaders for ethics-based solving of diverse public service issues. Graduates acquire

analytical writing skills, critical thinking skills, and go on to practice in organizations fostering service and commitment to serve local, national and international communities as practitioners, public officials, social innovators, and educators.

### Curriculum

Code	Title	Hours
PS 101	Foundations of Leadership	3
PS 220	Crisis and Emergency Management	3
PS 225	Public Information and Community Relations	3
JPP 330	Public Finance and Budgeting	3
JPP 320	Management of Public Service Agencies	3
PS 445	Leading in an Inclusive, Diverse and Equitable Organization	3
<b>Total Hours</b>		<b>18</b>

## Sport and Entertainment Management Certificate (Acc)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SHB 110	Introduction to Sport & Entertainment Business	3
SHB 130	Social Aspects of Sport & Entertainment	3
SHB 240	Administration & Organization of Sport & Entertainment	3
SHB 250	Legal & Ethical Issues of Sport	3
SHB 320	Sport Economics & Finance	3
SHB 340	Marketing of Sport & Entertainment	3
<b>Total Hours</b>		<b>18</b>

All students pursuing a Business major must earn a grade of C - or better in these required courses.

## Education Programs

- Accelerated Cross Categorical Special Education (Acc) (p. 142)
- Accelerated CUAA Lower and Upper Elementary Education (Acc) (p. 144)
- Accelerated Elementary Education (Acc) (p. 146)
- Accelerated Secondary Education - English and Language Arts (Acc) (p. 147)
- Accelerated Secondary Education - Mathematics (Acc) (p. 149)
- Accelerated Secondary Education - Social Studies (Acc) (p. 150)
- Project Invest (Acc) (p. 152)

## Accelerated Cross Categorical Special Education (Acc)

Our comprehensive program and experienced faculty will further develop your passion and skills to help K-12 students with intellectual, emotional, and learning disabilities reach their full academic potential. Learn how to identify students' strengths and weaknesses, assess their individual needs, and develop a trusting and productive learning environment for

your students. Earn a degree in high-demand that will promise to be rewarding as you work to serve students and school communities.

## Program Learning Outcomes

1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)

2. Learning Differences : The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)

3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)

4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment Strategies: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission

and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

## Curriculum

Code	Title	Hours
<b>Undergraduate Core Requirements - Public Education</b>		<b>44</b>
<b>Public Education Major</b>		<b>76</b>
<b>Undergraduate Core Requirements - Lutheran Teacher Diploma</b>		<b>47</b>
<b>Lutheran Teacher Diploma Major</b>		<b>82</b>
<i>Total Credits - Public Education</i> <sup>3</sup>		120
<i>Total Credits - Lutheran Teacher Diploma or Christian Teacher Certificate</i> <sup>3</sup>		129

## Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3

Code	Title	Hours
CCE 140	Science & Humanity	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
<i>Liberal Arts Dimensions</i>		
ENG 210	College Writing	3
Communication or Language course		
Faith and Life Elective		
ED 1102	Foundations of Education	3
HHP 215	Fit & Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		
MATH 119	Number Sense: Teaching Pre K-9	3
SCI 175	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3

## Cross Categorical Special Education Curriculum - 76 - 82 credits

Code	Title	Hours
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching <sup>1</sup>	3
<i>Practical Component: Regular Education</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 2432	Teaching Writing: Grades 4-12	3
ED 3401	Instruction & Assessment of Reading	3
ED 4307	Curriculum and Methods in Language Arts and Social Studies <sup>1,2</sup>	3



ED 4308	Curriculum and Methods in STEM <sup>1,2</sup>	3
MATH 120	Data & Space: Teaching Pre K-9	3
<i>Practical Component: Special Education</i>		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
ED 3328	Teaching Students with Significant Disabilities	3
ED 3450	Instruction and Transition for Adolescents with Disabilities	3
ED 3457	Curricular Adaptations for Learners with Disabilities	3
ED 4479	Assessment Strategies for Diverse Learners <sup>1</sup>	3
ED 4485	Special Education Law and IEPs <sup>1</sup>	3
<i>Clinical Field Work Component</i>		
ED 4501	Clinical Field Experience 1	3
ED 4502	Clinical Field Experience 2	3
ED 4503	Clinical Field Experience 3	3
ED 4504	Clinical Field Experience 4	1
ED 4505	Clinical Field Experience 5	1
ED 4506	Clinical Field Experience 6	1
ED 4508	Clinical Field Experience Special Education <sup>1</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4444 & ED 4447	CCSE Student Teaching 1 and CCSE Student Teaching 2 <sup>1</sup>	12
ED 4449	Portfolio Completion - Special Education <sup>1</sup>	1
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 404	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 404	Lutheran Confessions	3
REL 347	Law and Gospel in the Life of the Church	
REL 333	A Survey of Christian Thought	
PHIL 325	Christian Apologetics	
PHIL 334	Christ and Culture	

<sup>1</sup> Course Requires Upper Division Status.

<sup>2</sup> "The Block" classes are taken during the same semester.

<sup>3</sup> Candidates select either the Public Education or Lutheran Teacher Diploma tracks for this program.

## Accelerated CUAA Lower and Upper Elementary Education (Acc)

A candidate in the Lower and Upper Elementary program will become certified to teach in Pre-Kindergarten to 6th grade upon completion of the program and a passing score on the corresponding Michigan Test for Teacher Certification (MTTC). The Accelerated CUAA Lower and Upper Elementary Education program contains coursework that is entirely online with the exception of the clinical courses and student teaching.

The program standards are defined by the State of Michigan and are as follows:

**Professional Standards:** P.1. Learner - Center Supports, P.2. Ethics and Professional Growth, and P.3. Strategic Partnerships

**Literacy Standards:** L.1. Literacy Learning Environments, L.2. Culturally Responsive Practices in Literacy, L.3. Literacy Curriculum Design and Assessment, L.4. Overall Literacy, L.5. Motivation and Engagement, L.6. Print Concepts, L.7. Phonological Awareness, L.8. Phonics, L.9. Spelling, L.10. Word Recognition, L.11. Morphology, L.12. Syntax, L.13. Reading Fluency, L.14. Vocabulary, L.15. Handwriting, L.16. Comprehension, L.17. Composition, and L.18. Speaking and Listening

**Mathematics Standards:** M.1. Build and draw on relationships with children, caregivers, and communities in ways that support children's mathematics learning; M.2. Plan mathematics lessons and sequences of lessons; M.3. Use formative and summative mathematics assessments to gauge children's learning and to make instructional decisions; M.4. Enact instruction that allows all children to engage with significant mathematics and to develop productive dispositions toward mathematics; M.5. Unpack mathematical content and identify mathematical competence for attribution; M.6. Perform mathematical explanations and support children's mathematical explanations for attribution; M.7. Choose, interpret, and talk with representations for attributions; M.8. Elicit, interpret, support and extend others' mathematical thinking for attribution; M.9. Unpack mathematical content and identify mathematical competence for counting and whole number representation; M.10. Perform mathematical explanations and support children's mathematical explanations for counting and whole number representation; M.11. Choose, interpret, and talk with representations for counting and whole number representation; M.12. Elicit, interpret, support, and extend others' mathematical thinking for counting and whole number representation; M.13. Unpack mathematical content and identify mathematical competence for early fraction representation; M.14. Perform mathematical explanations and support others' mathematical explanations for early fraction representation; M.15. Choose, interpret, and talk with representations for early fraction representation; M.16. Elicit, interpret, support, and extend others' mathematical thinking for early fraction representation; M.17. Unpack mathematical content and identify mathematical competence for whole number operations; M.18. Perform mathematical explanations and support children's mathematical explanations for whole number operations; M.19. Choose, interpret, and talk with representations for whole number operations; and M.20. Elicit, interpret, support, and extend others' mathematical thinking for whole number operations.

**Science Standards:** S.1. Scientific Phenomena; S.2. Engaging children in Science and Engineering Practices (SEPs) as Identified in the Framework; S.3. Engaging Children in Developing and Using Disciplinary Core Ideas (DCIs) as Identified in the Framework; S.4. Engaging Children in Developing and Using Crosscutting Concepts as Identified in the Framework; S.5. Selecting and modifying instructional materials for 3D learning; S.6. Children's scientific sense-making; S.7. Pedagogical strategies that support culturally relevant sense-making in 3D learning; and S.8. Equity and Access

**Social Studies Standards:** SS.1. Civic Engagement; SS.2. History; SS.3. Geography; SS.4. Civics and Government; and SS.5. Economics.

For more information regarding these State standards please see the Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education (<https://www.michigan.gov/mde/-/>)

media/Project/Websites/mde/educator\_services/prep/standards/approved\_lower\_elementary\_pk3\_education\_preparation\_standards.pdf?rev=ea8d459deea54ab981e4ba31648c71f7&hash=9EDD541C636B25A5AE8EC240A5886045)

For more information regarding these State standards please see the Standards for the Preparation of Teachers of Upper Elementary (3-6) Education ([https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator\\_services/prep/standards/approved\\_upper\\_elementary\\_36\\_education\\_preparation\\_standards.pdf?rev=9fc7be74ebbb40b583f5cc379290996e&hash=C8FB8B45A56847BD2A06720675A0C3720](https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator_services/prep/standards/approved_upper_elementary_36_education_preparation_standards.pdf?rev=9fc7be74ebbb40b583f5cc379290996e&hash=C8FB8B45A56847BD2A06720675A0C3720))

The School of Education has the following Program Outcomes:

**SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.

**SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.

**RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.

**RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.

**RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.

**RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.

**RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.

**LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

### Curriculum

Code	Title	Hours
<b>Undergraduate Core Requirements - Public Education</b>		<b>44</b>
<b>Public Education Major</b>		<b>71</b>
<b>Public Education Electives</b>		<b>5</b>
<b>Undergraduate Core Requirements - Lutheran / Christian Teacher Diploma</b>		<b>47</b>
<b>Lutheran Teacher Diploma Major</b>		<b>77</b>
<i>Total Hours</i>		<i>120</i>
		<i>-</i>
		<i>124</i>

### Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD)		
REL 201	Old Testament	3

REL 203	New Testament	3
REL 204	Biblical Theology	3
<b>Code Title Hours</b>		
Liberal Arts Core		
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
CCE 140	Science & Humanity	3
Faith and Life Course		
SCI 175	Introduction to Environmental Science	3
MATH 119	Number Sense: Teaching Pre K-9	3
GEOG 220	Cultural Geography	3
POLS 201	American Government	3
HHP 215	Fit & Well	2
ED 1103	Human Relations for Teachers	3
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design Course		
ENG 210	College Writing	3
Communication or Language Course		
		3

### Elementary Education Curriculum - 71 - 77 credits

Code	Title	Hours
<i>Elementary Education Content</i>		
ED 1231	Best Practices in Engaging Children in Literacy	3
HIST 151	American Civilization I	3
HIST 223	Michigan History	3
<i>Professional Education Sequence</i>		
EDU 231	Teaching and Learning in Diverse Societies Elementary Clinical	1
ED 1275	Human Learning	3
EDU 241	Human Growth and Development Elementary Clinical	1
EDU 522	Designing Instruction	3
EDU 336	Designing Instruction for Student Success Elementary Clinical	1
EDU 524	Differentiated Instruction	3
EDU 366	Differentiation for All Learners Elementary Clinical	1
ED 1230	Nature of the Exceptional Child	3
EDU 395	Preparing for Student Teaching	1
<i>Elementary Education Sequence</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 3401	Instruction & Assessment of Reading	3
ED 4307	Curriculum and Methods in Language Arts and Social Studies	3
ED 4308	Curriculum and Methods in STEM	3
<i>Upper Elementary (Grades 3 to 6)</i>		
MATH 120	Data & Space: Teaching Pre K-9	3
ED 4301	Data Driven Analysis of Classroom Practice	2
EDU 381	Assessment and Evaluation for Educators Elementary Clinical	1
EDU 372	Elementary Literacy – Upper Elementary Clinical	1
EDU 377	Literacy Challenges – Upper Elementary Clinical	1
EDU 456	Language Arts & Social Studies – Upper Elementary Clinical	1

EDU 476	Math & Science – Upper Elementary Clinical	1
<i>Lower Elementary (PreK to Grade 3)</i>		
EDU 310	Assessment of Young Children	3
EDU 312	Mathematics in Early Childhood	2
ED 2358	Emergent Writing: Birth to Grade 3	2
EDU 371	Elementary Literacy – Lower Elementary Clinical	1
EDU 376	Literacy Challenges – Lower Elementary Clinical	1
EDU 455	Language Arts & Social Studies – Lower Elementary Clinical	1
EDU 475	Math & Science– Lower Elementary Clinical	1
<i>Internship (select for primary content)</i>		
EDU 484	Student Teaching for Lower Elementary	12
or EDU 485	Student Teaching for Upper Elementary	
<b>Total Hours</b>		<b>71</b>

Code	Title	Hours
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 404	Lutheran Confessions	3
<b>Total Hours</b>		<b>6</b>

## Accelerated Elementary Education (Acc)

You can make a difference in lives of children; you can have a career in education by earning your bachelors degree and teaching license. The Accelerated Elementary Education Licensure program is a fully online teacher education program leading to a Wisconsin license to teach grades K through 9. The accelerated courses can be scheduled to complete this program in 3 years or at the pace you prefer.

This exciting new program format is bound to open new opportunities to provide applicants with an accessible, attainable, and affordable degree. Courses were built upon Concordia's steady and renown traditional undergraduate elementary education courses, graduating teachers successfully teaching in their own classrooms. Yet, we realize living on campus and taking a traditional 4-year program is not for everyone. This online 3-year program may be just the opportunity for you to build a meaningful career and make a positive difference in the lives of young children.

### Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)

**4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

**5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**6. Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

**7. Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

**8. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

**9. Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**10. Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**11. Character/Faith Development:** All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

### Curriculum

Code	Title	Hours
<b>Undergraduate Core Requirements - Public Education</b>		<b>44</b>
<b>Public Education Major</b>		<b>66</b>
<b>Public Education Electives</b>		<b>10</b>
<b>Undergraduate Core Requirements - Lutheran / Christian Teacher Diploma</b>		<b>47</b>
<b>Lutheran / Christian Teacher Diploma Major</b>		<b>72</b>
<b>Lutheran / Christian Teacher Diploma Electives</b>		<b>1</b>
<i>Total Hours</i> <sup>3</sup>		<i>120</i>

### Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3
Code Title Hours		
CCE 140	Science & Humanity	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
Liberal Arts Dimensions		
ENG 210	College Writing	3
Communication or Language Course		
Faith and Life Course		
ED 1102	Foundations of Education	3
HHP 215	Fit & Well	2
MATH 119	Number Sense: Teaching Pre K-9	3
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design Course		
SCI 175	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3

## Elementary Education Curriculum - 66 - 72 credits

Code	Title	Hours
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching <sup>1</sup>	3
<i>Practical Component</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
or MATH 313	Math in the Middle School	
MATH 120	Data & Space: Teaching Pre K-9	3
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 3401	Instruction & Assessment of Reading	3
<i>"The Block"</i>		
Take these courses during the same semester		
ED 4301	Data Driven Analysis of Classroom Practice <sup>1,2</sup>	2
ED 4302	Collaborating with Families and Members of the Community <sup>1,2</sup>	1
ED 4307	Curriculum and Methods in Language Arts and Social Studies <sup>1,2</sup>	3
ED 4308	Curriculum and Methods in STEM <sup>1,2</sup>	3
<i>Practicum Component</i>		
ED 4501	Clinical Field Experience 1	3
ED 4502	Clinical Field Experience 2	3
ED 4503	Clinical Field Experience 3	3

ED 4504	Clinical Field Experience 4	1
ED 4505	Clinical Field Experience 5	1
ED 4506	Clinical Field Experience 6	1
ED 4507	Clinical Field Experience 7 <sup>1,2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4412	Portfolio Completion - Elementary/Content Tests <sup>1</sup>	1
ED 4421	Gr K-9 Student Teaching 1	12
& ED 4422	and Gr K-9 Student Teaching 2 <sup>1</sup>	
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 404	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 404	Lutheran Confessions	3
REL 347	Law and Gospel in the Life of the Church	
REL 333	A Survey of Christian Thought	
PHIL 325	Christian Apologetics	
PHIL 334	Christ and Culture	

<sup>1</sup> Course Requires Upper Division Status.

<sup>2</sup> "The Block" classes are taken during the same semester.

<sup>3</sup> Candidates select either the Public Education or Lutheran Teacher Diploma tracks for this program. Both programs are made up of 120 credits of coursework.

## Accelerated Secondary Education - English and Language Arts (Acc)

This degree focus will allow you to explore the language, literature, and expression of the Western canon in the context of education. Be ready to demonstrate your understanding of texts and ideas, because you'll regularly be asked to write analytically and creatively. Professors will motivate you to think critically about texts and consider them within a Christian context, applying their lessons to your day to day life so you can do the same for your students.

### Program Learning Outcomes

1. **Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
2. **Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
3. **Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
4. **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and

creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment Strategies: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

## Curriculum

Code	Title	Hours
<b>Undergraduate Core Requirements - Public Education</b>		<b>44</b>
<b>Public Education Major</b>		<b>70</b>
<b>Public Education Electives</b>		<b>6</b>
<b>Undergraduate Core Requirements - Lutheran Teacher Diploma</b>		<b>47</b>
<b>Lutheran Teacher Diploma Major</b>		<b>76</b>
<i>Total Credits - Public Education</i>		<i>120</i>
<i>Total Credits - Lutheran Teacher Diploma</i>		<i>123</i>

## Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3

Theology - Lutheran (LTD) & Christian (CTC)		
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3
<b>Code</b>	<b>Title</b>	<b>Hours</b>
CCE 140	Science & Humanity	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
Liberal Arts Dimensions		
ENG 210	College Writing	3
Communication or Language course		
Faith and Life Course		
ED 1102	Foundations of Education	3
HHP 215	Fit & Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design course		
MATH 119	Number Sense: Teaching Pre K-9	3
SCI 175	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3

## English and Language Arts Education Curriculum - 70 - 76 credits

Code	Title	Hours
<i>Theoretical &amp; Practical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4340	The Art and Science of Assessment and Instruction <sup>1</sup>	3
ED 4372	Curriculum and Methods of Teaching English - Secondary <sup>1</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>1</sup>	3
<i>English and Language Arts Component</i>		
COMM 201	Interpersonal Communication (Counts as core Communication class)	
COMM 265	Journalism	3
COMM 460	Cross-Cultural Communication	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ED 2432	Teaching Writing: Grades 4-12	3
ENG 210	College Writing (Counts as core English class)	
ENG 250	Academic Writing and Research	3
ENG 347	World Literature I	3
ENG 392	Survey of American Literature	3
ENG 394	Survey of British Literature	3
ENG 396	English Language and Its Usage	3
ENG 465	Shakespeare	3
ENG 475	Literary Criticism	3
<i>Field Work Component</i>		
ED 4501	Clinical Field Experience 1	3
ED 4502	Clinical Field Experience 2	3
ED 4507	Clinical Field Experience 7 <sup>1,2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary <sup>1</sup>	1

ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>1</sup>	12
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 404	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 404	Lutheran Confessions	3
REL 347	Law and Gospel in the Life of the Church	3
REL 333	A Survey of Christian Thought	3
PHIL 325	Christian Apologetics	3
PHIL 334	Christ and Culture	3

<sup>1</sup> Course Requires Upper Division Status.  
<sup>2</sup> "The Block" classes are taken during the same semester.

## Accelerated Secondary Education - Mathematics (Acc)

One of the reasons mathematics is so appealing is because it's irrefutable. In our program, you'll find satisfaction in discovering the best way to get your students to the right answer, all while enjoying the challenge of complicated problems. Throughout the program, you'll learn how to use computers and computer systems in the classroom to enhance problem solving. You'll explore the relationship between a Christian worldview and a technological science. Every step of the way, you'll have experienced professors guiding you. And even though numbers may be your thing, you're certainly not a number at Concordia – you're a student who'll get to know your professors and receive meaningful mentorship, providing a workable model for the future relationships you'll form with your students.

The accelerated courses can be scheduled to complete this program in 3 years or at the pace you prefer.

### Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)
- 7. Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)
- 8. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)
- 9. Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- 10. Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- 11. Character/Faith Development:** All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

### Curriculum

Code	Title	Hours
<b>Undergraduate Core Requirements - Public Education</b>		<b>44</b>
<b>Public Education Major</b>		<b>69</b>
<b>Public Education Electives</b>		<b>7</b>
<b>Undergraduate Core Requirements - Lutheran Teacher Diploma</b>		<b>47</b>
<b>Lutheran Teacher Diploma Major</b>		<b>75</b>
<i>Total Hours - Public Education</i>		<i>120</i>
<i>Total Hours - Lutheran Teacher Diploma or Christian Teacher Certificate</i>		<i>122</i>

### Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 201	Old Testament	3

REL 203	New Testament	3
REL 204	Biblical Theology	3
<b>Code</b>	<b>Title</b>	<b>Hours</b>
CCE 140	Science & Humanity	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
Liberal Arts Dimensions		
ENG 210	College Writing	3
Communication or Language course		
Faith and Life course		
ED 1102	Foundations of Education	3
HHP 215	Fit & Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design course		
MATH 119	Number Sense: Teaching Pre K-9 (Counts as core mathematics course)	3
SCI 175	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3

### Mathematics Education Curriculum - 69 credits

Code	Title	Hours
<i>Theoretical and Practical Component - 15 credits</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4340	The Art and Science of Assessment and Instruction <sup>1</sup>	3
ED 4374	Curriculum and Methods of Teaching Mathematics - Secondary <sup>1,2</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>1</sup>	3
<i>Mathematics Component - 32 credits</i>		
MATH 119	Number Sense: Teaching Pre K-9 (Counts as core mathematics course)	
MATH 120	Data & Space: Teaching Pre K-9	3
MATH 128	College Algebra	3
MATH 150	Trigonometry	3
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 205	Statistics I	3
MATH 313	Math in the Middle School	3
MATH 321	Abstract Algebra	3
MATH 331	Geometry	3
MATH 495	Mathematics Education Senior Seminar	3
<i>Clinicals and Student Teaching Component - 22 credits</i>		
ED 4501	Clinical Field Experience 1	3
ED 4502	Clinical Field Experience 2	3
ED 4507	Clinical Field Experience 7 <sup>1,2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary <sup>1</sup>	1
ED 4433	Secondary Ed Student Teaching 1	12
& ED 4434	and Secondary Ed Student Teaching 2 <sup>1</sup>	
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3

REL 404	Lutheran Confessions	3
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### Christian Teacher Certification Requirements

ED 2306	Teaching the Faith	3
Select one of the following:		
REL 404	Lutheran Confessions	3
REL 347	Law and Gospel in the Life of the Church	
REL 333	A Survey of Christian Thought	
PHIL 325	Christian Apologetics	
PHIL 334	Christ and Culture	

<sup>1</sup> Course Requires Upper Division Status.

<sup>2</sup> "The Block" classes are taken during the same semester.

## Accelerated Secondary Education - Social Studies (Acc)

Through a blend of the social sciences, history, and humanities, you'll learn to guide your students through a myriad of perspectives and social structures, and be able to adapt such lessons for the next generation of thinkers. Perhaps most importantly, you'll understand how to help your students discover how people relate to each other, how we interact as groups, and how we organize our thoughts, religions, and governments. With a foundation in social studies, your students will be able to understand the world around them, and their place in it.

You can make a difference in the lives of children; you can become a teacher by earning your bachelor's in secondary education and teaching license online. The Accelerated Secondary Education - Social Studies licensure program is a fully online bachelor's in education leading to a Wisconsin license to teach grades 4 through 12. The accelerated courses can be scheduled to complete this program in 3 years or at the pace you prefer.

### Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical

thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment Strategies: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

## Curriculum

Code	Title	Hours
<b>Undergraduate Core Requirements - Public Education</b>		<b>44</b>
<b>Public Education Major</b>		<b>70</b>
<b>Public Education Electives</b>		<b>6</b>
<b>Undergraduate Core Requirements - Lutheran Teacher Diploma</b>		<b>47</b>
<b>Lutheran Teacher Diploma Major</b>		<b>76</b>
<i>Total Hours - Public Education</i>		<i>120</i>
<i>Total Hours - Lutheran Teacher Diploma or Christian Teacher Certificate</i>		<i>123</i>

## Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3

Code	Title	Hours
CCE 140	Science & Humanity	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
Liberal Arts Dimensions		
ENG 210	College Writing	3
Communication or Language course		3
Faith and Life course		3
ED 1102	Foundations of Education	3
HHP 215	Fit & Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design course		3
MATH 119	Number Sense: Teaching Pre K-9	3
SCI 175	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3

## Social Studies Education Curriculum - 70 - 76 credits

Code	Title	Hours
<i>Theoretical and Practical Component - 15 credits</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4340	The Art and Science of Assessment and Instruction <sup>1</sup>	3
ED 4373	Curriculum and Methods of Teaching Social Studies - Secondary <sup>1,2</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>1</sup>	3
<i>Social Studies Component - 33 credits</i>		
ECON 200	Principles of Economics	3
PSY 101	General Psychology	3
HIST 101	World Civilizations I	3
HIST 102	World Civilizations II	3
HIST 238	The American Federal System	3
or POLS 201	American Government	
HIST 309	Early America: 1492-1800	3
HIST 351	Indus America: 1865-1920	3
HIST 352	US-World Power: 1920-Present	3
HIST 380	The American Republic, 1800-1860	3
HIST 385	Historical Methods	3
HIST 490	History Seminar	3
<i>Clinicals and Student Teaching Component - 22 credits</i>		
ED 4501	Clinical Field Experience 1	3
ED 4502	Clinical Field Experience 2	3
ED 4507	Clinical Field Experience 7 <sup>1,2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary <sup>1</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>1</sup>	12
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 404	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3



Select one of the following:

REL 404	Lutheran Confessions
REL 347	Law and Gospel in the Life of the Church
REL 333	A Survey of Christian Thought
PHIL 325	Christian Apologetics
PHIL 334	Christ and Culture

<sup>1</sup> Course Requires Upper Division Status.

<sup>2</sup> "The Block" classes are taken during the same semester.

## Project Invest (Acc)

Project Invest is an undergraduates early childhood teacher licensure program. This program is designed for working adults who wish to pursue a bachelor degree in education and teaching license for children ages birth through grade 3.

### Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)
- 7. Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)
- 8. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build

3 skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. **Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. **Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. **Character/Faith Development:** All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

### Curriculum

Code	Title	Hours
Post-Traditional Core Requirements (p. 24)		44
Early Childhood Major Requirements		69
Electives		10
<b>Total Hours</b>		<b>123</b>

### Core Curriculum

Code	Title	Hours
<i>Concordia Common Core</i>		
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
CCE 140	Science & Humanity	3
<i>Faith &amp; Life</i>		
REL 159	Heritage of Faith	3
REL 204	Biblical Theology	3
Faith & Life elective		3
<i>Communication and Language</i>		
ENG 210	College Writing	3
COMM 112	Speech Communication	3
or COMM 201		Interpersonal Communication
<i>Natural World</i>		
Physical and/or Life Science course		3
College Mathematics		3
<i>Human Beings and Being Human - Physical Development</i>		
HHP 215	Fit & Well	2
<i>Human Beings and Being Human - Social World</i>		
Social Science course		3
<i>Human Creativity and Expression Core</i>		
ART 105	Art	3
or MUS 171		Creative Arts: Music
<i>Society and Culture Core</i>		6
One course must be American or European History		
<b>Total Hours</b>		<b>44</b>

## Early Childhood Major Requirements

Code	Title	Hours
Additional Human Creativity and Expression Core: Literature		3
ENG 130	Literature	
	or ENG 136 Literary Visions	
Additional Natural World Science		3
Must have a lab. One science must be life and one must be physical or course must have components of both.		
Additional Natural World Core Math		3
EDI 102	Foundations of Education	3
EDI 103	Human Relations for Teachers	3
EDI 204	Develop Reading Grades 1-9	3
EDI 221	Child Development	3
EDI 230	Nature of the Exceptional Child	3
EDI 231	Childrens Literature	3
EDI 275	Human Learning	3
EDI 327	Collaborating with Families	3
EDI 343	Synthesis & Prof Dev	1
EDI 354	Teaching Reading and Emergent Language Development	3
EDI 356	Mathematics in ECE	3
EDI 357	Science and Environment in Early Childhood	3
EDI 358	Teaching the Emergent Writer	3
EDI 359	Curriculum and Techniques in EC	3
EDI 400	Music Movement and Art	3
EDI 411	The Profession and Ethics of Teaching	3
EDI 453	Evaluative Techniques in ECSE	3
EDI 461	Administration of Early Childhood Programs	1
EDI 466	Health, Safety, and Fitness for the Young Child	2
Student Teaching (choose 2)		8
EDI 427	Student Teaching K I	
EDI 428	St Teaching Primary I	
EDI 429	Student Teaching K II	
EDI 430	St Teaching Primary II	
<b>Total Hours</b>		<b>69</b>

## Health Profession Programs

The School of Health Professions (SHP) is comprised of a wide range of graduate, undergraduate, and certificate programs that support the mission of Concordia University. Our programs emphasize interprofessional education and community interaction.

### School Of Health Professions Mission

The School of Health Professions is dedicated to serving the diverse health needs of individuals and communities by providing a rigorous, experiential, collaborative education that prepares outstanding health professionals who integrate faith, professional excellence and service.

- Diagnostic Medical Sonographer Completion (Acc) (p. 153)
- Radiologic Technology Completion (Acc) (p. 154)
- Social Work (Acc) (p. 154)

## Bachelor Degrees

- Diagnostic Medical Sonographer Completion (Acc) (p. 153)
- Radiologic Technology Completion (Acc) (p. 154)
- Social Work (Acc) (p. 154)

## Diagnostic Medical Sonographer Completion (Acc)

Concordia's Diagnostic Medical Sonography **Completion Program** offers professionals already credentialed to practice Diagnostic Medical Sonography the opportunity to transfer previous knowledge and credits into Concordia's completion program; so you can earn your degree faster. We will match you with an academic advisor to determine how many credits you are able to transfer, and get you started on your journey to growing your career. We understand that you are a busy working professional. That is why this program provides flexible learning options. Each course lasts 6 or 8 weeks (depending on the given format). You will benefit from coursework that is founded on a Christ-centered education.

### What to Expect

Learn to communicate effectively and work collaboratively with others in your field. Through this program you will demonstrate the ability to think critically, analyze and research problems, and propose potential solutions. Students in this program are provided a better understanding of ethical responsibilities within a health care team.

With this degree, you will be eligible to apply for **advancement opportunities in health care settings** including but not limited to:

- Leadership Roles
- Education
- Commercial Equipment Applications

### Curriculum

This degree completion program can be completed in a year and a half or less. We encourage you to select a minor that will help you fulfill the total number of credits (120) needed for graduation. You can transfer up to 84 credits. You will complete the Concordia core curriculum and electives, in addition to the credits transferred, to complete your bachelor's degree in Diagnostic Medical Sonography.

Code	Title	Hours
Post-Traditional Transfer Core (p. 26)		<b>30</b>
<b>DMS Transfer Credits</b>		<b>59</b>
<b>Electives</b>		<b>31</b>
<b>Total Hours</b>		<b>120</b>

Code	Title	Hours
<b>Required Core Courses</b>		
Communication & Language		
COMM 112	Speech Communication	
	or COMM 20 Interpersonal Communication	

### Admission Requirements

Applicants **must already be a credentialed diagnostic medical sonographer** to apply to the completion program.

1. Submit the online application at [www.cuw.edu/apply](http://www.cuw.edu/apply) (<http://www.cuw.edu/apply/>).
2. Official transcripts from all post-secondary institutions attended. In cases where the student has less than 60 transferable credits, an official high school transcript or proof of GED must also be submitted. Students will be required to have a minimum cumulative GPA of 2.00 or above.
3. Provide proof of current license as a Diagnostic Medical Sonographer.

### Admission Decisions

The completed applicant's file is reviewed by the Admission Committee. An official decision email is sent to the applicant indicating one of the following:

1. The student is fully admitted to the program.
2. The student is admitted as a conditional student whose admission and/or continuation in the program is contingent upon meeting certain conditions that are stipulated in the acceptance email.
3. The student is denied admission.\*

*\*If an applicant is denied and is eligible to appeal, they must write a letter to the program director stating their intentions and reasons for appealing the decision.*

## Radiologic Technology Completion (Acc)

Are you working as a Radiologic Technologist, but want to earn your bachelor's degree to advance your career? Concordia's Radiologic Technology **Completion Program** offers professionals already credentialed to practice Radiologic Technology the opportunity to transfer previous knowledge and credits into Concordia's completion program; so you can earn your degree faster. We will match you with an academic advisor to determine how many credits you are able to transfer to get you started on your journey towards career growth. We understand that you are a busy working professional. That is why this program provides flexible learning options. Each course lasts 6 or 8 weeks (depending on the given format). You'll benefit from coursework that is founded on a Christ-centered education.

### What to Expect

Learn to communicate effectively and work collaboratively with others in your field. Through this program you will demonstrate the ability to think critically, analyze and research problems, and propose potential solutions. Students in this program are provided a better understanding of ethical responsibilities within a health care team.

With this degree, you will be eligible to apply for **advancement opportunities in health care settings** including but not limited to:

- Leadership Roles
- Education
- Commercial Equipment Applications

### Curriculum

This degree can be completed in a year and a half or less. We encourage you to select a minor that will help you fulfill the total number of credits (120) needed for graduation. You can transfer up to 84 credits. You will complete the Concordia core curriculum and electives, in addition to the

credits transferred, to complete your bachelor's degree in Radiologic Technology.

Code	Title	Hours
	Post-Traditional Transfer Core (p. 26)	30
<b>Rad Tech Transfer Credits</b>		<b>59</b>
<b>Electives</b>		<b>31</b>
<b>Total Hours</b>		<b>120</b>

Code	Title	Hours
<b>Required Core Courses</b>		
ENG 210	College Writing	3
COMM 112	Speech Communication	3
	or COMM 201 Interpersonal Communication	

### Admission Requirements

Applicants **must already be a credentialed radiologic technologist** to apply to the completion program.

1. Submit the online application at [www.cuw.edu/apply](http://www.cuw.edu/apply) (<http://www.cuw.edu/apply/>).
2. Official transcripts from all post-secondary institutions attended. In cases where the student has less than 60 transferable credits, an official high school transcript or proof of GED must also be submitted. Students will be required to have a minimum cumulative GPA of 2.00 or above.
3. Provide proof of current license as a Radiologic Technologist.

### Admission Decisions

The completed applicant's file is reviewed by the Admission Committee. An official decision email is sent to the applicant indicating one of the following:

1. The student is fully admitted to the program.
2. The student is admitted as a conditional student whose admission and/or continuation in the program is contingent upon meeting certain conditions that are stipulated in the acceptance email.
3. The student is denied admission.\*

*\*If an applicant is denied and is eligible to appeal, they must write a letter to the program director stating their intentions and reasons for appealing the decision.*

## Social Work (Acc)

### Mission

To prepare graduates for baccalaureate level, generalist, Social Work practice, within the context of faith, service and social justice.

The **context of faith** is important in the Department of Social Work. From a perspective of faith, we are able to draw energy and determination in teaching, and helping our students develop strong, competent Social Work skills that will provide a foundation for helping others. It reminds us (students and faculty) that our talents, abilities, and resources are all gifts from God that are to be used in the spirit of love, generosity, and forgiveness.

Our **faith-based** context also directs the manner in which we provide **service** to our clients. It means that Social Work students and faculty will utilize the expected professional practice knowledge and skills of the Social Work profession in their work with individuals, families,

groups, communities, and governments. Our faith serves as a lens through which we see our Social Work education as a layer established upon Christian knowledge and values. It is a lens through which we see the world, our careers, vocation, and the special calling we have to reach out as Christian Social Workers to those who need help.

The idea of **possibility** relates both to our work as Social Workers and in our commitment to social justice. The concept of possibility reminds us that there are a myriad of opportunities in the Social Work profession. As students and faculty we have the chance to discern the best fit for our talents and skills. Likewise, in the **pursuit of social justice**, we help our clients reach for the possibilities in their lives, and as Social Workers we confront the barriers that might prevent our clients from reaching the possibilities that fit their skills and abilities.

## History of Social Work at Concordia University

Concordia University Wisconsin (CUW) was founded in 1881 as a school of the Lutheran Church-Missouri Synod (LCMS). Over the course of the next century, CUW moved from Trinity Lutheran Church in downtown Milwaukee, to property on 31<sup>st</sup> street, and finally to the former campus of the School Sisters of Notre Dame in Mequon, Wisconsin.

For approximately eight decades, Concordia offered high school and the first two years of a liberal arts college program providing "classical, technical, and religious instruction to young men and students who desire to prepare themselves for the ministry of the Lutheran Church." In the 1960's and early 1970's, a lay ministry program was incorporated in the curriculum along with co-educational programs for those interested in becoming teachers, deaconesses, or Social Workers in the Lutheran Church. In 1978, Concordia became a 4-year accredited college providing education in teacher education, nursing, medical assistant, Social Work, and engineering. It was at this time that the current Social Work Program began as a cooperative effort with the University of Wisconsin – Milwaukee.

After officially becoming a university on August 27, 1989, the decision was made to establish an independent Social Work program at CUW. On June 16, 1997, the Council on Social Work Education (CSWE) granted initial accreditation for a Bachelor of Social Work (BSW) program at CUW. The program has grown and remained fully accredited since that time.

The Social Work Program at Concordia University is housed within the School of Health Professions (SHP) and is designed for undergraduates, leading to a Bachelor of Social Work Degree (BSW). There are currently four program areas including:

- A traditional BSW program on the Mequon (CUW) campus
- A traditional BSW program on the Ann Arbor (CUAA) campus
- An online accelerated BSW program
- An online Master of Social Work (MSW) program

## Accreditation

The Council on Social Work Education (CSWE) provides accreditation for Social Work programs at the bachelor and graduate level of education. Graduating from an accredited program is important for BSW students. An accredited program offers BSW graduates the opportunity to request *advanced standing* for an MSW degree in any University. The BSW program at CUW has been fully accredited by CSWE since 1997. As of September 12, 2022, the BSW accelerated program was approved by CSWE to become an online program.

## Social Work Values

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

## Generalist Practice

All Social Work programs educate students in Generalist Practice. Generalist practice provides students with a social work professional foundation knowledge base. Undergraduate students receive this knowledge base during the junior and senior year. Graduate students receive this knowledge base at a somewhat advanced level during the first year of their graduate program.

## Definition of Generalist Practice

Generalist Social Work practitioners work with individuals, families, groups, communities, and organizations in a variety of Social Work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. Generalist practitioners engage in community and organizational development. Additionally, they evaluate service outcomes in order to improve the provision and quality of services most appropriate to client needs.

## Field Education

Students begin the field instruction sequence in the first semester of the senior year, and spend both fall and spring semesters of the senior year in one field placement. During both semesters, a student will spend an average of 14-16 hours per week at the placement agency, for a total of at least 400 clock hours of field instruction. Students make a commitment to remain with the agency for two semesters, until the end of the academic year. During the spring semester, traditional students must remain in their field placement until at least May 1<sup>st</sup>.

## Service Learning and IPE Hour Requirements

Social Work students will complete the Service Learning and IPE requirements:

- Twenty (20) hours of Service Learning activities
- Twenty (20) hours of IPE activities. *Eight (8) IPE hours will be completed junior and senior year with the mandatory case discussions.*

Service learning and IPE have multiple functions. 1) Provide unique experiences that prepare you for the field internship; 2) Provide experiences that build your résumé and strengthen your competitiveness for employment; 3) Increase confidence in your ability to be a Social Worker; 4) Fulfill the Christian mission of developing in mind, body and spirit for service to Christ in the church and the world.

## Service Learning

Service learning is an opportunity for students to become involved with the Social Work community through a social service organization, learning first-hand some of the ins and outs of Social Work practice. Service learning is required because it gives students an opportunity to interact with a professional agency and gain insight into the work that

Social Workers do. This insight helps students narrow down the area of Social Work for an internship. Students may begin accumulating service-learning hours when they become a CUW freshman. They must complete the hours before beginning their senior year, and their internship. It is advised that students complete the service learning hours freshmen and sophomore years, so that they can work on completing IPE hours junior and senior years.

Service Learning activities can include a variety of volunteer activities geared towards students' interests. Students can volunteer with homeless shelters, food pantries, Habitat for Humanity, social service agencies and other organizations that help disadvantaged populations. Students may also participate in a mission trip through their church or through CUWAA, be a camp counselor, bible school teacher, tutor, or find another option not listed. Although many options exist for Service Learning activities, students should double check with the Department of Social Work if they are unsure an activity will count.

## Interprofessional Education (IPE)

Interprofessional Education (IPE) is essential for students preparing for careers in the health and social care fields, as well as healthcare administration. IPE gives Social Work students an opportunity to expand their education and learn how Social Workers interface with other health care professionals, including occupational therapists, physical therapists, physician's assistants, pharmacists, nurses and more. Students obtain IPE experience by attending mandatory case discussion events junior and senior years, and through other activities coordinated by the School of Health Professions.

## Program Requirements

Students must receive at least a "B-" in all social work courses, maintain at minimum of a 2.5 cumulative GPA overall and maintain a 2.75 cumulative GPA in all Social Work courses in order to continue in the social work program. A student may repeat a course one time in an effort to improve their grade.

## Social Work Program Core Competencies

- Competency 1: Demonstrate Ethical & Professional Behavior.
- Competency 2: Advance Human Rights and Social, Racial, Economic & Environmental Justice.
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
- Competency 4: Engage in Practice-informed Research and Research-informed Practice.
- Competency 5: Engage in Policy Practice.
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
- Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities.
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

## Social Work Program Goals

The goals of the CUW/CUAA Social Work Program are to:

1. Prepare students for professional generalist practice.
2. Prepare students who have developed the behaviors associated with the nine (9) competencies established by CSWE.

3. Encourage students to draw on the foundations of Christianity in faith, service, and social justice, and to provide leadership in the provision of service and solidarity for all persons, especially marginalized or oppressed groups.
4. Develop students with strong practice skills built on the knowledge base of the profession.
5. Support students in their understanding of and ability to apply the NASW Code of Ethics when practicing, and in their understanding of the relationship between the code of ethics and Christianity.
6. Prepare students who can apply research and/or evidence-based practice in practice settings, and in evaluating the effectiveness of practice and programs.

## Curriculum

Code	Title	Hours
Post-Traditional Core Requirements (p. 24) <sup>1</sup>		<b>44</b>
<b>Major Requirements</b>		<b>48</b>
<b>Electives</b>		<b>28</b>
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> Post-Traditional Transfer Student Core Requirements (p. 26)  
Transfer students must complete 30 credits in core and 45 elective credits to reach the 120 required credit hours.

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
MATH 205	Statistics I (Counts as university core) <sup>1</sup>	
<b>Required Courses</b>		
LA 115	Student Success Strategies	3
All required Social Work (SW) courses require a grade of B- or better		
SW 225	Social Work & Social Welfare	3
SW 235	Introduction to Child Welfare	3
SW 306	Social Welfare Policy and Programs	3
SW 310	Research Methods I	3
SW 346	Human Behavior in the Social Environment I	3
SW 347	Human Behavior in the Social Environment II	3
SW 410	Research Methods II	3
SW 490	Senior Integrative Seminar	3
SW 327	Field Education I	3
SW 427	Field Education II	3
SW 328	Field Seminar I	3
SW 428	Field Seminar II	3
SW 326	Skills & Methods of Social Work Practice I	3
SW 426	Skills & Methods of Social Work Practice II	3
SW 436	Skills & Methods of Social Work Practice III	3
<b>Total Hours</b>		<b>48</b>

<sup>1</sup> Must receive a "C" or better

## Application Process

A completed application includes:

1. An online application completed at [www.cuw.edu/apply](http://www.cuw.edu/apply) (<http://www.CUW.edu/apply/>).

2. Official transcripts from all post-secondary institutions attended. Students must have a minimum cumulative GPA of 2.5 GPA overall and a 2.75 GPA in social work courses.
3. A self-reflection essay.

When an applicant's file is complete, the file is forwarded to the Director of the Social Work Program for review. Based upon review of the file, the Director will make the official admission's decision.

## Nursing Programs

Nursing is a vocation as much as it is a career. Sometimes you know from very young that being a nurse is what you want to do with your life. Other times, it comes to you slowly. If you have had another career and think that you have missed something by not becoming a Registered Nurse with a Bachelor of Science degree, we have some answers for you that take less time than you might imagine.

**Think about how you might feel as a ...** Burn Unit Nurse, Cardiac Care Nurse, Certified Nurse Anesthetist, Certified Nurse Midwife, Emergency Room Nurse, Family Nurse Practitioner, Flight Transport Nurse, Gerontology Nurse Practitioner, Home Care Nurse, Hospice Care Nurse, Infection Control Nurse, Intensive Care Nurse, Labor and Delivery Nurse, Medical-Surgical Nurse, Military Nurse, Neonatal Nurse, Nurse Educator/Faculty, Nurse Practitioner, Nurse Recruiter, Nurse Researcher, Nursing Administration, Nursing Home Staff Nurse, Obstetrics/Women's Health Nurse, Occupational Health Nurse, Office Nurse in MD practice, Oncology Nurse, Operating Room Nurse, Pain Care Nurse, Pediatric Nurse, Phone Triage Nurse, Psychiatric Nurse, Rehabilitation Nurse, Renal Dialysis Nurse, School Nurse, Transplant Nurse Coordinator, or some type of specialty care nursing career that hasn't even been developed yet!

- Accelerated Second Degree BSN (Acc) (p. 157)
- Bachelor of Science-Nursing Completion Program for Registered Nurses (Acc) (p. 158)

## Bachelor Degrees

- Accelerated Second Degree BSN (Acc) (p. 157)
- Bachelor of Science-Nursing Completion Program for Registered Nurses (Acc) (p. 158)

## Accelerated Second Degree BSN (Acc)

Nurses with bachelor's degrees are in high demand, and according to the Bureau of Labor Statistics, the profession is expected to grow 6% by 2031. Nationally, Bachelor of Science in Nursing (BSN) programs offered as a second degree are growing in response to this demand. Registered Nurses, particularly those with a BSN, experience strong earning potential. If you already hold a bachelor's or higher degree in another field and wish to pursue nursing as a second career, Concordia's Accelerated BSN program can get you on your path quickly.

### Program Highlights

Students progress through the program as part of a cohort. Classes are offered in a blended delivery (both online and face-to-face), using a concept-based curriculum. Web-based resources and a strong foundation in simulation promote active, hands-on, engaged learning.

Clinical, lab and simulation experiences are held in the skills and high-fidelity simulation labs on campus, and in acute, transitional, and community-based settings on weekdays and weekends (times and days vary). A transition-to-practice clinical at program's end prepares graduates to confidently enter professional nursing practice. This is a rigorous program, and students are encouraged to work as few hours as possible during the 14-month course of study.

This 63-credit accelerated BSN program includes 6 theology credits to fulfill the Concordia University transfer core requirements. (Graduates of CUW or CUAA may have already satisfied their theology credit requirements.) Students can meet the remainder of the transfer core requirements through credit transfer or prerequisite coursework from other accredited institutions. Put your knowledge and accomplishments to work for you as you work toward your goal of becoming a skilled professional RN!

### Accreditation

Concordia University is accredited by the Higher Learning Commission ([hlcommission.org](http://hlcommission.org)), a regional accreditation agency recognized by the U.S. Department of Education.

The baccalaureate degree in nursing at Concordia University Wisconsin is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

### Program Learning Outcomes

1. Apply liberal arts education and scientific background information into practice.
2. Apply organizational and leadership principles in practice to improve quality and patient safety.
3. Apply current evidence into professional nursing practice.
4. Use informatics and healthcare technologies to inform decision-making regarding quality patient care and safety.
5. Demonstrate knowledge of healthcare policy, finance, and regulatory environments.
6. Communicate and collaborate in an interprofessional healthcare environment to deliver safe, high quality patient care.
7. Apply knowledge of health promotion and disease prevention to improve individual and population health.
8. Demonstrate professionalism and professional values within the context of a Christian perspective.
9. Engage in the professional roles of the nurse as care provider, care manager/coordinator, lifelong learner and member of the profession.

### Curriculum

Code	Title	Hours
<b>Core Courses</b>		<b>6</b>
<b>Major Courses</b>		<b>57</b>
<b>Courses Transferred In</b>		<b>57</b>
<b>Total Hours</b>		<b>120</b>

Code	Title	Hours
<b>Required Core Courses (must be taken at Concordia)</b>		
REL 159	Heritage of Faith	3
REL 393	Christian Care-Giving for Health Professionals	3
<b>Total Hours</b>		<b>6</b>

Code	Title	Hours
<b>Required Major Courses (must be taken at Concordia)</b>		
NURS 270	Pathophysiology Across the Lifespan	4
NURS 271	Health Assessment Across the Lifespan	4
NURS 272	Pharmacology	3
NURS 273	Fundamentals of Professional Nursing	5
NURS 371	Evidence-Based Nursing and Change Management	2
NURS 372	Patient-Centered Care: Chronic Care	4
NURS 373	Patient-Centered Care: Chronic Care Clinical	3
NURS 374	Health Systems: Policy, Regulation, and Quality Issues for Professional Nursing	2
NURS 376	Patient-Centered Care: Acute Conditions	4
NURS 377	Patient-Centered Care: Acute Conditions Clinical	3
NURS 378	Population-Focused Care	3
NURS 379	Population-Focused Care Clinical	2
NURS 472	Family Centered Care Theory	3
NURS 473	Family Centered Care Clinical	2
NURS 474	Patient Centered Care: Complex Conditions and Transitional Care Theory	4
NURS 476	Trans to Pro Nurs Prtce Theory	2
NURS 479	Transition to Professional Nursing Practice	6
NURS 480	Professional Nursing Preparation and Licensure	1
<b>Total Hours</b>		<b>57</b>

## Entrance Requirements

- A bachelor's degree or higher from an accredited university
- Overall GPA of 2.75 or higher
- B or higher in the following courses: Anatomy and Physiology 1; Anatomy and Physiology 2; Chemistry; Microbiology with lab
- Grade of C or higher in college algebra (or waiver with a 4 or 5 on the AP Calculus exam or CLEP credits for college algebra)
- For ESL students, a language test score of 75 or higher on TOEFL or 6.5 or higher on IELTS
- Two letters of professional recommendation
- State Nursing Assistant (CNA) or Emergency Medical Technician (EMT) course completion
- Current American Heart Association Basic Life Support (BLS) for healthcare professionals. Cardiopulmonary Resuscitation (CPR) certification
- To attend clinicals students must adhere to all requirements set forth by CUW Healthcare Partners, including the COVID-19 vaccination.

## Application Process

- Students must online through NursingCas (<https://nursingcas.liaisoncas.org/apply/>). The application deadline for this program is November 1 for the following spring cohort.
- Submit current CV or resume that includes educational and professional experience.
- Send official transcripts from all post-secondary institutions.
- Submit personal essay (see essay specifications).
- Once accepted in the program, student will undergo a background check, including Department of Justice DHFS criminal background and caregiver checks. Additional information will be provided.

## Financial Aid

Tuition for the program covers books and online resources. Students will need to purchase uniforms, a stethoscope, and other clinical supplies for their personal use. All students are eligible to be reviewed for financial aid; to do so, students will need to complete the FAFSA at: [www.fafsa.gov](http://www.fafsa.gov). Concordia's school code is: 003842. Questions? Contact Concordia's Financial Aid Office: [FINAID@CUW.EDU](mailto:FINAID@CUW.EDU) | 262-243-4569

## For More Information

Please contact Admissions Counselor Nicholas DeLeon at 262-243-1803 or [nicholas.deleon@cuw.edu](mailto:nicholas.deleon@cuw.edu) or go to [CUW.EDU/NURSING](http://CUW.EDU/NURSING)

# Bachelor of Science-Nursing Completion Program for Registered Nurses (Acc)

Licensed registered nurses who have graduated from an ADN or diploma nursing program and are currently working will find Concordia's Bachelor of Science in Nursing (BSN) Completion Program a flexible means of furthering their nursing education. RNs can obtain a BSN degree in as few as 24 months, depending on how many credits are transferred in. Coursework consists of accelerated courses that are taken online.

The BSN Completion program provides a broad foundation in liberal arts education, as well as in the art and science of nursing. This foundation, guided by Christian principles, prepares the graduate with the professional leadership skills, expertise, and knowledge needed to function in a variety of healthcare and community settings.

## Accreditation

The baccalaureate degree program in nursing at Concordia University Wisconsin is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

## Program Learning Outcomes

Upon graduation, the Bachelor of Science in Nursing student will be able to:

1. Apply liberal education and scientific background information into practice.
2. Apply organizational and leadership principles in practice to improve quality and patient safety.
3. Apply current evidence into professional nursing practice.
4. Use informatics and healthcare technologies to inform decision-making regarding quality patient care and safety.
5. Demonstrate knowledge of healthcare policy, finance, and regulatory environments.
6. Communicate and collaborate in an interprofessional healthcare environment to deliver safe, high quality patient care.
7. Apply knowledge of health promotion and disease prevention to improve individual and population health.
8. Demonstrate professionalism and professional values within the context of a Christian perspective.
9. Engage in the professional roles of the nurse as care provider, care manager/coordinator, lifelong learner and member of the profession.

## Curriculum

Code	Title	Hours
	Core Requirements	31
	Required Nursing Courses	18
	Elective Courses & Credits Transferred In	71
	Total Credits	120

### Core Requirements

Code	Title	Hours
	Faith	6
	Human Creativity & Expression	3
	Society & Culture (3 must be culture)	6
	Human Beings & Being Human	3
	Natural Sciences (4) and Statistics (3)	7
	Communication & Language (3 must be writing)	6
	Total Credits	31

### Required Nursing Courses

Code	Title	Hours
NURS 301	Dimensions of Professional Nursing	3
NURS 305	Trends in Professional Nursing	3
NURS 336	Nursing Research for RNs	3
NURS 342	Population Health	3
NURS 442	Leadership – The Future of Nursing	3
NURS 492	Seminar in Contemporary Nursing	3
	Total Credits	18

The program is individualized based on the number of transfer credits. The following applies for all students:

- Students must complete a cumulative total of at least 120 credits in order to graduate from Concordia University with a BSN degree. These 120 credits will be comprised of transfer credits and credits taken at Concordia University.
- All students must take a minimum of 36 credits at Concordia University in order to satisfy the residency requirement.
- All students must fulfill the liberal arts core. Some courses may be transferred in to fulfill part of the core requirements. Students may transfer in a maximum of 84 credits.
- All students are required to take 6 faith credits at Concordia University.
- Students must earn a 79% or higher in all nursing courses.

## Admissions Requirements

- Successful completion of an Associate Degree in Nursing (ADN)
- A cumulative GPA of 2.75 or above for full acceptance. Applicants with a lower GPA will be reviewed for conditional acceptance.
- Current unencumbered licensure and practice as an RN in the United States. If in the process of taking licensure exam, applicants will be considered for conditional acceptance.
- Students must be actively working as an RN

## Application Process

Applicants are required to submit the following:

- Online application available at [www.cuw.edu/apply](http://www.cuw.edu/apply)
- Official transcripts from all colleges and universities attended

- Current resume
- Copy of current unencumbered RN licensure in the United States

## Program Admission

- Students' transcripts will be evaluated by nursing program staff as part of the admission process.
- Statistics courses will only be accepted if taken within the last five years, unless specially approved by the program chairperson or designee.
- A minimum of a C is required to transfer in statistics, nursing courses, and the following science courses: Anatomy & Physiology I and II or an approved equivalent, and Microbiology.
- Students must have and maintain an active, unencumbered RN license throughout the program.
- Students must be actively working as an RN during the program.

## Mequon Main Campus (M)

Concordia University Wisconsin is known for its breathtaking views of Lake Michigan, and in fact, many students will say the campus' location played a big role in their decision to enroll. But a large percentage of Concordia alumni living today—and even a few current faculty—will recall making a very different commute to school.

That's because Concordia's original campus was located in downtown Milwaukee on 31st Street, between State and Highland Streets. From the school's inception in 1881 to 1983, students who attended CUW (then called Concordia College) did so in the city. The inaugural class of Concordians, which was comprised of 13 students, met in the basement of Trinity Lutheran Church in downtown Milwaukee. The next year, the 31st Street property was purchased to start Concordia's first permanent campus.

For the next approximately eight decades, Concordia College offered high school and the first two years of a liberal arts college program, providing classical, technical, and religious instruction for students who desired to prepare themselves for the ministry of the Lutheran Church. In 1978, The Lutheran Church—Missouri Synod authorized Concordia to become a four-year accredited college that would provide instruction in teacher education, nursing, medical assistant, social work, and engineering.

In a farsighted move in 1982, the LCMS purchased the former campus of the School Sisters of Notre Dame in Mequon, Wisconsin, and the college was moved 15 minutes north of its original site.

On August 27, 1989, the Board of Regents approved the move to university status, and Concordia University Wisconsin became the first university among the 10-member Concordia University System.

In 2012, CUW entered into a strategic relationship with Concordia University in Ann Arbor. The university now consists of two residential campuses in Wisconsin and Ann Arbor, and online programs that reach students worldwide, with one president and governing body presiding over all.

## Batterman School of Business (M)

The Batterman School of Business offers a complete range of business education programs and degrees including associate's and bachelor's degrees for undergraduate and accelerated adult students, licensures, and certifications. Graduate programs include both our highly ranked Master's of Business Administration (with



a complement of concentrations) and the Master's in Science in Leadership (MSL). Business undergraduate students also participate in the Concordia Core (<https://www.cuw.edu/academics/concordia-core.html>), a rigorous, liberal arts curriculum integrated with Lutheran distinctives.

All students pursuing a Business major must earn a grade of C - or better in business required courses.

There are two divisions in the **Batterman School of Business** on the Mequon campus and the **Haab School of Business** on the Ann Arbor campus, the Business Division and the Justice and Public Policy Division. In addition, on the Mequon campus, two associate degree programs and a special cooperative program exists.

## Business Division

Code	Title	Hours
<b>CONCORDIA COMMON CORE</b>		<b>18</b>
REL 100	The Bible	
REL 110	Christian Faith	
CCE 110	Western Culture & Worldview	
CCE 120	Western Thought & Worldview	
CCE 130	Christian Citizen	
CCE 140	Science & Humanity	
LIBERAL ARTS DIMENSIONS		27
FAITH & LIFE		3
Select a REL course above 204		
SOCIETY & CULTURE		3
ECON 222	Macroeconomics	
NATURAL WORLD BUS 315 or MATH 201 (for Actuarial Science Majors)		7
BUS 315	Business Statistics or MATH 201 Calculus I Science with a lab	
COMMUNICATION & LANGUAGE (COMM 201 or COMM 105)		6
COMM 105	Public Speaking or COMM 201 Interpersonal Communication	
ENG 104	Introduction to Writing	
HUMAN BEINGS & BEING HUMAN		5
HHP 100	Stewardship of the Body Select an approved HPP Activity Course or Varsity Sport Psychology, Philosophy or Legal Studies	
CREATIVE EXPRESSION		3
See Core Options (Art, Music, Theater)		

## Justice and Public Policy Division

Code	Title	Hours
<b>CONCORDIA COMMON CORE</b>		<b>18</b>
REL 100	The Bible	
REL 110	Christian Faith	
CCE 110	Western Culture & Worldview	
CCE 120	Western Thought & Worldview	
CCE 130	Christian Citizen	
CCE 140	Science & Humanity	
LIBERAL ARTS DIMENSIONS		27

FAITH & LIFE		3
Select a REL above 204		
SOCIETY & CULTURE		3
POLS 201	American Government	
NATURAL WORLD		7
MATH 125	Contemporary Math Science with a lab	
COMMUNICATION & LANGUAGE		6
ENG 104	Introduction to Writing Select an approved Communication & Language course	
HUMAN BEINGS & BEING HUMAN		5
HHP 100	Stewardship of the Body Select an approved HPP Activity Course or Varsity Sport Psychology, Philosophy or Legal Studies	
CREATIVE EXPRESSIONS		3
See Core Options (Art, Music, Theater)		

## Outcomes

Any university can show you how to analyze a balance sheet or book a journal entry. Our Batterman School of Business teaches you how to become an ethical, well-rounded leader. In today's business landscape, leadership and communication skills are just as important as technical skills. Our business programs teach you both.

Through internship opportunities, a comprehensive and flexible curriculum, and 16 specializations in our MBA program, we're committed to offering programs that meet the needs of today's global businesses.

By fulfilling the course requirements for the Bachelor's, students will be able to:

### Business School Outcomes

- 1 - Service and Ethics through a Christian Perspective
  - Understand how Christian Faith and ethics inform exploration to vocation and business practices.
- 2 - Global Nature of Business
  - Demonstrate an understanding of the complexity of elements important to members of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.
- 3- Business Integration
  - Demonstrate an understanding and a disposition that a student builds across the business curriculum.
- 4 - Critical Analysis
  - Identify and evaluate conclusions, implications, and consequences.
- 5 - Innovative and problem solving
  - Identify problems and opportunities, evaluate alternatives and solutions, and propose creative and innovative strategies.
- 6 - Communication
  - Demonstrate language that skillfully communicates meaning to readers with clarity and fluency.

## 7 - Quantitative Reasoning

- Demonstrates the ability to convert relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding
- Accounting Major (M) (p. 161)
- Actuarial Science Major (M) (p. 162)
- Business Analytics and Organizational Performance (M) (p. 163)
- Business Communication Major (M) (p. 163)
- Economics Major (M) (p. 164)
- Entrepreneurship Major (M) (p. 165)
- Fashion Merchandising Major (M) (p. 166)
- Finance Major (M) (p. 166)
- General Business Major (M) (p. 167)
- Health Care Administration (M) (p. 168)
- Hospitality and Event Business Major (M) (p. 169)
- Human Resource and Strategic Leadership Major (M) (p. 170)
- International Business Major (M) (p. 170)
- Justice & Public Policy Major (M) (p. 171)
- Management Major (M) (p. 172)
- Marketing Major (M) (p. 172)
- Public Relations Major (M) (p. 173)
- Sport and Entertainment Business Major (M) (p. 174)
- Accounting Minor (M) (p. 175)
- Actuarial Science Minor (M) (p. 175)
- Business Communication Minor (M) (p. 175)
- Business Minor (M) (p. 175)
- Economics Minor (M) (p. 175)
- Entrepreneurship Minor (M) (p. 176)
- Family Business Studies Minor (M) (p. 176)
- Finance Minor (M) (p. 176)
- Forensic Accounting Minor (M) (p. 176)
- Hospitality and Event Business Minor (M) (p. 176)
- Human Resources Minor (M) (p. 177)
- Individualized Business Minor (M) (p. 177)
- Justice & Public Policy Minor (M) (p. 177)
- Management Minor (M) (p. 177)
- Managerial Accounting Minor (M) (p. 178)
- Marketing Minor (M) (p. 178)
- Nonprofit Management Minor (M) (p. 178)
- Public Relations Minor (M) (p. 178)
- Sport and Entertainment Business Minor (M) (p. 178)
- Business Certificate (M) (p. 179)
- Economics Certificate (M) (p. 179)
- Marketing Certificate (M) (p. 179)
- Paralegal Studies Certificate (M) (p. 180)

## Majors

- Accounting Major (M) (p. 161)
- Actuarial Science Major (M) (p. 162)
- Business Analytics and Organizational Performance (M) (p. 163)

- Business Communication Major (M) (p. 163)
- Economics Major (M) (p. 164)
- Entrepreneurship Major (M) (p. 165)
- Fashion Merchandising Major (M) (p. 166)
- Finance Major (M) (p. 166)
- General Business Major (M) (p. 167)
- Health Care Administration (M) (p. 168)
- Hospitality and Event Business Major (M) (p. 169)
- Human Resource and Strategic Leadership Major (M) (p. 170)
- International Business Major (M) (p. 170)
- Justice & Public Policy Major (M) (p. 171)
- Management Major (M) (p. 172)
- Marketing Major (M) (p. 172)
- Public Relations Major (M) (p. 173)
- Sport and Entertainment Business Major (M) (p. 174)

## Accounting Major (M)

Students receive in-depth training in accounting systems, state and federal laws, and IRS policies that will prepare them to serve in their vocations. They will be prepared to work within both businesses and government agencies. Options are available for completing a double major or combining an undergraduate and graduate program. Rigorous classes prepare students who wish to study for the Certified Public Accounting (CPA) Licensure exam.

Our dedicated accounting professors are committed to enhancing learning by working with students inside and outside of the classroom. Students are encouraged to participate in the on-campus, student-led, Accounting Club, which provides a network of support. CUW accounting graduates have had a 100% job placement rate for two years running.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Accounting, students will be able to:

1. Create and analyze financial statements prepared in accordance with Generally Accepted Accounting Principles (GAAP).
2. Understand and correctly use the basic terms and concepts of the accounting profession, as applied in actual accounting activities.
3. Demonstrate an understanding of the domestic and international economic and regulatory environment of business.
4. Demonstrate an understanding of Information Systems appropriate to entry-level business positions.
5. Demonstrate an understanding of the legal and ethical responsibilities of accountants, businesses and businesspersons from a Christian perspective.

### Curriculum

Due to the rigor of the accounting profession, students who wish to register for ACCT 310 Intermediate Accounting I or higher accounting courses, will be required to have earned a minimum grade of "B" in ACCT 203 Financial Accounting and ACCT 223 Managerial Accounting. Each student will then be required to earn a minimum grade of C in each of their upper-level accounting courses to be awarded a bachelor's degree in accounting from Concordia University.

Students who wish to complete the 150-hours to qualify for CPA Licensure have several options - including an MBA - and should consult with their advisor to plan their course of study.

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>57</b>
<b>Electives</b>		<b>18</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking (counted in University Core) or COMM 20 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3
BUS 210	Business Law I	3
BUS 162	Quantitative Business Essentials	3
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
FIN 300	Principles of Finance	3
MGMT 130	Management & Leadership	3
or MBA 544	People-Focused Management	
MKTG 131	Sales and Marketing	3
<b>Required Courses</b>		
ACCT 310	Intermediate Accounting I	3
ACCT 311	Intermediate Accounting II	3
ACCT 320	Accounting Information Systems	3
ACCT 323	Cost Accounting	3
ACCT 350	Income Tax I	3
ACCT 360	Income Tax II	3
ACCT 420	Auditing	3
ACCT 441	Business Combinations, Governmental, and NFP	3
<b>Total Hours</b>		<b>57</b>

## Actuarial Science Major (M)

Students will learn mathematical and statistical techniques that are at the core of the actuarial profession. This degree prepares students with the mathematical and statistical skills to protect businesses from financial loss, assist individuals and companies in making secure decisions, and determine risk in insurance, finance, and other industries.

Graduates will be equipped to pass Society of Actuaries Exam P, Exam FM, and Exam IFM.

Concordia University is one of the only schools of its size to offer an Actuarial Science program that has a certified professionally experienced actuary as its primary faculty member.

## Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Actuarial Science, students will be able to:

1. Demonstrate knowledge of the mathematical and statistical techniques that are at the core of the actuarial profession.
2. Understand fundamental probability theory and its general applications, so as to be able to pass Society of Actuaries Exam P.
3. Understand the theory of interest and its applications in the fields of finance and actuarial science, so as to be able to pass Society of Actuaries Exam FM.
4. Gain a working knowledge of investment finance and financial markets, so as to be able to pass Society of Actuaries Exam IFM.
5. Apply technology to actuarial problem-solving.
6. Develop the skills needed for entry into the profession and continued success on the actuarial exams.
7. Gain an understanding of the actuarial profession by learning from professionals in the field of actuarial science.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>64</b>
<b>Electives</b>		<b>11</b>
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking (counted in University Core) or COMM 20 Interpersonal Communication	
MATH 201	Calculus I (counted in University Core)	
<i>Core Business Requirements</i>		
ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3
BUS 210	Business Law I	3
BUS 162	Quantitative Business Essentials	3
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3

FIN 300	Principles of Finance	3
MGMT 130	Management & Leadership	3
or MBA 544	People-Focused Management	
MKTG 131	Sales and Marketing	3

**Required Major Courses**

FIN 121	Introduction to Actuarial Science	3
FIN 310	Basic Investing	3
FIN 315	Principles of Insurance	3
FIN 321	Financial Math for Actuaries	3
FIN 322	Probability and Statistics for Actuaries I	3
FIN 323	Probability and Statistics for Actuaries II	3
DSAA 200	Introduction to Data Science and Analysis	3
FIN 424	Advanced Excel for Financial Analysis	3
MATH 202	Calculus II	4
CSC 200	Coding I- Fundamentals	3

<b>Total Hours</b>		<b>64</b>
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## Business Analytics and Organizational Performance (M)

The Business Analytics program prepares Christian leaders to make data-driven decisions that enhance organizational performance, identify emerging markets, and solve complex business problems. Students apply these skills to specific areas of finance, economics, marketing, and human resources, etc.

### Program Learning Outcomes

1. Summarize principles of Christian ethics related to business intelligence. b) Summarize principles of bias and fairness as related to business intelligence
2. Apply the principles and techniques of database structure, administration, and implementation of data collection capabilities and decision-support systems.
3. Understand basic computer programming techniques to facilitate collaboration with stakeholders to work across platforms.
4. Describe models for effective decision making to achieve business objectives.
5. Compare different organizational behaviors and adapt organization performance strategies.
6. Articulate assumptions, analyses, and interpretations of data in a written and oral format.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Core Business Requirements</b>		<b>33</b>
<b>Major Requirements</b>		<b>36</b>
<b>Electives</b>		<b>6</b>
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
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*Required Core Courses*

BUS 315	Business Statistics (Counts for University Core)	
ECON 222	Macroeconomics (Counts for University Core)	
COMM 201	Interpersonal Communication (Counts for University Core)	
or COMM 10	Public Speaking	

*Core Business Requirements*

ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3
BUS 162	Quantitative Business Essentials	3
or BUS 161	Business Essentials	
BUS 210	Business Law I	3
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
ECON 231	Microeconomics	3
FIN 300	Principles of Finance	3
MGMT 130	Management & Leadership	3
or MBA 544	People-Focused Management	
MKTG 131	Sales and Marketing	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3

<b>Total Hours</b>		<b>33</b>
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Code	Title	Hours
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*Required Major Courses*

DSAA 200	Introduction to Data Science and Analysis	3
CSC 200	Coding I- Fundamentals	3
DSAA 300	Data Mining and Predictive Analysis	3
ECON 332	An Econometric Survey	3
DSAA 310	Visual Analytics	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
CSC 415	Artificial Intelligence	3
CSC 430	Database Fundamentals	3
BUAN 405	Business Data Analytics Programming with Visualization	3
BUAN 410	Analytics and the Digital Economy	3
MGMT 472	Managing Change	3
BUAN 415	Data Analytics: Integrative Project	3

<b>Total Hours</b>		<b>36</b>
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## Business Communication Major (M)

Communication is by far the most important skill professionals have in the business world. Main components of communication within the workplace involve nonverbal communication, audience analysis, data interpretation, and public speaking.

The Business Communication program provides an opportunity to study topics such as public relations, group dynamics, conflict management and cross-cultural communication. Students gain practical experience through mock-interviews, crisis response activities, networking events, journalism, social media campaigns, and servant leadership opportunities. Graduates of the program are well equipped for a variety

of careers in management, corporate communication, negotiation and technical writing.

## Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Business Communication, students will be able to:

1. Write and deliver effective speeches for a variety of audiences
2. Apply different managerial perspectives (e.g., classical, human relations, and human resources) to motivate and manage subordinates
3. Write clear letters, proposals, and persuasive messages that accomplish the intended purposes in the workplace
4. Write a research paper that uses and cites a variety of up-to-date and credible sources
5. Use empathetic listening to understand and support those experiencing issues, problems or emotions
6. Negotiate to obtain desired outcomes using either collaborative or competitive approaches, when appropriate
7. Possess readiness to use their God-given gifts effectively in their vocation to serve others.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>63</b>
<b>Electives</b>		<b>12</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking	
	or COMM 20 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 161	Business Essentials	3
	or BUS 162 Quantitative Business Essentials	
BUS 210	Business Law I	3
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership	3
	or MBA 544 People-Focused Management	
MKTG 131	Sales and Marketing	3

## Required Courses

BCOM 247	Business Writing	3
BCOM 300	Group Dynamics	3
BCOM 390	Conflict Management	3
COMM 205	Advanced Public Speaking	3
COMM 260	Social Media	3
MGMT 340	Organization Behavior	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
MKTG 223	Public Relations	3

## Major Electives

Select four of the following:		12
BCOM 323	Intermediate Public Relations	
BCOM 385	Interviewing Principles	
BCOM 423	Advanced Public Relations	
COMM 460	Cross-Cultural Communication	
COMM 354	Gender and Communication	
MGMT 472	Managing Change	

**Total Hours** **63**

## Economics Major (M)

Students study economic theory, micro and macro economics, comparative economic systems, international economics, and quantitative analytical methods. Graduates will utilize knowledge of production, conservation, and allocation of resources in conditions of scarcity to make informed decisions.

Data-driven decision making is critical for the economic success of the modern business. Through Concordia's courses, students learn how to use the tools of economic data analytics as a decision science.

## Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Economics, students will be able to:

1. Understand and correctly use the basic terms and concepts of the economics profession, as applied in actual economic analysis.
2. Identify, describe, and analyze different market environments (i.e. free market, oligopoly, etc.).
3. Utilize graphs and quantitative analysis to describe market environments and the behavior of market participants.
4. Understand the basic factors that contributed to the origin of competing schools of macroeconomic thought and demonstrate basic knowledge concerning the competing and complementary presuppositions of the competing schools as well as the efficacy of their predictive capacities.
5. Evaluate and assess information from a variety of sources that indicate the status of particular macroeconomics.
6. Evaluate and assess the wisdom or folly of particular policy choices by macroeconomic policymakers and understand the mechanisms by which these choices intentionally or inadvertently impact particular macroeconomies.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>54</b>
<b>Electives</b>		<b>21</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking (or COMM 201) or COMM 20 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3
BUS 162	Quantitative Business Essentials	3
BUS 210	Business Law I	3
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
FIN 300	Principles of Finance	3
MGMT 130	Management & Leadership	3
or MBA 544	People-Focused Management	
MKTG 131	Sales and Marketing	3
<b>Required Major Courses</b>		
ECON 307	History of Economic Thought	3
ECON 332	An Econometric Survey	3
ECON 370	International Economics	3
FIN 320	Money and Banking	3
ECON 315	Macroeconomic Crises in History	3
ECON 322	Intermediate Macro Economics	3
ECON 331	Intermediate Micro Economics	3
<b>Total Hours</b>		<b>54</b>

## Entrepreneurship Major (M)

Entrepreneurship is characterized by creativity and innovation, risk-taking and learning from failure. Students in this program will develop a network of individuals, organizations and professionals who are entrepreneurial-minded and connected to resources. Students are expected to demonstrate competence in leveraging technology in market research and identification, develop a business model, prototype an idea for a business or service, and develop a business plan for a start up or participate in starting a company or new business venture.

## Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Entrepreneurship, students will be able to:

1. Develop and grow an entrepreneurial network of individuals, organizations and professionals.
2. Develop and display knowledge and skills related to innovation, creativity, problem-solving, perseverance and adaptability.
3. Ideate and identify emerging markets, trends, problems, and challenges.
4. Demonstrate competence in leveraging technology in market research and identification.
5. Articulate a vision for and commitment to ethical business practice in the education sector.
6. Demonstrate adaptability and "pivot-ability."
7. Develop a business model and prototype an idea for a business or service.
8. Create and develop business plans.
9. Start or participate in starting a company/new business venture.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>48</b>
<b>Electives</b>		<b>27</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

### Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking (or COMM 201) or COMM 20 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 210	Business Law I	3
BUS 161	Business Essentials	3
or BUS 162	Quantitative Business Essentials	
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership	3
or MBA 544	People-Focused Management	

MKTG 131	Sales and Marketing	3
<b>Required Major Courses</b>		
ENTR 250	Legal Landscape of Entrepreneurship	3
MGMT 360	Small Business Administration	3
ENTR 362	Planning New Ventures	3
MKTG 426	Marketing Research	3
ENTR 390	Entrepreneurship Practicum	3
BUS 335	Nonprofit Fundraising and Grant Writing	3
Choose 1 of the following:		3
BUS 272	Organizational Management Principles	
BUS 330	Supply Chain Management	
MKTG 345	E-Commerce	
<b>Total Hours</b>		<b>48</b>

## Fashion Merchandising Major (M)

Fashion merchandising focuses on global retail, product and trend analysis, fashion show coordination and visual presentation. Professionals in this field focus on promoting apparel sales and meeting the needs of both customers and designers. Graduates will possess and demonstrate skills and knowledge in pricing, buying, marketing, sales, and creative display. This program is a 1-2-1 partnership with Mount Mary University, which means some of the classes will be held on their campus. Students who complete this degree find careers in retail management, fashion buying, visual merchandising, assortment planning and wardrobe consultation.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Fashion Merchandising, students will be able to:

1. Demonstrate skills in buying, pricing, marketing and methods of display.
2. Promote apparel sales to appropriate customer segments locally and internationally.
3. Organize, plan and execute events including fashion shows and promotional engagements.
4. Use analytical thinking to make data-driven decisions in budgeting, sales forecasting and financial management.
5. Recognize and create effective digital design using industry standard tools.
6. Engage in strategic planning in retail, product management and customer engagement
7. Develop, execute and measure the quality of campaigns in advertising.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>68-72</b>
<b>Electives</b>		<b>7-3</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

Code	Title	Hours
<b>Business Core</b>		
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking	
	or COMM 201 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 210	Business Law I	3
BUS 161	Business Essentials	3
	or BUS 162 Quantitative Business Essentials	
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership	3
	or MBA 544 People-Focused Management	
MKTG 131	Sales and Marketing	3
<b>Required Courses</b>		
FSH (MMU) 107	Fashion Concepts and Careers	2
FSH (MMU) 109	Intro to Adob	2
FSH (MMU) 235/235B	Textiles	4
FSH (MMU) 265	Global Retailing Principles	3
FSH (MMU) 319	Visual Presentation	3
FSH (MMU) 321	History of Costume	3
FSH (MMU) 322	Product Analysis	3
FSH (MMU) 331	Trend Analysis	3
FSH (MMU) 346	Professional Seminar	2
FSH (MMU) 367	Merchandising with Plan-O-Grams	3
FSH (MMU) 375	Fashion Show Coordination	3
FSH (MMU) 380	Special Topics: Merchandise Management	1-3
FSH (MMU) 398	Internships: Fashion Careers	2-4
FSH (MMU) 418	Buying and Assortment Planning	4
FSH (MMU) 436	Apparel Industry Seminar	3
<b>Total Hours</b>		<b>68-72</b>

## Finance Major (M)

Students will use analytical reasoning to effectively problem solve and guide long-term planning. Graduates will be prepared to help businesses, organizations, and individuals plan and wisely allocate money, as well as other assets.

CUW has an investment Club and CU Ventures Fund Management Program to enhance networking and learning opportunities outside the classroom. Students are provided with the tools to conduct comprehensive financial research and manage a real portfolio.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Finance, students will be able to:

1. Conduct financial analysis to assess the drivers of an organization's profitability and make recommendations to improve overall profitability or reduce risk.
2. Collect, organize, and analyze data to make allocation and investment decisions.
3. Make capital allocation recommendations to help institutions and individuals manage their resources and plan their operations using the various methods, instruments, and markets available.
4. Build an operating and financial plan for an institution or individual that includes financial projections.
5. Apply time value of money techniques to make capital allocation and project decisions.
6. Measure and properly analyze risk when comparing projects or other investment opportunities.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>54</b>
<b>Electives</b>		<b>21</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core )	
ECON 222	Macroeconomics (counted in University Core )	
COMM 105	Public Speaking (or COMM 201) or COMM 20 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3
BUS 162	Quantitative Business Essentials	3
BUS 210	Business Law I	3
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
FIN 300	Principles of Finance	3
MGMT 130	Management & Leadership	3
or MBA 544	People-Focused Management	
MKTG 131	Sales and Marketing	3
<b>Required Major Courses</b>		
FIN 310	Basic Investing	3
FIN 340	Corporate Finance	3
ECON 332	An Econometric Survey	3

FIN 425	Securities Analysis	3
<i>Choose three of the following</i>		<b>9</b>
FIN 315	Principles of Insurance	
FIN 320	Money and Banking	
FIN 424	Advanced Excel for Financial Analysis	
FIN 430	International Finance	
ECON 307	History of Economic Thought	
ECON 370	International Economics	
ECON 315	Macroeconomic Crises in History	
<b>Total Hours</b>		<b>54</b>

## General Business Major (M)

Students first receive a foundation in business skills and then select classes in accounting, business law, human resources, international business, marketing, economics, and finance according to their interest.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in General Business, students will be able to:

1. Demonstrate an understanding of how the Christian worldviews in formulating appropriate and enlightened responses to ethical issues and dilemmas.
2. Demonstrate an understanding of the complexity of elements important to members of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.
3. Demonstrate an understanding and a disposition that a student builds across the business curriculum.
4. Identify and evaluates conclusions, implications, and consequences.
5. Utilize, interpret and assess quantitative data to inform and drive sound decision making.
6. Demonstrates language that skillfully communicates meaning to readers with clarity and fluency.
7. Demonstrates the ability to convert relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.

### Curriculum

This major requires the business core and 12 credits of business electives plus BUS 240 and MGMT 472.

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>45</b>
<b>Electives</b>		<b>30</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).



## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
BUS 315	Business Statistics (counted in University Core )	
ECON 222	Macroeconomics (counted in University Core )	
COMM 105	Public Speaking (or COMM 201) or COMM 20 Interpersonal Communication	
<b>Core Business Requirements</b>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 161	Business Essentials	3
	or BUS 162 Quantitative Business Essentials	
BUS 210	Business Law I	3
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership	3
	or MBA 544 People-Focused Management	
MKTG 131	Sales and Marketing	3
<b>Required Major Courses</b>		
MGMT 472	Managing Change	3
BUS 240	Project Management	3
<b>Major Electives</b>		
Select 12 credits of Business Electives		12
<b>Total Hours</b>		<b>45</b>

## Health Care Administration (M)

This program focuses on managing resources in a health care setting while working to understand the business implications on the health care system. Students will be equipped with the ability to evaluate research results focusing on health care, management and decision-making, operations and communications. Graduates are prepared for roles in hospitals, long-term care facilities, medical groups, medical device or pharmaceutical companies, and other clinical settings.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Health Care Administration, students will be able to:

1. Analyze health care demonstrating acceptance of individuals as holistic beings, created by God, respecting the dignity, worth, and rights of the individual.
2. Respect diversity within the health care community for both those who are served and the providers of care.
3. Synthesize knowledge from a multi-disciplinary perspective including, but, not limited to: management, finance, marketing, and policy theories.
4. Recognize the differences and similarities of current trends and issues relative to the healthcare industry as a basis for problem-solving and decision-making in health care.
5. Demonstrate a willingness to work cohesively and communicate interpersonally with members of the interdisciplinary health care team;

including demonstration of effective communication both written and oral.

6. Recognize current trends and issues relative to health care management to evaluate and research results applicable to health care practice.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>51</b>
<b>Electives</b>		<b>24</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
BUS 315	Business Statistics	
ECON 222	Macroeconomics	
COMM 105	Public Speaking or COMM 20 Interpersonal Communication	
<b>Core Business Requirements</b>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 210	Business Law I	3
BUS 161	Business Essentials	3
	or BUS 162 Quantitative Business Essentials	
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership	3
	or MBA 544 People-Focused Management	
MKTG 131	Sales and Marketing	3
<b>Required Major Courses</b>		
HCM 308	Eldercare	3
HCM 320	Management Principles in Health Care	3
HCM 335	Health Care Marketing	3
HCM 300	Healthcare Ethics	3
HCM 330	Financial Issues in Health Care	3
HCM 310	Current Trends in Healthcare	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
HCM 304	Health Care Planning and Evaluation	3
<b>Total Hours</b>		<b>51</b>

# Hospitality and Event Business Major (M)

The Hospitality and Event Business Major/Minor is housed within the Sport and Hospitality Business Department.

Let's address the obvious: the global COVID-19 pandemic significantly impacted the hospitality industry. However, as the planet returns to normal, hospitality is in the midst of an incredible recovery. The result? There aren't enough qualified people for available positions in this dynamic, varied and ever-changing industry.

The numbers are staggering. On average, 1.8 million meetings take place every year in the US. And of those meetings, 85% require lodging. When you factor in tourism, more than \$1 trillion in revenue is generated every single year. That means a lot of people are traveling for a number of different reasons. And when they travel, they need a place to stay. It's a growing industry, and there's a ton of room for you to grow and really make your mark within it.

The Hospitality and Event Business (HEB) major allows you to pursue a your career of choice in 4 different concentrations:

1. Event Management
2. Food & Beverage Management
3. Lodging Management
4. Hospitality Business

You'll enjoy innovative instruction – with a curriculum that is current, engaging and challenging – to help you develop the core skills and character necessary to thrive in these competitive and creative industries.

Through HEB, you will network with and learn from professionals in hospitality, tourism and event management, as well as business people who work within the many sub-professions tied to these industries. Better still, when you display consistent professional and personal growth in the classroom, you could even earn the opportunity to gain intensive field experience at major events, like the Final Four or the Super Bowl.

## Program Learning Outcomes

Program Student Learning Outcomes for Hospitality and Event Business Major/Minor

*(Developed and Approved by Department Faculty on Jan. 24, 2018)*

- Demonstrate growth and skills in communication methods used within the Hospitality and Event industries.
- Exhibit growth in project management, design, and execution to exceed the expectations of various industry stakeholders.
- Utilizing real-time project-based learning, students will develop a creative, well-organized mindset that fosters skills required for confident decisions that align with industry best practices.
- Consistently framing and assessing globally-minded personal and professional leadership competencies that increase opportunities in the Hospitality and Event industries.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>49</b>
<b>Concentration Requirements</b>		<b>12</b>
<b>Electives</b>		<b>14</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking (or COMM 201) or COMM 20 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 210	Business Law I	3
BUS 161	Business Essentials	3
	or BUS 162 Quantitative Business Essentials	
BUS 355	Management Information Systems	3
SHB 300	Professional Development - Field Experience	3
BUS 453	Business Policy and Ethics	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership	3
	or MBA 544 People-Focused Management	
MKTG 131	Sales and Marketing	3
<b>Required Major Courses</b>		
SHB 140	Exposition & Special Event Management	3
SHB 200	Contemporary Leadership Behavior	3
SHB 202	Professional Development - Intro to Field Experience	1
SHB 215	Intro to Culinary Management	3
SHB 310	Integrated PR & Social Media	3
SHB 330	Financial Aspects of Hospitality	3
SHB 400	Sales, Sponsorship, & Fundraising Strategies	3
SHB 450	Professional Development - Program Capstone	3
<b>Required Concentration Courses (12 Credits)</b>		<b>12</b>
<i>Event Management Concentration</i>		
SHB 120	Introduction to Hospitality & Event Business	
SHB 220	Concessions, Catering, & Vendor Strategies	
SHB 230	Ceremonial Management	
SHB 410	Event & Production Management	
<i>Food &amp; Beverage Management Concentration</i>		
SHB 120	Introduction to Hospitality & Event Business	
SHB 220	Concessions, Catering, & Vendor Strategies	
SHB 235	Intro to Beer, Wine, and Spirits Management	
SHB 405	Culinary Management Operations	

*Lodging Management Concentration*

SHB 120	Introduction to Hospitality & Event Business
SHB 312	Hotel Administration
SHB 322	Front Office Management
SHB 410	Event & Production Management

*Hospitality Business Concentration*

SHB 120	Introduction to Hospitality & Event Business
Select 1 course (3 credits) from Event Management concentration	
Select 1 course (3 credits) from Food & Beverage Management concentration	
Select 1 course (3 credits) from Lodging Management concentration	

**Total Hours** **61**

## Human Resource and Strategic Leadership Major (M)

The Human Resource and Strategic Leadership program equips students with the knowledge and skills necessary for management in the human resource function within an organization. Students will develop interpersonal and technical skills in areas such as employment practices, staffing, compensation and benefits, training and change management necessary to help businesses thrive.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Human Resource and Strategic Leadership, students will be able to:

1. Recognize, clarify and apply important federal and state legislation, case law decisions, and executive orders that affect employment relationships.
2. Analyze compensation plans that identify and describe plan objectives, salary structure, and fringe benefits.
3. Recognize organizational performance models that create effective teams and organizations through employee motivation, engagement, culture, and change management.
4. Develop methods for attracting, retaining, developing, and engaging a diverse workforce.
5. Identify and describe the elements of servant leadership which apply to the work of the human resource professional.
6. Demonstrate knowledge of employee and management conflict resolution practices.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>54</b>
<b>Electives</b>		<b>21</b>
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
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*Required Core Courses*

BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking (or COMM 201, counted in University Core)	
or COMM 20 Interpersonal Communication		

*Core Business Requirements*

ACCT 205	Accounting & Finance for Business Professionals	3
BUS 210	Business Law I	3
BUS 161	Business Essentials	3
or BUS 162	Quantitative Business Essentials	
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership	3
or MBA 544	People-Focused Management	
MKTG 131	Sales and Marketing	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3

**Required Major Courses**

BUS 272	Organizational Management Principles	3
BUS 265	Employment and Labor Relations	3
BUS 266	Staffing	3
BUS 388	Compensation and Benefits	3
MGMT 336	Human Resource Management	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
BUS 434	Training and Employee Development	3
MGMT 472	Managing Change	3
BUS 473	Integrative Project: HR Management	3

**Total Hours** **54**

## International Business Major (M)

The International Business Major focuses on the challenges, problems and opportunities that face businesses operating outside their domestic environment. The emphasis is placed upon the basic principles, concepts and techniques relevant to international business management. Areas addressed include economics, politics, finance, marketing, legal and ethical issues. Specific industries are studied as examples of business operating within a global context.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor of Science in International Business, students will be able to:

1. Understand the interactions between businesses operating internationally and the governments and nations where business operations occur.
2. Utilize critical thinking and decision making tools to implement strategies to deal with multiple cultures, languages, infrastructures, legal systems and value systems.

3. Demonstrate an understanding of the logistical and supply-chain management challenges of operating internationally.
4. Analyze a firm's international operations and identify poor as well as best practices.
5. Use data analytics and trade theory to construct models to use in forecasting international business trends.
6. Demonstrate an understanding of the financial impact of international operations, including currency fluctuations and risk.
7. Understand how different communication systems and IT functions help international firms solve problems and collaborate.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>65</b>
<b>Electives</b>		<b>10</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

Code	Title	Hours
<b>Business Core</b>		
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking (or COMM 201)	
COMM 201	Interpersonal Communication (or COMM 105)	
<i>Core Business Requirements</i>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 210	Business Law I	3
BUS 161	Business Essentials	3
or BUS 162	Quantitative Business Essentials	
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership	3
or MBA 544	People-Focused Management	
MKTG 131	Sales and Marketing	3
<b>Required Courses</b>		
MGMT 450	International Business	3
ECON 370	International Economics	3
MKTG 440	International Marketing	3
Foreign Languages		17
International students may receive a waiver for foreign language requirement but must replace the 12 foreign language credits with business courses not taken in the Major or the Business Core		

Semester Abroad (International Business Emphasis)	12
<b>Total Hours</b>	<b>65</b>

## Justice & Public Policy Major (M)

A Bachelor of Science in Justice and Public Policy (JPP) from CUWAA will help you understand how administrative law, along with procedural, and substantive criminal laws apply to effecting arrest search and seizure, evidence collection, and courtroom procedures. You'll learn best practices pertaining to field and custodial interviews, criminal investigations, and procedures involving juvenile. If you are considering an advanced degree, an introductory courses in criminal justice research methods and criminal psychology will prepare you to understand sociological, psychological, bio-physiological, and free-will theories, while learning how to apply theory to practice within the American civil and criminal court systems, correctional system, and justice system.

What does all that add up to? It creates a foundation for a career in a wide variety of criminal justice related fields by giving you quality instruction. One hundred percent of all faculty have certifications and/or extensive experience in their respective field. This lends itself to practical and experiential guidance in blending your personal and professional ethical values within a system of justice and public policy.

### Program Learning Outcomes

- Students will professionally and effectively communicate through writing and oral presentations using appropriate criminal justice terminology.
- Students will demonstrate knowledge of theories of the causes of criminal activity and public policies that aid in crime prevention.
- Students will accurately describe the role and function of law enforcement, corrections, juvenile procedures, and the courts in society.
- Students will evaluate the effectiveness of criminal justice and security professional in crime prevention and in criminal justice prosecutions.
- Students will be able to gather, analyze and evaluate relevant information to create ethical legal decisions based upon Christian principles.
- Students will demonstrate the practical application of criminal justice research theory and numeracy needed to propose criminal justice research that adds to current research knowledge, restructures or changes current research knowledge, or adds new knowledge to the criminal justice research process.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>42</b>
<b>Electives</b>		<b>33</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
JPP 102	Introduction to Law Enforcement	3
JPP 103	Criminology	3

JPP 104	Introduction to Courts	3
JPP 110	Juvenile Justice Theory	3
JPP 150	Introduction to Probation and Parole	3
JPP 206	Corrections in America	3
JPP 207	Substantive Criminal Law	3
JPP 214	Criminal Investigation	3
JPP 255	Stress Management	3
JPP 308	Procedural Criminal Law	3
JPP 310	Administrative Law	3
JPP 311	Criminal Psychology	3
JPP 399	Career & Internship in Justice and Service	3
JPP 415	Ethics in Justice and Public Service	3

**Recommended Electives**

LEGL 230	Environmental Law & Politics	
JPP 245	Criminal Justice Research Methods	
JPP 288	Terrorism	
JPP 312	Forensic Investigation	
JPP 313	Organized Crime	
JPP 350	Special Topics in Criminal Justice	
JPP 414	White Collar Crime	

**Total Hours** **42**

## Management Major (M)

Students in the Management program will master current software for designing and managing business projects, while adopting proven project management tools and techniques at each stage in a project's life cycle. Coursework will prepare students to integrate organizational strategies that involve the parent, supplier, and sub-supplier organizations working together in domestic and global environments. A comprehensive business plan will be developed in a capstone experience.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Management, students will be able to:

1. Demonstrate the ability to use critical thinking skills in the business context
2. Demonstrate the ability to use creative thinking skills in the business context
3. Demonstrate strategic decision making skills in the development of a business plan
4. Develop knowledge of operations and management - planning, organizing, leading and controlling the resources of an organization
5. Demonstrate knowledge of human resource issues within the business organization
6. Understand and apply the dynamics of the marketing function, including product planning, pricing, promotion, channel management, and competition analysis
7. Apply basic accounting principles and construct and interpret financial statements

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		<b>45</b>
<b>Major Requirements</b>		<b>48</b>
<b>Electives</b>		<b>27</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

### Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking or COMM 20 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 161	Business Essentials or BUS 162 Quantitative Business Essentials	3
BUS 210	Business Law I	3
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership or MBA 544 People-Focused Management	3
MKTG 131	Sales and Marketing	3
<b>Required Major Courses</b>		
MKTG 223	Public Relations	3
BUS 240	Project Management	3
BUS 272	Organizational Management Principles	3
MGMT 336	Human Resource Management	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
MGMT 360	Small Business Administration	3
MGMT 472	Managing Change	3
<b>Total Hours</b>		<b>48</b>

## Marketing Major (M)

The Marketing program covers a wide variety of areas, from an understanding of consumer audiences and product design to packaging and pricing all the way through advertising, selling and distribution, finally ending with the promotion of a product or service. Students will engage in public relations, digital marketing, web design and maintenance and learn how to ethically engage with the public.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Marketing, students will be able to:

1. Identify target markets.
2. Analyze target market needs.
3. Develop products and services attuned to target market needs.
4. Prepare a comprehensive communications plan to reach the target market.
5. Prepare a distribution plan to bring product to target market.
6. Price product to cover costs and meet return objectives.
7. Prepare a comprehensive marketing operational plan.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>51</b>
<b>Electives</b>		<b>24</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking or COMM 20 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 161	Business Essentials	3
BUS 210	Business Law I	3
BUS 355	Management Information Systems	3
BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
MGMT 130	Management & Leadership or MBA 544 People-Focused Management	3
MKTG 131	Sales and Marketing	3
<b>Required Major Courses</b>		
MKTG 223	Public Relations	3
MKTG 304	Retail Management	3
MKTG 325	Promotion & Advertising	3
MKTG 345	E-Commerce	3
MKTG 422	Marketing Management	3
MKTG 426	Marketing Research	3
MKTG 440	International Marketing	3
GD 110	Graphic Design I	3
<b>Total Hours</b>		<b>51</b>

## Public Relations Major (M)

The Public Relations major focuses on building communication, developing problem-solving skills, and developing an effective, measurable campaign. Students will gain experience by designing, implementing and measuring a public relations campaign for actual organizations who provide consultation and feedback. Social media and brand management, crisis response, event management, content creation and reputation management are all integrated throughout the curriculum.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Public Relations, students will be able to:

1. Write in a precise and persuasive manner.
2. Engage in effective and appropriate public speaking under a variety of circumstances.
3. Evaluate ethical dilemmas from a legal, practical, and spiritual perspectives.
4. Recognize the cultural differences in order to effectively communicate with diverse audiences.
5. Engage in substantial research including organizational, situational, GAP and diagnostic analyses
6. Create a crisis response plan and practice crisis communication strategies.
7. Design, execute and evaluate a public relations strategic campaign.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>54</b>
<b>Electives</b>		<b>21</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<b>Business Core</b>		
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking (or COMM 201) or COMM 20 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 161	Business Essentials or BUS 162 Quantitative Business Essentials	3
BUS 210	Business Law I	3
BUS 355	Management Information Systems	3

BUS 399	Business Internship	3
BUS 453	Business Policy and Ethics (Business School Capstone)	3
ECON 231	Microeconomics	3
MGMT 130 or MBA 544	Management & Leadership People-Focused Management	3
MKTG 131	Sales and Marketing	3
<b>Required Courses</b>		
BCOM 247	Business Writing	3
MKTG 223	Public Relations	3
COMM 260	Social Media	3
BCOM 323	Intermediate Public Relations	3
BCOM 423	Advanced Public Relations	3
COMM 265	Journalism	3
Select three of the following:		9
MKTG 325	Promotion & Advertising	
COMM 250	Intro To Mass Communication	
COMM 321	Media Writing	
BCOM 380	Organizational Communication	
GD 110	Graphic Design I	
BUS 335	Nonprofit Fundraising and Grant Writing	
<b>Total Hours</b>		<b>54</b>

## Sport and Entertainment Business Major (M)

The Sport and Entertainment Business Major/Minor is housed within the Sport and Hospitality Business Department.

Like every other industry, the inter-related sports and entertainment industries were significantly impacted by the global COVID-19 pandemic. However, sports and entertainment are showing signs of a strong recovery. The global sports market is expected to grow from \$388.28 billion in 2020 to \$440.77 billion in 2021. Further, the market is expected to reach \$599.9 billion in 2025.

Yes, there are still engaging careers to be found in these dynamic and changing industries. However, they require the same six things from those who expect to excel within them:

*Sacrifice. Attitude. Effort. Clarity. Humility. Grit.*

The Sport and Entertainment Business degree allows you to pursue a variety of careers in athletic and entertainment management. Our curriculum is current, engaging, and challenging – with courses and experiences designed under the guidance of a professional advisory board consisting of industry practitioners – to help you develop the fundamentals, skills, and character that will give you the best chance to thrive in a competitive industry.

Not only that, but you'll work with industry pros, networking with and learning from experts in professional and amateur sports and entertainment, along with business people who work within the innumerable sub-professions tied to these industries. But nothing beats hands-on experience. If you display consistent professional and personal growth, you could earn intensive field experience opportunities at major events like the Final Four and even the Super Bowl.

## Program Learning Outcomes

(Developed and Approved by Department Faculty on Jan. 24, 2018)

- Demonstrate growth and skills in communication methods used within the Sport and Entertainment industries.
- Exhibit analytical, critical analysis and problem solving skills valued within the Sport and Entertainment industries.
- Utilizing project-based learning, students will develop and articulate human relations and conceptual competencies necessary to advance the Sport and Entertainment industry.
- Consistently framing and assessing globally-minded personal and professional leadership skills that increase industry opportunities in Sport and Entertainment.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		<b>45</b>
<b>Major Requirements</b>		<b>60</b>
<b>Electives</b>		<b>15</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<b>Core Requirements</b>		
<i>Required Core Courses</i>		
BUS 315	Business Statistics (counted in University Core)	
ECON 222	Macroeconomics (counted in University Core)	
COMM 105	Public Speaking or COMM 20 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 205	Accounting & Finance for Business Professionals	3
BUS 210	Business Law I	3
BUS 161 or BUS 162	Business Essentials Quantitative Business Essentials	3
BUS 355	Management Information Systems	3
SHB 300	Professional Development - Field Experience (Replaces BUS 399 in business core)	3
BUS 453	Business Policy and Ethics	3
ECON 231	Microeconomics	3
MGMT 130 or MBA 544	Management & Leadership People-Focused Management	3
MKTG 131	Sales and Marketing	3
<b>Required Courses</b>		
SHB 110	Introduction to Sport & Entertainment Business	3
SHB 200	Contemporary Leadership Behavior	3
SHB 210	Facility Design & Management	3
SHB 240	Administration & Organization of Sport & Entertainment	3

SHB 250	Legal & Ethical Issues of Sport	3
SHB 310	Integrated PR & Social Media	3
SHB 320	Sport Economics & Finance	3
SHB 340	Marketing of Sport & Entertainment	3
SHB 400	Sales, Sponsorship, & Fundraising Strategies	3
SHB 410	Event & Production Management	3
SHB 450	Professional Development - Program Capstone	3
<b>Total Hours</b>		<b>60</b>

## Minors

- Accounting Minor (M) (p. 175)
- Actuarial Science Minor (M) (p. 175)
- Business Communication Minor (M) (p. 175)
- Business Minor (M) (p. 175)
- Economics Minor (M) (p. 175)
- Entrepreneurship Minor (M) (p. 176)
- Family Business Studies Minor (M) (p. 176)
- Finance Minor (M) (p. 176)
- Forensic Accounting Minor (M) (p. 176)
- Hospitality and Event Business Minor (M) (p. 176)
- Human Resources Minor (M) (p. 177)
- Individualized Business Minor (M) (p. 177)
- Justice & Public Policy Minor (M) (p. 177)
- Management Minor (M) (p. 177)
- Managerial Accounting Minor (M) (p. 178)
- Marketing Minor (M) (p. 178)
- Nonprofit Management Minor (M) (p. 178)
- Public Relations Minor (M) (p. 178)
- Sport and Entertainment Business Minor (M) (p. 178)

## Accounting Minor (M)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3
ACCT 310	Intermediate Accounting I	3
ACCT 311	Intermediate Accounting II	3
<b>Minor Electives</b>		
Select two Accounting Electives <sup>1</sup>		6
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> FIN 300 Principles of Finance can be selected as an elective by non-business majors.

## Actuarial Science Minor (M)

### Curriculum

Code	Title	Hours
ACCT 203	Financial Accounting	3
FIN 300	Principles of Finance	3

ECON 231	Microeconomics	3
ECON 222	Macroeconomics	3
FIN 321	Financial Math for Actuaries	3
FIN 322	Probability and Statistics for Actuaries I	3
<b>Total Hours</b>		<b>18</b>

## Business Communication Minor (M)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BCOM 247	Business Writing	3
BCOM 300	Group Dynamics	3
BCOM 380	Organizational Communication	3
BCOM 385	Interviewing Principles	3
COMM 260	Social Media	3
MGMT 130	Management & Leadership	3
<b>Total Hours</b>		<b>18</b>

## Business Minor (M)

**Business Minor cannot be taken by Business Majors.**

Business majors must complete all listed degree requirements and earn a minimum total of 120 credits to graduate.

**All students pursuing a Business major or minor must earn a grade of C- or better in all Business core, major, or minor courses to earn a business degree.**

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3
Select four of the following:		12
BUS 210	Business Law I	
ECON 200	Principles of Economics	
FIN 300	Principles of Finance	
MGMT 130	Management & Leadership	
MKTG 131	Sales and Marketing	
<b>Total Hours</b>		<b>18</b>

## Economics Minor (M)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ECON 222	Macroeconomics	3
ECON 231	Microeconomics	3
<b>Minor Electives</b>		
Select four of the following: <sup>1</sup>		12
ECON 332	An Econometric Survey	
ECON 370	International Economics	
ECON 307	History of Economic Thought	



ECON 315	Macroeconomic Crises in History	
ECON 322	Intermediate Macro Economics	
ECON 331	Intermediate Micro Economics	
FIN 320	Money and Banking	
<b>Total Hours</b>		<b>18</b>

## Entrepreneurship Minor (M)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MGMT 130	Management & Leadership	3
MKTG 131	Sales and Marketing	3
ENTR 362	Planning New Ventures	3
ENTR 250	Legal Landscape of Entrepreneurship	3
ENTR 390	Entrepreneurship Practicum	3
Select one of the following:		3
BUS 320	Family Business Management	
MGMT 360	Small Business Administration	
<b>Total Hours</b>		<b>18</b>

## Family Business Studies Minor (M)

### Curriculum

#### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
BUS 320	Family Business Management	3
BUS 325	Family Business Strategic Plan	3
BCOM 390	Conflict Management	3
ENTR 362	Planning New Ventures	3
BUS 272	Organizational Management Principles	3
Select one of the following:		3
MGMT 360	Small Business Administration	
ENTR 290	Social Entrepreneurship	
ENTR 390	Entrepreneurship Practicum	
<b>Total Hours</b>		<b>18</b>

## Finance Minor (M)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ACCT 203	Financial Accounting	3
FIN 300	Principles of Finance	3
Select four of the following:		12
FIN 310	Basic Investing	
FIN 315	Principles of Insurance	
FIN 320	Money and Banking	
FIN 340	Corporate Finance	
FIN 425	Securities Analysis	
FIN 430	International Finance	

ECON 307	History of Economic Thought	
ECON 370	International Economics	
ECON 315	Macroeconomic Crises in History	
<b>Total Hours</b>		<b>18</b>

## Forensic Accounting Minor (M)

### Minor Requirements

If you are an accounting major/minor and wish to pursue the forensic accounting minor, you will be required to substitute ACCT 203 Financial Accounting for an upper level accounting or JPP course that you did not already take for your accounting major/minor.

Code	Title	Hours
<b>Required Courses</b>		
ACCT 203	Financial Accounting	3
ACCT 310	Intermediate Accounting I	3
ACCT 311	Intermediate Accounting II	3
JPP 214	Criminal Investigation	3
JPP 414	White Collar Crime	3
ACCT 276	Fraud Management	3
<b>Total Hours</b>		<b>18</b>

## Hospitality and Event Business Minor (M)

The Hospitality and Event Business Major/Minor is housed within the Sport and Hospitality Business Program.

*How does the Hospitality and Event Business MINOR differ from the major?*

1. Only 18 credits from the Sport and Hospitality Program are required for the minor.  
(Click on the CURRICULUM tab for more information.)
2. Students minoring in Hospitality and Event Business are NOT required to take SHB 450 - Program Capstone.
3. Students minoring in Hospitality and Event Business are NOT required to take SHB 300 - SHB Internship.

*Business now finds itself firmly entrenched within the "Experience Economy." This minor is a popular option for students in the Batterman School of Business that are majoring in entrepreneurship, marketing and public relations, as it provides valuable customer service, guest engagement, event activation and hospitality skills that today are applied in ALL industries.*

Let's address the obvious: the global COVID-19 pandemic significantly impacted the hospitality industry. However, as the planet returns to normal, hospitality is in the midst of an incredible recovery. The result? There aren't enough qualified people for available positions in this dynamic, varied and ever-changing industry.

The numbers are staggering. On average, 1.8 million meetings take place every year in the US. And of those meetings, 85% require lodging. When you factor in tourism, more than \$1 trillion in revenue is generated every single year. That means a lot of people are traveling for a number of different reasons. And when they travel, they need a place to stay. It's

a growing industry, and there's a ton of room for you to grow and really make your mark within it.

You'll enjoy innovative instruction – with a curriculum that is current, engaging and challenging – to help you develop the core skills and character necessary to thrive in these competitive and creative industries.

Through HEB, you will network with and learn from professionals in hospitality, tourism and event management, as well as business people who work within the many sub-professions tied to these industries. Better still, when you display consistent professional and personal growth in the classroom, you could even earn the opportunity to gain intensive field experience at major events, like the Final Four or the Super Bowl.

## Program Learning Outcomes

### Program Student Learning Outcomes for Hospitality and Event Business Major/Minor

*(Developed and Approved by Department Faculty on Jan. 24, 2018)*

- Demonstrate growth and skills in communication methods used within the Hospitality and Event industries.
- Exhibit growth in project management, design, and execution to exceed the expectations of various industry stakeholders.
- Utilizing real-time project-based learning, students will develop a creative, well-organized mindset that fosters skills required for confident decisions that align with industry best practices.
- Consistently framing and assessing globally-minded personal and professional leadership competencies that increase opportunities in the Hospitality and Event industries.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SHB 120	Introduction to Hospitality & Event Business	3
SHB 220	Concessions, Catering, & Vendor Strategies	3
SHB 330	Financial Aspects of Hospitality	3
SHB 400	Sales, Sponsorship, & Fundraising Strategies	3
SHB 410	Event & Production Management	3
<i>Pick One of the following</i>		3
SHB 140	Exposition & Special Event Management	
SHB 230	Ceremonial Management	
<b>Total Hours</b>		<b>18</b>

## Human Resources Minor (M)

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
BUS 266	Staffing	3
BUS 265	Employment and Labor Relations	3
MGMT 336	Human Resource Management	3
MGMT 345	Diversity, Inclusion, and Human Relations	3
BUS 434	Training and Employee Development	3

MGMT 472	Managing Change	3
<b>Total Hours</b>		<b>18</b>

## Individualized Business Minor (M)

This minor is available only to students who are non-business majors. The student can select any 6 courses (18 credits) from the business curriculum in a self-constructed minor that meets their own individualized career and/or educational goals. All course prerequisites must be met. Also, the courses selected by the student in this minor would not be eligible to count toward any other business minor.

**Note:** *Students should consult with a business advisor prior to picking courses for this minor.*

## Justice & Public Policy Minor (M)

A minor in Justice and Public Policy (JPP) from CUWAA will help you understand how administrative law, along with procedural, and substantive criminal laws apply to effecting arrest search and seizure, evidence collection, and courtroom procedures. You'll learn best practices pertaining to field and custodial interviews, criminal investigations, and procedures involving juvenile. If you are considering an advanced degree, an introductory courses in criminal justice research methods and criminal psychology will prepare you to understand sociological, psychological, bio-physiological, and free-will theories, while learning how to apply theory to practice within the American civil and criminal court systems, correctional system, and justice system.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
JPP 102	Introduction to Law Enforcement	3
JPP 104	Introduction to Courts	3
JPP 150	Introduction to Probation and Parole	3
JPP 206	Corrections in America	3
<b>Minor Electives</b>		
Select two JPP Electives		6
<b>Total Hours</b>		<b>18</b>

## Management Minor (M)

Management Minor cannot be taken by Business Majors.

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
MGMT 130	Management & Leadership	3
MKTG 131	Sales and Marketing	3
ECON 200	Principles of Economics	3
MGMT 336	Human Resource Management	3
MGMT 429	Operations Management	3
MGMT 472	Managing Change	3
<b>Total Hours</b>		<b>18</b>

## Managerial Accounting Minor (M)

The Managerial Accounting Minor cannot be taken by Accounting or Finance Majors.

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
ACCT 203	Financial Accounting	3
ACCT 223	Managerial Accounting	3
ACCT 323	Cost Accounting	3
FIN 300	Principles of Finance	3
FIN 340	Corporate Finance	3
<b>Minor Electives</b>		
Upper level Accounting or Finance Elective		3
<b>Total Hours</b>		<b>18</b>

## Marketing Minor (M)

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
MGMT 130	Management & Leadership	3
MKTG 131	Sales and Marketing	3
MKTG 422	Marketing Management	3
ECON 222	Macroeconomics (Prerequisite for MKTG 422)	
ECON 231	Microeconomics (Prerequisite for MKTG 422)	
Select three of the following:		9
MKTG 223	Public Relations	
MKTG 304	Retail Management	
MKTG 325	Promotion & Advertising	
MKTG 345	E-Commerce	
MKTG 426	Marketing Research	
GD 110	Graphic Design I	
<b>Total Hours</b>		<b>18</b>

## Nonprofit Management Minor (M)

### Minor Requirements

Code	Title	Hours
<b>Required Course</b>		
MGMT 250	Nonprofit Management Principles	3
MKTG 251	Nonprofit Marketing	3
MGMT 325	Financial Issues in Nonprofit Management	3
BUS 335	Nonprofit Fundraising and Grant Writing	3
MGMT 349	Legal Issues in Nonprofit Management	3
MGMT 472	Managing Change	3
<b>Total Hours</b>		<b>18</b>

## Public Relations Minor (M)

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
MKTG 223	Public Relations	3
BCOM 323	Intermediate Public Relations	3
BCOM 423	Advanced Public Relations	3
COMM 265	Journalism	3
BCOM 247	Business Writing	3
COMM 321	Media Writing	3
<b>Recommended Core Courses</b>		
COMM 105	Public Speaking (Communications & Language)	
COMM 460	Cross-Cultural Communication (Society & Culture)	
GD 100	Digital Design Fundamentals (Human Creativity & Expression)	
or GD 110	Graphic Design I	
<b>Total Hours</b>		<b>18</b>

## Sport and Entertainment Business Minor (M)

The Sport and Entertainment Business Major/Minor is housed within the Sport and Hospitality Business Program.

How does the Sport and Entertainment Business MINOR differ from the major?

- Only 18 credits from the Sport and Hospitality Program are required for the minor.  
(Click on the CURRICULUM tab for more information.)
- Students minoring in Sport and Entertainment Business are NOT required to take SHB 450 - Program Capstone.
- Students minoring in Sport and Entertainment Business are NOT required to take SHB 300 - SHB Internship.

The minor is a popular option for students in the Batterman School of Business that are majoring in accounting, finance, marketing and public relations, as it provides valuable insight into elements of the sport and entertainment industry that differ from more traditional career tracks.

Like every other industry, the inter-related sports and entertainment industries were significantly impacted by the global COVID-19 pandemic. However, sports and entertainment are showing signs of a strong recovery. The global sports market is expected to grow from \$388.28 billion in 2020 to \$440.77 billion in 2021. Further, the market is expected to reach \$599.9 billion in 2025.

Yes, there are still engaging careers to be found in these dynamic and changing industries. However, they require the same six things from those who expect to excel within them:

*Sacrifice. Attitude. Effort. Clarity. Humility. Grit.*

A minor in Sport and Entertainment Business allows you to pursue a variety of careers by merging the skills developed in your major with the unique demands found in the athletic and entertainment industries. Our curriculum is current, engaging, and challenging – with courses and

experiences designed under the guidance of a professional advisory board consisting of industry practitioners – to help you develop the fundamentals, skills, and character that will give you the best chance to thrive in a competitive industry.

Not only that, but you'll work with industry pros, networking with and learning from experts in professional and amateur sports and entertainment, along with business people who work within the innumerable sub-professions tied to these industries. But nothing beats hands-on experience. If you display consistent professional and personal growth, you could earn intensive field experience opportunities at major events like the Final Four and even the Super Bowl.

### Program Student Learning Outcomes

- Demonstrate growth and skills in communication methods used within the Sport and Entertainment industries.
- Exhibit analytical, critical analysis and problem solving skills valued within the Sport and Entertainment industries.
- Utilizing project-based learning, students will develop and articulate human relations and conceptual competencies necessary to advance the Sport and Entertainment industry.
- Consistently framing and assessing globally-minded personal and professional leadership skills that increase industry opportunities in Sport and Entertainment.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SHB 110	Introduction to Sport & Entertainment Business	3
SHB 250	Legal & Ethical Issues of Sport	3
SHB 340	Marketing of Sport & Entertainment	3
SHB 400	Sales, Sponsorship, & Fundraising Strategies	3
Select two of the following:		6
SHB 210	Facility Design & Management	
SHB 240	Administration & Organization of Sport & Entertainment	
SHB 320	Sport Economics & Finance	
<b>Total Hours</b>		<b>18</b>

## Certificates

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- Economics Certificate (M) (p. 179)
- Marketing Certificate (M) (p. 179)
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## Business Certificate (M)

The student will demonstrate an understanding of foundational business administration concepts in the areas of accounting, management, economics, MIS, and marketing.

### Student Learning Outcomes for the Business Certificate

- Utilize, interpret and assess quantitative data to inform and drive sound decision-making.

- Demonstrates the ability to convert relevant business information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.
- Demonstrate an understanding and a disposition that a student builds across the business curriculum.

### Curriculum

Code	Title	Hours
ACCT 203	Financial Accounting	3
MGMT 130	Management & Leadership	3
ECON 231	Microeconomics	3
BUS 355	Management Information Systems	3
MKTG 131	Sales and Marketing	3
<b>Total Hours</b>		<b>15</b>

## Economics Certificate (M)

The student will demonstrate an understanding of foundational business economic concepts in the areas of macroeconomics, microeconomics, international economics, and history of economics.

### Student Learning Outcomes for the Economics Certificate

- Understand and correctly use the basic terms and concepts of the economics profession, as applied in actual economic analysis.
- Evaluate and assess information from a variety of sources that indicate the status of particular macroeconomics.
- Identify, describe, and analyze different market environments.

### Curriculum

Code	Title	Hours
ECON 222	Macroeconomics	3
ECON 231	Microeconomics	3
ECON 370	International Economics	3
ECON 315	Macroeconomic Crises in History	3
ECON 322	Intermediate Macro Economics	3
<b>Total Hours</b>		<b>15</b>

## Marketing Certificate (M)

The student will demonstrate an understanding of foundational marketing concepts in the areas of general marketing, marketing research, international marketing, management, market analysis, and business planning.

### Student Learning Outcomes for the Marketing Certificate

- Design and develop marketing solutions for current business environments.
- Evaluate and apply marketing practices to create measurable results.
- Develop effective communication principles and strategies for areas of organizational leadership and media.

### Curriculum

Code	Title	Hours
MKTG 131	Sales and Marketing	3
MKTG 426	Marketing Research	3
MKTG 440	International Marketing	3

MKTG 422	Marketing Management	3
ENTR 362	Planning New Ventures	3
<b>Total Hours</b>		<b>15</b>

## Paralegal Studies Certificate (M)

The Paralegal Studies Certificate Program encompasses both a vocation and a way of thinking. It is characterized by attention to detail, logical reasoning, mental agility, versatility, the ability to identify and discern issues, critically synthesize and parse information and concepts, challenging oneself, and ethically and professionally resolving problems. Emboldened by CU's Christian mission of service to the Church and the world, emerging paralegal students are challenged to look through a service-oriented lens to benefit the legal profession, assist in the development and administration of public policy, promote justice, support the economic community, and strive to address conflict with Christian principles.

### Vision Statement

The vision of the Paralegal Studies Certificate Program is to be a dynamic neighbor and partner with organizations and communities in need of legal resources and is dedicated to training, nurturing, and developing valuable, ethical, and legal professionals through cultivating the knowledge and skills fundamental to achieving these ends.

### Mission Statement

The Paralegal Studies Certificate Program's mission is to offer a Christ-centered approach to educating, training, and developing students for careers in the paralegal profession and other law-related environments. The curriculum is based on the study of legal principles and the practical application of the law through simulation-concentrated learning.

### Curriculum

Code	Title	Hours
<i>Required Courses</i>		<i>12</i>
PLGL 100	Introduction to Paralegal Studies & Ethics	
PLGL 101	Legal Research & Writing I	
PLGL 102	Legal Research & Writing II	
PLGL 201	Civil Litigation I	
<i>Select three (3) from the following list:</i>		<i>9</i>
PLGL 210	Tort Law	
PLGL 220	Contract Law	
PLGL 230	Legal Aspects of Business Org	
JPP 207	Substantive Criminal Law	
JPP 308	Procedural Criminal Law	
<b>Total Hours</b>		<b>21</b>

## School of Arts and Sciences (M)

The School of Arts and Sciences educates men and women to be thoughtful and articulate people of faith who, rooted in the liberal arts, contribute in meaningful ways to their families, communities, and cultures. It does this in two primary ways. First, the School offers over thirty programs of study, including the arts, communication, computer science, the humanities, the natural sciences, and the social sciences.

Each program focuses on educating the whole person by developing skills necessary for future careers and providing insights that shape Christian citizens for a global society. Second, the School of Arts and

Sciences houses the Core Curriculum, which provides a framework for continued learning, development, and growth in a lifelong pursuit of Vocation. Through a study of the liberal arts, the Core offers students a broad understanding of their place in the world, and is a meaningful, unifying influence for all Concordia graduates.

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## Actuarial and Data Sciences (M)

The Actuarial and Data Science program combines the skills and knowledge taught in Concordia's data science program and eight courses in our current Actuarial Science program to create a major that is uniquely suited for a career as an actuary. The driving force behind this new program is the Society of Actuaries encouraging more data science in Actuarial Science curricula. The data science portion of the program contains courses in math, data science, and computer science, while the actuarial science classes emphasize accounting and finance. Together these skills will prepare students for rewarding and challenging jobs in actuarial science.

### Program Learning Outcomes:

- Students will solve real-world problems by applying the concepts and strategies of actuarial and data science, using computer software tools when appropriate.
- Students will communicate effectively using oral, written, and symbolic formats.
- Students will be prepared to pass The Society of Actuaries Exam P.
- Students will be prepared to pass The Society of Actuaries Exam FM.
- Students will analyze and interpret data using an ethical approach stemming from a Christian worldview.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>52</b>
<b>Emphasis/Electives</b>		<b>23</b>
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
MATH 201	Calculus I (Counts as Core)	
MATH 202	Calculus II	4
MATH 205	Statistics I	3
CSC 200	Coding I - Fundamentals	3
CSC 250	Coding II - Algorithms	3
CSC 430	Database Fundamentals	3
DSAA 200	Introduction to Data Science and Analysis	3
DSAA 300	Data Mining and Predictive Analysis	3
DSAA 310	Visual Analytics	3
DSAA 400	Senior Research Seminar	3
BUS 399	Business Internship	3
ACCT 203	Financial Accounting	3
FIN 300	Principles of Finance	3
FIN 310	Basic Investing	3
FIN 315	Principles of Insurance	3
FIN 321	Financial Math for Actuaries	3
FIN 322	Probability and Statistics for Actuaries I	3

FIN 424	Advanced Excel for Financial Analysis	3
<b>Total Hours</b>		<b>52</b>

## Applied Theology Major (M)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

The pre-seminary program provides academic preparation in the liberal arts for professional study for full-time pastoral ministry in the Lutheran Church—Missouri Synod. Following the earning of the baccalaureate degree, the pre-seminary student continues his program of study at Concordia Seminary, St. Louis, or Concordia Theological Seminary, Fort Wayne.

The mission of pre-seminary education is to prepare students for theological studies and pastoral formation at a seminary of the Lutheran Church—Missouri Synod. This preparation ordinarily encompasses biblical knowledge, biblical language competency, and understanding of Lutheran doctrine; competency in communication skills in reading, writing, speaking, and listening; skills in critical thinking and philosophical inquiry, acquisition of a global perspective; the understanding of and appreciation for the Lutheran ethos, identity, and ethic helping the student to perceive, proclaim, teach, and live out the centrality of the Gospel of Jesus Christ for the whole world.

Pre-seminary students are strongly encouraged to include two majors in their studies: theological languages and applied theology. These majors are designed to prepare students for the seminary competency examinations in the Old Testament, New Testament, Christian Doctrine, Greek, and Hebrew. These majors also include broader liberal arts studies in German or Latin, communication, writing, social science, and philosophy, all of which are helpful for theological study on a graduate level. In special cases, students in the pre-seminary program may choose other majors and minors, but must always include at least a minor in theological languages.

Students must have a minimum of 126 credits in order to graduate as part of the pre-seminary program.

### Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, and appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.

- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.
- Students will develop an appreciation for how God has worked in history, recognize key figures and movements in the life of the Church, and identify the state of theology today.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
Major Requirements <sup>1</sup>		30
Electives (credits will vary depending on Major(s) and Minor selected)		51
Major or Minor: Theological Languages <sup>2</sup>		
<b>Total Hours</b>		<b>126</b>

<sup>1</sup> This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

<sup>2</sup> A Theological Languages major or minor is required to be in the pre-seminary program.

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament <sup>1</sup>	
REL 204	Biblical Theology	
SOC 101	Introduction to Sociology	
ENG 245	Advanced Writing <sup>2</sup>	
or ENG 246	Creative Writing	
GRK 201	Greek I <sup>3</sup>	
<b>Recommended Core Courses</b>		
For 3 credits of the Human Beings and Being Human requirement, it is recommended to select:		
SCI 275	Cosmogony	
OR Any PHIL course except PHIL 101		
<b>Required Courses</b>		
COMM 105	Public Speaking	3
COMM 205	Advanced Public Speaking	3
REL 404	Lutheran Confessions	3
REL 440	Lutheran Worship: Theology and Practice	3
REL 490	Senior Seminar I	3
REL 491	Senior Seminar II	3
<b>Major Electives</b>		
REL XXX	Bible Elective: any advanced OT or NT course	3
<i>Historical Theology Elective</i>		
It is recommended to select:		
REL 333	A Survey of Christian Thought	3
<i>Theology/Family Life Elective</i>		
It is recommended to select one of the following:		
REL 227	Youth Ministry: Theology and Practice	
REL 229	Religious Education of Youth and Adults	
<i>Writing Elective</i> <sup>2</sup>		0-3

Select one of the following:	
ENG 245	Advanced Writing (Will be counted in core)
ENG 246	Creative Writing (Will be counted in core)
ENG 350	Classical & Modern Rhetoric
<i>Philosophy/ Literature Elective</i>	
3	
It is recommended to select one of the following:	
PHIL 211	Elementary Logic
PHIL 250	Moral Philosophy
PHIL 325	Christian Apologetics
PHIL 350	Bioethical Dilemmas in Contemporary Society
<b>Total Hours</b>	<b>30-33</b>

<sup>1</sup> If Applied Theology major taken without Theological Languages major or minor, REL 203 New Testament must be taken to complete the Bible requirement in the core.

<sup>2</sup> Students who choose to fulfill the creative expression core requirement with a class other than ENG 245 Advanced Writing or ENG 246 Creative Writing must fulfill the writing elective requirement for the Applied Theology major by taking ENG 245 Advanced Writing, ENG 246 Creative Writing or ENG 350 Classical & Modern Rhetoric. ENG 350 Classical & Modern Rhetoric will not count in the core, but in the major.

<sup>3</sup> If Applied Theology major taken without Theological Languages major or minor, COMM 105 Public Speaking may be taken in core instead of GRK 201 Greek I and a Theology elective added to major.

## Program Admission

### Application for Entry into the Pre-Seminary Program

Since the public ministry of Word and Sacrament is an office of the Church of Christ, it demands individuals exhibiting the highest level of talent, personal knowledge, aptitude, skill, and Christian character. For this reason the following criteria have been established for acceptance into the Pre-Seminary Program of Concordia University Wisconsin. Application is generally made in the second semester of the sophomore year.

1. Successful completion of a minimum of 45 semester hours of credit.
2. CGPA of 2.5 on a 4.0 scale. (Probationary acceptance may be given to students with a CGPA of at least 2.0 if other requirements are met.)
3. Evidence of proficiency in English and foreign languages appropriate to the pre-seminary program.
4. Submission of a completed application form, available from the theology office.
5. Completion of basic theology courses.
6. Exhibition of exemplary Christian life-style.
7. Interviews with and written recommendation of the pre-seminary director.

### Acceptance Procedure

1. Notification of acceptance into the program will be made by letter.
2. Notification of non-acceptance or probationary acceptance of the applicant is made in a personal interview with the pre-seminary director. A formal letter of the decision is presented to the applicant during the interview.
3. A copy of this letter is filed in the applicant's folder in the theology office.
4. A student who is refused acceptance into the pre-seminary program may re-apply up to two more times. Acceptance into the pre-seminary



program is not a requirement for the successful completion of either major.

## Program Continuation

To maintain “good standing” status in the pre-seminary program, a student must maintain a 2.5 CGPA.

## Art Major (M)

Addressing the whole student - body, mind and spirit, the purposes of the Art Program are 1) to nourish the senses (particularly the visual and tactile) in order to make the student more perceptive and visually responsive to life experiences and visual phenomena; 2) to cultivate the mind to design and solve problems through manipulating media in search of elegant, aesthetic and technically proficient solutions; and 3) to encourage and support Christian faith and practice by exploring the intersection of the visual arts and Christianity and leading the student through digital processes that translate intangible substance (concepts and emotions) into tangible material. It is a purpose of the Concordia University Program in Art to produce graduates who, as people of faith, are diligent, reflective, compassionate, highly skilled, visually articulate, and successful in their lives and in their vocations.

The Art major consists of 40 credit hours of course work including a wide variety of studio courses, and courses in art history, aesthetics, and portfolio preparation. Art majors experiment with a variety of materials and techniques to encourage artistic and cognitive growth while mastering media as means of personal expression. In addition to the 45-credit Liberal Arts core requirements and required courses listed below, all Art majors are encouraged to complete requirements for a minor. An Animation minor is strongly recommended to help students develop the skills they will need to channel their talents into a successful career. Program requirements include purchase of a Mac laptop (available at reduced prices via [my.cuw.edu](http://my.cuw.edu) (<http://my.cuw.edu/>)).

## Program Learning Outcomes

Students will:

- Describe relationships that exist between the visual arts and the Christian faith;
- Formulate and creatively solve visual problems.
- Communicate effectively in a range of media.
- Apply appropriate historical knowledge in the creation, description and analysis of works of visual art. Art and design are viewed as technical, spiritual/philosophical, and social endeavors.
- Demonstrate technical proficiency and aesthetic sensibility relative to observational drawing, composition, and the manipulation of visual arts media, including appropriate computer/digital applications.
- Evaluate personal art work and the art work of others.
- Selflessly share gifts and skills with others through teaching, community activities, and volunteerism.
- Prepare documents/artifacts and practice strategies to seek employment or to advance in a chosen field.

## Curriculum

Code	Title	Hours
	Core Requirements (p. 28)	45
	<b>Major Requirements</b>	<b>40</b>
	<b>Electives</b>	<b>35</b>

Minor: Required - A minor in Business or Marketing is strongly recommended.

**Total Hours** **120**

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
GD 111 or GD 110	Graphic Design II Graphic Design I	3
ART 111	2-D Composition	3
ART 145	Drawing for Art Majors	3
ART 210	3-D Design	3
ART 246	Color & Media Dynamics	3
ART 285	Art History I	3
ART 286	Art History II	3
ART 381	Aesthetics	3
ART 450	Senior Portfolio/Exhibition	1
<b>Select from both lists 2D or 3D a total of 5 courses <sup>1</sup></b>		<b>15</b>

### 2D Course List

ART 130 or ART 131	Digital Photography I Darkroom Photography I	
ART 230	Printmaking Studio I	
ART 231	Photography II	
ART 245	Drawing II: Assorted Media	
ART 265	Painting I	
ART 289	Art in Italy	
ART 29X	Applied Design	
ART 310	History of Design <sup>2</sup>	
ART 345	Drawing III	
ART 365	Painting II: Watercolor	
ART 383	History of Photography <sup>2</sup>	
ART XXX	Special Topics in Art	

### 3D Course List

ART 170	Ceramics I	
ART 270	Advanced Ceramics	
ART 275	Sculpture I	
ART 276	Sculpture II	
ART 29X	Applied Design	
ART 312	3-D Modelling	
ART XXX	Special Topics in Art	

Any other 200-300 level studio courses

**Total Hours** **40**

<sup>1</sup> Only 1 non-studio course may be included.

<sup>2</sup> Non-studio course.

## Athletic Training (M)

The CAATE accredited Concordia University Wisconsin (CUW) Master of Science in Athletic Training (MSAT) program will provide students with the professional preparation necessary to succeed as an entry-level athletic trainer. The program will provide students an educational experience encompassing communication, problem solving, clinical skills, and service. As a result, students graduating from the program will

possess the knowledge, skills, and abilities of a successful clinician, will be prepared to pass the Board of Certification Examination, and will be eligible for appropriate state credentialing. The CUW MSAT program will accomplish its mission through a holistic approach to the development of the mind, body, and spirit.

Concordia's MSAT program consists of 69 graduate-level credits, completed over the course of six (6) semesters. The program enhances this classroom education with extensive hands-on clinical experiences in a variety of settings, under the supervision of health care professionals.

Students in the MSAT program complete five (5) to six (6) semesters of clinical education rotations, including an immersion experience.

**Dual Degree Program:** Students can pursue a dual degree program, earning a Bachelor of Science in Sports Medicine degree and a Master of Science in Athletic Training degree. Students in the dual degree program typically complete two years of prerequisite and core coursework prior to transitioning into the professional phase of the MSAT program. Dual degree students have two curriculum sequence options:

**2+3 (Standard) Track:** Two years of prerequisite and core coursework + three years of graduate-level MSAT coursework. The typical total time to completion is five years.

**2+2 Scholars Track:** Two years of prerequisite and core coursework + two years of graduate-level MSAT coursework. The typical total time to completion is four years.

## Program Learning Outcomes

- Students will communicate effectively with others in an oral or written professional format.
  - Students will communicate professionally, to a variety of audiences, utilizing various media modes.
  - Students will write clearly and professionally, using appropriate medical vernacular.
  - Students will demonstrate the ability to work collaboratively with other professionals in a team approach to practice.
- Students will demonstrate effective critical thinking and problem solving.
  - Students will identify and analyze a research problem or clinical question.
  - Students will apply an evidence-based model to make informed decisions about patient care.
  - Students will demonstrate data fluency through effective analysis and application.
- Students will demonstrate the knowledge, skills, and abilities expected of an entry-level athletic trainer.
  - Students will demonstrate an understanding of the importance of health promotion and injury prevention.
  - Students will demonstrate the ability to perform a thorough clinical examination, formulate an appropriate diagnosis, and refer to another health care provider if necessary.
  - Students will determine and apply appropriate therapeutic interventions.
  - Students will utilize appropriate psychosocial strategies and recognize the need to refer a patient to another health care provider if necessary.
  - Students will abide by the moral, ethical, and legal obligations established by the Board of Certification and applicable State Regulatory Agencies.

- Students will understand the administrative and organizational duties required of an entry-level athletic trainer.
- Students will understand the role of a Christian health care provider.
  - Students will demonstrate an understanding of the Christian faith and other worldviews, as it relates to the profession of athletic training.
  - Students will identify the importance of serving diverse populations in the Church and the World.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Required Prerequisites</b>		<b>20</b>
<b>Major Requirements</b>		<b>69</b>
<b>Electives</b>		<b>16</b>
<b>Total Hours</b>		<b>150</b>

Code	Title	Hours
<b>Required Core Courses</b>		
BIO 191	Human Anatomy and Physiology I (Natural World) <sup>2</sup>	
PSY 101	General Psychology (Human Beings and Being Human)	

<b>Required Prerequisite Courses</b>		
BIO 192	Human Anatomy and Physiology II <sup>2</sup>	4
EXPH 470	Exercise Physiology	4
HHP 342	Nutrition for Wellness and Performance	3
MSAT 175	Seminar in Athletic Training I	1
MSAT 275	Seminar in Athletic Training II	1
MSAT 350	Applied Biomechanics and Arthrokinematics	3
SCI 110	Introduction to Life and Physical Sciences	4
<b>Total Hours</b>		<b>20</b>

## Major Requirements

Code	Title	Hours
<b>Required Major Courses</b>		
MSAT 505	Professional Development	1
MSAT 515	Patient Centered Care	3
MSAT 525	Athletic Training Foundations with Lab	3
MSAT 530	Psychosocial Aspects of Athletic Training	3
MSAT 535	Emergency Care in Athletic Training with Lab	3
MSAT 550	Therapeutic Modalities with Lab	3
MSAT 560	Recognition & Evaluation of Orthopedic Injuries I with Lab	4
MSAT 561	Recognition & Evaluation of Orthopedic Injuries II with Lab	4
MSAT 562	Recognition & Evaluation of Orthopedic Injuries III with Lab	4
MSAT 565	Rehabilitation Techniques of Orthopedic Injuries I with Lab	3
MSAT 566	Rehabilitation Techniques of Orthopedic Injuries II with Lab	3
MSAT 569	Research Methods	3
MSAT 574	General Medical Conditions with Lab	4
MSAT 575	Case Studies in Athletic Training	3

MSAT 579	Administration & Management in Athletic Training	4
MSAT 580	Athletic Training Clinical I	1
MSAT 581	Athletic Training Clinical II	2
MSAT 582	Athletic Training Clinical III	3
MSAT 583	Athletic Training Clinical IV	3
MSAT 584	Athletic Training Clinical V	3
MSAT 585	Seminar in Athletic Training III	3
MSAT 590	Immersion Experience in Athletic Training	6
<b>Total Hours</b>		<b>69</b>

<sup>2</sup> Must earn a B (3.0) or C (2.0), or better

## MSAT Admission Requirements

All students applying for admission to the CUW MSAT program will be required to submit the following initial application materials:

- Application, with a personal statement
- Two letters of recommendation
- Transcripts
- Verification of 20 hours of athletic training observation

Following a positive initial application review, students will be required to submit the following:

- Proof of CPR certification
- Background check
- Handbook agreement signatures
  - Extracurricular Activity Policy, if applicable
- Immunization records

### Dual Degree MSAT Program Admission Requirements

- Dual Degree: 3.00 GPA, BIO 191 & BIO 192: C minimum
- Dual Degree Scholars: 3.50 GPA, BIO 191 & BIO 192: B minimum
- Prerequisite coursework:
  - BIO 191 Human Anatomy and Physiology I
  - BIO 192 Human Anatomy and Physiology II
  - EXPH 470 Exercise Physiology
  - HHP 342 Nutrition for Wellness and Performance
  - MSAT 175 Seminar in Athletic Training I
  - MSAT 275 Seminar in Athletic Training II
  - MSAT 350 Applied Biomechanics and Arthrokinematics
  - PSY 101 General Psychology
  - SCI 110 Introduction to Life and Physical Sciences

PLEASE SEE THE CONCORDIA UNIVERSITY WISCONSIN MASTER OF SCIENCE IN ATHLETIC TRAINING WEBSITE FOR MORE INFORMATION REGARDING PROGRAM SPECIFIC INFORMATION, OUTCOME DATA, REQUIREMENTS, AND POLICIES AND PROCEDURES.

## Biblical Languages for Translation and Missions Major (M)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

We know that the Lord works miraculously through Scripture, and that faith comes by hearing the Word of God. So if you feel the Lord's calling to "go into all the world and preach the Gospel" to those who have never heard or read the Bible in their own language, start by arming yourself with the proper training: learn how to read and interpret the Bible in its original languages.

The Biblical Languages major will prepare you to translate Scripture into the languages of those you are ministering to through learning Hebrew and Greek. In addition to translating the Bible, your coursework will include an in-depth exploration of the Old Testament, the New Testament, and Christian Doctrine. To complete your well-rounded studies, you'll also delve into anthropology, communications, and missions to gain the basic skills necessary to work in a variety of mission settings.

## Program Learning Outcomes

- Students will observe, assess, and interpret today's cultures and world views. Students will be familiar with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups.
- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, and appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will recognize Greek vocabulary, distinguish between the various parts of speech, analyze Greek morphology, and apply rules of syntax in order to create translations of Greek texts that represent a synthesis of Greek vocabulary, morphology, and syntax.
- Students will recognize Hebrew vocabulary, distinguish between the various parts of speech, analyze Hebrew morphology, and apply rules of syntax in order to create translations of Hebrew texts that represent a synthesis of Hebrew vocabulary, morphology, and syntax.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b> <sup>1</sup>		<b>30</b>
Electives		51
Minor: Required (minimum 18 credits)		
<b>Total Hours</b>		<b>126</b>

<sup>1</sup> This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
COMM 460	Cross-Cultural Communication (Society and Culture)	
GRK 201	Greek I (Communication and Language)	
REL 201	Old Testament (Bible Content)	
REL 204	Biblical Theology (Christine Doctrine)	
REL 210	Great Commission Evangelism (Theology Elective)	
<b>Required Courses</b>		
GRK 202	Greek II	3
GRK 303	Greek III	3
GRK 304	Greek IV	3
HEB 301	Hebrew I	3
HEB 302	Hebrew II	3
HEB 401	Hebrew III	3
HEB 402	Hebrew IV	3
REL 203	New Testament	3
REL 316	World Missions I	3
REL 326	World Missions II	3
<b>Total Hours</b>		<b>30</b>

## Biblical Studies Major (M)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

The Biblical Studies major forms students to serve Christ in the church and in the world with a focus on the Bible. Students will learn the main message of the Bible and will begin to mine its depths in order to prepare for professional church work, study for graduate school in Christian theology or a related field, or be a more informed lay leader in a Christian congregation. This study is a good foundation for further work not only in the Lutheran Church - Missouri Synod but for all Christian denominations.

As a student, you will explain and analyze the basic tenets of the Christian faith. Through this understanding, you will apply the Christian worldview and doctrines to current situations and to historical programs and situations. Grow in your relationship with Christ and put His teachings into practice in your own life.

## Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.
- Students will develop an appreciation for how God has worked in history, recognize key figures and movements in the life of the Church, and identify the state of theology today.
- Students will grow in their relationship with Christ and will put his teachings into practice in their vocations.
- Students will observe, assess, and interpret today's cultures and world views. Students will be familiar with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups.
- Students will demonstrate an understanding of research skills in the discipline.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		<b>45</b>
<b>Major Requirements</b> <sup>1</sup>		<b>33</b>
<b>Electives</b>		<b>48</b>
Minor: Required (minimum 18 credits)		
<b>Total Hours</b>		<b>126</b>

<sup>1</sup> This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
REL 333	A Survey of Christian Thought	
<b>Required Courses</b>		
REL 203	New Testament	3
REL 490	Senior Seminar I	3
REL 491	Senior Seminar II	3
<b>5 Courses in Biblical Content</b>		<b>15</b>
At least 3 credits must be from an Old Testament upper level Bible course and at least 3 credits must be from a New Testament upper level Bible course		
<b>Select either the language track or the theology track</b>		<b>9</b>
<i>I. Language Track</i>		
GRK 201	Greek I	
GRK 202	Greek II	
GRK 303	Greek III	
<b>OR</b>		
HEB 301	Hebrew I	
HEB 302	Hebrew II	

HEB 401 Hebrew III

**II. Theology Track**

Choose 9 credits of upper level REL courses (Biblical content courses are strongly recommended)

**Total Hours** 33

## Biochemistry Major (M)

The goal of the Department of Physical Sciences at Concordia University Wisconsin is to develop competent scientists with a Christian worldview. The graduates of its programs will possess the current scientific knowledge and research/data interpretation skills so necessary for entering scientific or medical careers in industry, academia, or government. More importantly, they will be prepared to provide a Christian influence and ethical perspective to the debate on the science-related problems facing the world today.

Concordia University's biochemistry program is organically interdisciplinary as the curriculum includes coursework in general, organic, analytical, physical and biochemistry in addition to general, advanced, and molecular biology all while being supported by calculus and physics courses.

### Program Learning Outcomes

Students will:

- understand and apply fundamental biochemical concepts;
- use common laboratory procedures/equipment, often as a member of a team, to gather meaningful data;
- analyze and interpret data to arrive at appropriate conclusions;
- apply principles of laboratory safety and biochemical hygiene;
- perform undergraduate research and conduct effective searches of the biochemical literature;
- communicate and summarize scientific information effectively and accurately in both oral and written form;
- act ethically and responsibly, demonstrating an understanding of the role biochemistry plays in societal issues;
- recognize that, though our scientific understanding of the universe continues to change, God's truth does not, for His ways are higher than our ways and His thoughts than our thoughts (Isaiah 55:9)

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b> <sup>1</sup>		<b>62</b>
<b>Electives</b>		<b>13</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> The Bachelor of Science in Biochemistry cannot be earned in combination with majors or minors in Biology, Biomedical Sciences, Pharmaceutical Sciences, or Chemistry.

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
CHEM 141	General Chemistry I (Lab Science - 4 credits)	

MATH 201 Calculus I (Mathematics - 4 credits)

**Required Courses**

CHEM 142	General Chemistry II	4
CHEM 241	Organic Chemistry I	4
CHEM 242	Organic Chemistry II	4
CHEM 225	Analytical Chemistry	4
or CHEM 455	Instrumental Analysis	
CHEM 341	Physical Chemistry I	4
CHEM 425	Biochemistry	4
CHEM 426	Advanced Biochemistry	4
MATH 202	Calculus II	4
or MATH 205	Statistics I	
CHEM 491	Chemistry Senior Seminar I	1
CHEM 492	Chemistry Senior Seminar II	1
PHYS 171	University Physics I	4
PHYS 172	University Physics II	4
BIO 151	Functional Human Biology I	4
or BIO 141	General Biology I	
BIO 152	Functional Human Biology II	4
or BIO 142	General Biology II	
BIO 420	Molecular Biology	4
Select at least 8 credits of the following		8
BIO 260	Biology of Microorganisms (4 credits)	
BIO 321	Cell Biology (4 credits)	
BIO 348	Genetics (4 credits)	
BIO 351	Immunology (3 credits)	
BIO 430	Pharmacology (3 credits)	
CHEM 435	Advanced Organic Chemistry (4 credits)	
CHEM 499	Undergraduate Research <sup>1</sup>	
or BIO 499	Undergraduate Research	
<b>Total Hours</b>		<b>62</b>

<sup>1</sup> Either BIO 499 or CHEM 499 can be taken for a maximum of two credits.

## Biology Major (M)

The goal of the Department of Life & Earth Sciences at Concordia University Wisconsin is to develop competent scientists with a Christian worldview. The graduates of its programs will possess the current scientific knowledge and research/data interpretation skills so necessary for entering scientific or medical careers in industry, academia, or government. More importantly, they will be prepared to provide a Christian influence and ethical perspective to the debate on the science-related problems facing the world today.

The Biology major provides a traditional background for students interested in careers in the biological sciences whether it be in industry, government, or academia. This major includes a broader focus (including more plants and animals) than the Biomedical Sciences Major, but still provides the foundational knowledge for most post-doctoral programs in a medical field. Accordingly, this major is commonly selected by students interested in pre-health professional education.

The broad perspective of the Biology major provides an opportunity for students to identify and focus on areas of biology that are of

specific interest to them. Opportunities at the Concordia Center for Environmental Stewardship (CCES) and to do research with science faculty are readily available

The Lutheran Church–Missouri Synod affirms that all of Scripture, including the creation account in Genesis, is the word of God, true, and authoritative for faith and life. Current conventional scientific theories that conflict with the account in Genesis might be studied in portions of this course. In no way should this be seen as endorsement of a non-authoritative view of Scripture by the course instructor or by Concordia University.

## Program Learning Outcomes

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);
- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics)
- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>56</b>
<b>Electives</b>		<b>19</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

Code	Title	Hours
<b>Required Core Courses</b>		
CHEM 141	General Chemistry I (Natural World: Science with a Lab)	
COMM 105	Public Speaking (Communication)	
	or COMM 201 Interpersonal Communication	
MATH 205	Statistics I (Natural World: Mathematics)	
<i>Select one of the following (Human Beings and Being Human):</i>		
PHIL 240	Environmental Ethics	
PHIL 350	Bioethical Dilemmas in Contemporary Society	
SCI 275	Cosmogony	

### Recommended Core Courses

PSY 101	General Psychology
LEGL 230	Environmental Law & Politics
BIO 367	Ecology of the Tropics

### Required Major Courses

BIO 141	General Biology I	4
	or BIO 151 Functional Human Biology I	
BIO 142	General Biology II	4
	or BIO 152 Functional Human Biology II	
BIO 240	Zoology	4
BIO 244	Botany	4
BIO 260	Biology of Microorganisms	4
BIO 348	Genetics	4
BIO 490	Biology Senior Seminar (1 credit course taken twice)	2
	CHEM 141 General Chemistry I (taken in core)	
CHEM 142	General Chemistry II	4
CHEM 241	Organic Chemistry I	4
CHEM 242	Organic Chemistry II	4
PHYS 151	General Physics I	4
	or PHYS 171 University Physics I	
PHYS 152	General Physics II	4
	or PHYS 172 University Physics II	

### Major Electives

<i>Choose a minimum of 10 credits of the following:</i> <sup>1</sup>		10
BIO 156	Environmental Science	4
BIO 191	Human Anatomy and Physiology I	4
BIO 192	Human Anatomy and Physiology II	4
BIO 285	Pathophysiology	3
BIO 321	Cell Biology	4
BIO 351	Immunology	3
BIO 367	Ecology of the Tropics	3
BIO 368	Ecology of the Tropics-Lab	1
BIO 381	Histology	3
BIO 399	Biology Internship <sup>2</sup>	1-4
BIO 410	Ecology	4
BIO 420	Molecular Biology	4
BIO 430	Pharmacology	3
BIO 470	Human Physiology	4
BIO 499	Undergraduate Research <sup>2</sup>	1-4
CHEM 425	Biochemistry	4
CHEM 426	Advanced Biochemistry	4
ENV 130	Introduction to Sustainability	3
ENV 160	Introductory GIS	4
ENV 220	Water Quality and Aquaponics	4
ENV 240	Native Plants of Wisconsin	4
ENV 320	Environmental Data Analysis	3
ENV 499	Advanced Applied Field Research <sup>2</sup>	1-3
RSC 302	Advanced Anatomy	4
SCI 275	Cosmogony (if not taken in the core)	3

**Total Hours** **56**

<sup>1</sup> With approval from the Life and Earth Sciences Department on an individual basis, a student may use a 4 credit upper-level chemistry course in place of one of the courses listed here.

<sup>2</sup> No more than 4 credits of BIO 399, BIO 499, and/or ENV 499 may count towards major requirements.

## Biomedical Sciences Major (M)

The goal of the Departments of Physical Sciences and Life & Earth Sciences at Concordia University Wisconsin is to develop competent scientists with a Christian worldview. The graduates of this program will possess the current scientific knowledge and research/data interpretation skills so necessary for entering scientific or medical careers in industry, academia, or government. More importantly, they will be prepared to provide a Christian influence and ethical perspective to the debate on the science-related problems facing the world today.

The Biomedical Sciences Major, which combines human health sciences with Concordia University Wisconsin's distinctive core curriculum with courses in theology, humanities and social sciences, should provide students with the intellectual, scientific, and ethical tools to succeed in advanced studies in the health sciences (including medical, physician assistant, dentistry, optometry, pharmacy, graduate, chiropractic, or physical therapy school) or proceed directly into the growing fields of biotechnology and drug development.

### Program Learning Outcomes

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);
- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics)
- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
Major Requirements		61
Electives		14
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
CHEM 141	General Chemistry I (Lab Science)	
COMM 105	Public Speaking (Recommended)	

or COMM 20 Interpersonal Communication

MATH 205	Statistics I (Mathematics)	
PHIL 350	Bioethical Dilemmas in Contemporary Society (Human Beings and Being Human)	

#### Recommended Core/Elective Courses

MATH 201	Calculus I	
PSY 101	General Psychology	
SOC 101	Introduction to Sociology (Society and Culture, for pre-medical students)	

#### Required Major Courses

BIO 151	Functional Human Biology I	4
BIO 152	Functional Human Biology II	4
BIO 260	Biology of Microorganisms	4
BIO 321	Cell Biology	4
BIO 348	Genetics	4
BIO 490	Biology Senior Seminar (1 credit course taken twice)	2
CHEM 141	General Chemistry I (taken in the core)	
CHEM 142	General Chemistry II	4
CHEM 241	Organic Chemistry I	4
or CHEM 215	Survey of Organic Chemistry	
PHYS 151	General Physics I	4
or PHYS 171	University Physics I	
PHYS 152	General Physics II	4
or PHYS 172	University Physics II	
PHIL 350	Bioethical Dilemmas in Contemporary Society (taken in the core)	
MATH 205	Statistics I (taken in the core)	

Select one of the following tracks: 23-26

Pre-Medical Track (<https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/biomedical-sciences-major/./#premed>)

Human Biology Track (<https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/biomedical-sciences-major/./#human-bio>)

Research Track (<https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/biomedical-sciences-major/./#research>)

**Total Hours** 61-64

### Pre-Medical Track

Code	Title	Hours
<b>Required Courses</b>		
BIO 191	Human Anatomy and Physiology I	4
BIO 192	Human Anatomy and Physiology II	4
CHEM 242	Organic Chemistry II	4
CHEM 425	Biochemistry	4
<b>Electives</b>		
Select at least seven credits of major electives ( <a href="https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/biomedical-sciences-major/./#electives">https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/biomedical-sciences-major/./#electives</a> )		7
<b>Recommended Courses</b>		

The following classes do not count toward the major but are strongly recommended

PSY 101	General Psychology
SOC 101	Introduction to Sociology (Society and Culture)
MATH 201	Calculus I
<b>Total Hours</b>	<b>23</b>

## Human Biology Track

Code	Title	Hours
BIO 191	Human Anatomy and Physiology I	4
BIO 192	Human Anatomy and Physiology II	4
PSY 101	General Psychology (recommended)	
Select five courses of the following:		15-18
BIO 285	Pathophysiology	3
BIO 351	Immunology	3
BIO 381	Histology	3
BIO 430	Pharmacology	3
BIO 470	Human Physiology	4
Up to 2 additional classes from major electives ( <a href="https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/biomedical-sciences-major/#electives">https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/biomedical-sciences-major/#electives</a> )		
<b>Total Hours</b>		<b>23-26</b>

## Research Track

Code	Title	Hours
<b>Required Courses</b>		
BIO 420	Molecular Biology	4
CHEM 242	Organic Chemistry II	4
CHEM 425	Biochemistry	4
Select at least 3 credits from the following:		3-4
BIO 399	Biology Internship	1-4
BIO 499	Undergraduate Research	1-4
CHEM 499	Undergraduate Research	1-4
<i>Electives</i>		
Select eight credits of major electives ( <a href="https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/biomedical-sciences-major/#electives">https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/biomedical-sciences-major/#electives</a> )		8
<b>Recommended Courses</b>		
MATH 201	Calculus I	
<b>Total Hours</b>		<b>23-24</b>

## Major Electives

Code	Title	Hours
BIO 285	Pathophysiology	3
BIO 351	Immunology	3
BIO 367 & BIO 368	Ecology of the Tropics and Ecology of the Tropics-Lab	4
BIO 381	Histology	3
BIO 399	Biology Internship <sup>1</sup>	1-4
BIO 420	Molecular Biology	4

BIO 430	Pharmacology	3
BIO 470	Human Physiology	4
BIO 499	Undergraduate Research <sup>1</sup>	1-4
CHEM 242	Organic Chemistry II	4
CHEM 399	Chemistry Internship	1-4
CHEM 425	Biochemistry	4
CHEM 426	Advanced Biochemistry	4
CHEM 499	Undergraduate Research <sup>1</sup>	1-4
PHIL 309	History and Philosophy of Science	3
RSC 302	Advanced Anatomy	4
SCI 275	Cosmogony	3

<sup>1</sup> No more than 4 credits of BIO 399, BIO 499, and/or CHEM 499 may count towards major requirements.

## Chemistry Major (M)

The goal of the Department of Physical Sciences at Concordia University Wisconsin is to develop competent scientists with a Christian worldview. The graduates of its programs will possess the current scientific knowledge and research/data interpretation skills so necessary for entering scientific or medical careers in industry, academia, or government. More importantly, they will be prepared to provide a Christian influence and ethical perspective to the debate on the science-related problems facing the world today.

Concordia offers a chemistry major that is certified by the American Chemical Society. This major includes 46 credits of chemistry and 16 credits of supplementary coursework (physics and mathematics).

## Program Learning Outcomes

Students will:

- Demonstrate an understanding of and ability to apply fundamental chemical concepts;
- Use common laboratory procedures and equipment, often as a member of a team, to gather meaningful data;
- Analyze and interpret data to arrive at appropriate conclusions;
- Apply principles of laboratory safety and chemical hygiene;
- Perform undergraduate research and conduct effective searches of the chemical literature;
- Communicate and summarize scientific information effectively and accurately in both oral and written form;
- Act ethically and responsibly, demonstrating an understanding of the role chemistry plays in societal issues; and
- Recognize that, though our scientific understanding of the universe continues to change, God's truth does not, for His ways are higher than our ways and His thoughts than our thoughts (Isaiah 55:9).

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		<b>45</b>
<b>Major Requirements</b>		<b>54</b>
<b>Electives</b>		<b>21</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>



## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
CHEM 141	General Chemistry I (Lab Science - 4 credits)	
MATH 201	Calculus I (Mathematics - 4 credits)	
<b>Required Courses</b>		
CHEM 142	General Chemistry II	4
CHEM 225	Analytical Chemistry	4
CHEM 235	Descriptive Inorganic Chemistry	4
CHEM 241	Organic Chemistry I	4
CHEM 242	Organic Chemistry II	4
CHEM 341	Physical Chemistry I	4
CHEM 342	Physical Chemistry II	4
CHEM 425	Biochemistry	4
CHEM 491	Chemistry Senior Seminar I	1
CHEM 492	Chemistry Senior Seminar II	1
MATH 202	Calculus II	4
PHYS 171	University Physics I	4
PHYS 172	University Physics II	4
<i>Select at least 8 credits of the following</i> <sup>2</sup>		8
CHEM 399	Chemistry Internship (1- 4 credits)	
CHEM 426	Advanced Biochemistry (4 credits)	
CHEM 435	Advanced Organic Chemistry (4 credits)	
CHEM 445	Advanced Inorganic Chemistry (4 credits)	
CHEM 455	Instrumental Analysis (4 credits)	
CHEM 499	Undergraduate Research (up to 4 credits, 1-4 credits per semester)	
<b>Total Hours</b>		<b>54</b>

<sup>2</sup> With approval from the Physical Sciences Department on an individual basis, a student may use a 4 credit upper-level biology or physics course in place of one of the courses listed here.

## Christian Thought Major (M)

The world needs leaders who have thought about the Christian faith and how best to share the Gospel with people living in an age of distraction. Christian thought is devoted to the study of the history of Christianity, Christian doctrine, Christian philosophy, apologetics, and ethics. The major and minor provide the opportunity to study the structure of Christian belief and practice. Students are equipped in mind and spirit for service to Christ in the Church and world. These programs are suitable for anyone with an interest in theology and philosophy and a sincere desire to carry out the Great Commission.

### Program Learning Outcomes

- Students will acquire a deep understanding of what it means to pursue work as a vocation, and will be aware of the spiritual and ethical implications.
- Students will develop a mature understanding of the Christian faith informed by relevant history, philosophy, and comparative religion.
- Students will improve their ability to identify worldview assumptions, to explore their implications, and to evaluate their strengths and weaknesses from a Christian perspective.

- Students will acquire critical distance from the prevailing assumptions in their culture and gain the vocabulary and analytical tools required to assess them.
- Students will understand a variety of important non-Christian perspectives and will learn how to communicate effectively with non-Christians.
- Students will become proficient in witnessing their faith and defending it within their vocation.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		<b>45</b>
<b>Major Requirements</b>		<b>33</b>
<b>Electives</b>		<b>48</b>
Minor: Required (minimum 18 credits)		
<b>Total Hours</b>		<b>126</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
Any REL course with a number above 204 <sup>1</sup>		
<b>Required Courses</b>		
HIST 208	History of Christianity	3
HIST 475	The Reformations	3
PHIL 334	Christ and Culture	3
PHIL 325	Christian Apologetics	3
REL 203	New Testament	3
REL 310	Religion in America Today	3
REL 376	Christian Ethics	3
<i>Research Methods Class</i>		
HIST 385	Historical Methods	3
or REL 490	Senior Seminar I	
<i>Senior Thesis Class</i>		
HIST 490	History Seminar	3
or REL 491	Senior Seminar II	
<b>Major Electives</b>		
Select a concentration of any 2 classes (300-level or 400-level) in one of the 3 relevant areas (history, theology, or philosophy)		6
<b>Total Hours</b>		<b>33</b>

<sup>1</sup> Strongly recommended: a course in historical theology, such as REL 333 A Survey of Christian Thought.

## Classical Education - Bachelor of Arts (M)

Classical Education at Concordia embraces a traditional engagement with the Liberal Arts anchored in Christian thought and tailored to the modern world. Classical Education emphasizes not only the holistic development of students—mind, body, spirit—but also the development of content knowledge in the various areas of the Liberal Arts, including language arts, history, philosophy, theology, the fine arts, mathematics and science. Students are encouraged to see the interconnections

between these discrete disciplines and to pursue not simply an accumulation of knowledge, but to embark upon a life-long pursuit of Truth. With this solid foundation students are prepared to follow vocations as teachers, in their turn helping develop young people to their fullest potential.

The Classical Education program is intended to prepare students to teach in schools and academies that have adopted a classical paradigm for their curricula and principles of pedagogy. Graduates of the program may be called to positions in schools of the Lutheran Church-Missouri Synod and are eligible to be rostered in the LCMS with the designation "Minister of Religion—Commissioned, Teacher." Nevertheless, admission to the program is open to members of any Christian denomination.

All students are required to have a minimum of 12 hours in Latin (or Greek), 15 hours in Bible and Doctrine, and a distribution of courses in the Humanities and Arts disciplines that make up the traditional education of a "free" citizen, as defined in the Classical world.

Students can fulfill the requirements of the Classical Education program in two ways: by completing the Classical Studies major and the Classical Pedagogy minor; OR students may complete an Arts & Sciences major (such as Mathematics, History, English, etc.), the Classical Pedagogy minor, and an individualized minor in Classical Studies.

In order to be eligible to receive a call from a LCMS congregation, the student must also complete successfully all theology courses required of a candidate qualified for a first call as a Minister of Religion—Commissioned.

## Classical Studies Major

The Classical Studies major is designed to give students a thorough grounding in Classical culture and the Christian intellectual tradition through a broad engagement with the Liberal Arts.

The Classical Studies major can be taken either as a stand alone major or as part of the Classical Education Program.

The Classical Pedagogy minor provides training in distinctively classical principles of instruction and learning.

## Program Learning Outcomes

Students will:

- Articulate an understanding of the philosophy of Classical Lutheran education;
- Demonstrate the ability to distinguish between various educational philosophies and to assess them in light of Lutheran theology;
- Develop familiarity and facility with the methods distinctive to classical Lutheran education, including content-driven pedagogy and the Socratic method/shared inquiry model;
- Engage with classical education curricula, textbooks, standards, rubrics, and classroom management;
- Demonstrate competency in the principles and methods of Lutheran catechesis, including a knowledge of foundational Lutheran educational documents and a command of Luther's *Small Catechism*;
- Manifest proficiency in at least one of the classical languages (i.e., Latin or Greek);
- Develop pedagogical competency through practical experience in a classical education setting, by means of field work and/or internship.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>36</b>
<b>Electives</b>		<b>39</b>
Minor: Required		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
LAT 3 credits <sup>1</sup>		
REL 201	Old Testament (Common Core Experience)	
REL 204	Biblical Theology (Common Core Experience)	
REL 333	A Survey of Christian Thought (Faith & Life)	
<b>Required Courses</b>		
<i>Latin</i>		6
<i>History</i>		6
<i>English/Literature</i>		6
<i>Philosophy</i>		6
<i>Fine Arts</i>		6
<i>Theology</i>		6
REL 203	New Testament	
REL 404	Lutheran Confessions <sup>2</sup>	
<b>Total Hours</b>		<b>36</b>

<sup>1</sup> For Latin proficiency requirement please speak with your advisor.

<sup>2</sup> For non Lutheran students, this course is strongly recommended; however, any 300 or 400 level course is allowed.

## Computer Science Major (M)

The Computer Science program produces graduates highly skilled in creating, applying, and communicating complex technological solutions to organizational problems in the context of a Biblical worldview.

The BS degree program features 4 concentrations in Software Engineering, AI & Robotics, Cybersecurity, and Virtual and Augmented Reality. All 4 concentrations share a common technology core which ensures students share an understanding of computer programming, computer hardware, and fundamental topics in Computer Science.

The concentrations allow a student to specialize in a specific area of Computer Science. Given the number of allowed free electives, students are invited to choose more than one concentration if that is of interest to them. Our students find high paying jobs in the technology sector of industry in areas involving software development, data science, artificial intelligence, robotics, cybersecurity, video game design, animation, as well as more hardware based vocations in the IT field. Students are often recruited by emerging technology firms looking for technology students capable of learning something new.

Our program emphasizes the idea that computer programming does not define Computer Science, but rather is the tool a Computer Scientist wields to solve problems. We also adopt the notion that the programming language is insignificant as programming is a skill, the language is how that skill is expressed. Programming is to the Computer

Scientists as a tennis racket is to a tennis player. The grand ideas of Computer Science are then explored through the application of computer programming in the context of the various theoretical subjects offered by the department.

All students interested in problem solving in the world by leveraging technology should consider a major or minor in Computer Science!

## Program Learning Outcomes

- Professional responsibility. Students will recognize and be guided by the professional, legal and worldview issues involved in the use of computer technology.
- Problem solving. Students will demonstrate how to solve problems in various user domains using the tools of computer science and information technology.
- Elements of computational thinking. Students will recognize the broad relevance of computational thinking in everyday life as well as its applicability within other domains, and apply it in appropriate circumstances.
- Modeling. Students will use such knowledge and understanding in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoff involved in design choices.
- Methods and tools. Students will deploy appropriate theory, practices, and tools for the specification, design, implementation, and maintenance as well as the evaluation of computer-based systems.
- Critical evaluation and testing. Students will analyze the extent to which a computer-based system meets the criteria defined for its current use and future development.
- Requirements and Specifications. Students will identify and analyze criteria and specifications appropriate to specific problems, and plan strategies for their solution.
- Knowledge and understanding. Students will exhibit knowledge and understanding of essential facts, concepts, principles, and theories relating to computer science and information technology (especially the nine grand ideas).

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Technical Core</b>		<b>36</b>
<b>Major or Concentration</b>		<b>16-18</b>
<b>Electives</b>		<b>21-23</b>
<i>Total Hours</i>		<i>120</i>

Code	Title	Hours
<b>Technical Core Courses</b>		
MATH 205	Statistics I	3
CSC 175	Theory and Fundamentals of Computer Science	3
CSC 200	Coding I- Fundamentals	3
CSC 250	Coding II - Algorithms	3
CSC 325	Computer Architecture	3
CSC 350	Operating Systems	3
CSC 370	Software Engineering	3
CSC 410	Computational Dilemmas	3
CSC 420	User Experience and Interactive Systems	3
CSC 430	Database Fundamentals	3

CSC 460	Advanced Database and Web Development	3
CSC 491	Capstone Project	3
<b>Total Hours</b>		<b>36</b>

## Select from the following 4 Concentrations:

Code	Title	Hours
<i>Software Engineering</i>		
CSC 300	Coding III- Data Structures	3
CSC 450	Systems Programming	3
CSC 470	Programming Language Theory	3
CSC 490	Theoretical Computer Science	3
CSC Elective		3
CSC 400	Internship	1-3
<b>Total Hours</b>		<b>16-18</b>

Code	Title	Hours
<i>AI &amp; Robotics</i>		
CSC 300	Coding III- Data Structures	3
CSC 415	Artificial Intelligence	3
CSC 417	Advanced Artificial Intelligence	3
CSC 419	Machine Learning and Robotics	3
CSC Elective		3
CSC 400	Internship	1-3
<b>Total Hours</b>		<b>16-18</b>

Code	Title	Hours
<i>Cyber Security</i>		
CSC 180	Systems Integration	3
CSC 440	Networks & Security	3
CSC 426	Cybersecurity	3
CSC 428	Penetration Testing	3
CSC Elective		3
CSC 400	Internship	1-3
<b>Total Hours</b>		<b>16-18</b>

Code	Title	Hours
<i>Virtual &amp; Augmented Reality</i>		
CSC 180	Systems Integration	3
CSC 210	Animation I	3
CSC 315	Animation II	3
CSC 435	Animation III	3
CSC Elective		3
CSC 400	Internship	1-3
<b>Total Hours</b>		<b>16-18</b>

## Data Science Applied Analytics Major (M)

This program will develop in students knowledge and skills needed to ethically manipulate and effectively analyze data, both large and small, revealing insights into problem domains.

In addition to the required courses for the major, students majoring in DSAA may select a concentration in Public Health, Environmental Issues,

or Sports and Human Performance to learn context, vernacular, and key issues of a particular field. The concentrations will be noted as an "emphasis" on students' transcripts.

### Program Learning Outcomes

- Ethical approach to Data Analysis
- Selection and execution of stats software
- Discern algorithms and tools
- Application to problems
- Communication of solutions

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>53</b>
<b>Emphasis/Electives</b>		<b>22</b>
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 205	Statistics I	3
MATH 220	Discrete Math	3
MATH 305	Statistics II	3
CSC 200	Coding I- Fundamentals	3
CSC 250	Coding II - Algorithms	3
CSC 300	Coding III- Data Structures	3
CSC 410	Computational Dilemmas	3
CSC 430	Database Fundamentals	3
COMM 335	Technical Writing and Speaking	3
COMM 435	Critical Thinking and Information Dissemination	3
DSAA 200	Introduction to Data Science and Analysis	3
DSAA 300	Data Mining and Predictive Analysis	3
DSAA 310	Visual Analytics	3
DSAA 400	Senior Research Seminar	3
DSAA 499	Internship	3
<b>Total Hours</b>		<b>53</b>

## Director of Church Ministries - Bachelor of Arts (M)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for

purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

The Director of Church Ministries (DCM) program equips men and women to serve as a Director of Church Ministries (DCM) in congregations where the church worker solicits, trains and deploys lay people within the congregation to serve in a variety of service capacities. The Director of Church Ministries Program requires a theology major and two minors; the first a minor in church ministries and the second a minor in non-profit management. Within the church ministries minor the student chooses to specialize in one out of five possible ministry areas: evangelism, missions, parish teaching, youth ministry, and pre-deaconess/social ministry (for women who intend to enroll in the deaconess programs at either of The Lutheran Church – Missouri Synod seminaries). By careful use of electives students can add a second specialization.

Because of the nature of this work all Director of Church Ministries students must demonstrate good human relations skills and a life of Christian example. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church – Missouri Synod with the designation "Minister of Religion Commissioned – Director of Church Ministries (DCM)." Concordia University Wisconsin is the only synod school at which this program is offered. Application involves steps in addition to application to the university.

### Program Learning Outcomes

- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.
- Students will observe, assess, and interpret today's cultures and world views. Students will be familiar with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups.
- Students will demonstrate an understanding of research skills in the discipline.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Theology Major (see Theology for major requirements)</b>		<b>30</b>
<b>Church Ministries Minor</b>		<b>23</b>
<b>Non-Profit Management Minor (see Business for minor requirements)</b>		<b>18</b>
<b>Electives</b>		<b>10</b>
<b>Total Hours</b>		<b>126</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

### Church Ministries Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
COMM 201	Interpersonal Communication (May count in core)	3

HHP 209	First Aid and CPR	2
REL 233	Communicating Bible Messages	3
Any REL course with a number above 204		3
Additional REL course with a number above 204		3
<i>Specialization (see program director for details)</i>		
Specialization Course I		3
Specialization Course II		3
Specialization Course III		3
<b>Total Hours</b>		<b>23</b>

**Note:** See Theology (p. 217) for theology major requirements and see Business for non-profit minor (p. 178) requirements

## Program Admission

Application involves steps in addition to application to the university. Applicants for the Director of Church Ministries Program should contact the Church Ministries office for application information.

## English Major (M)

The English Department of Concordia University Wisconsin offers core general education courses in writing and literature, along with teaching and non-teaching major and minor programs. The department's offerings emerge directly from the mission and purpose of the institution: "Concordia's programs promote intellectual development and self knowledge for the student's personal growth and well-being. They nurture religious commitment, provide insights for Christian action in the world, and facilitate the ability to communicate effectively." Coursework in English includes the study of language, literature, and expression, fosters an increased understanding of the creative process, provides insight into the moral and ethical dimensions of ideas, and, in the Christian context provided by this university, demonstrates the value of a life of intellectual curiosity. Furthermore, skills in communication and critical thinking establish the kind of educational foundation that allows English graduates to successfully pursue such professions as teaching, writing, editing, business, law, library science, and more.

The study of language, literature, and expression fosters an increased understanding of the creative process, provides insights into the moral and ethical dimensions of ideas, and, in the Christian context of Concordia, explores the value of a life of intellectual curiosity. English graduates successfully pursue such professions as teaching, editing, writing, pastoral ministry, business, library science, law, and more.

## Program Learning Outcomes

Students will:

- Demonstrate an increased understanding of the creative process,
- Analyze literary texts with insight into moral and ethical ideas,
- Recognize values of a life of intellectual curiosity,
- Demonstrate familiarity with English and American literature,
- Employ interpretive skills and critical methods,
- Communicate complex ideas through writing,
- Demonstrate an appreciation for the nature and use of language,
- Demonstrate familiarity with world and non-western literature,
- Understand and apply knowledge about literary forms.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>39</b>
<b>Electives</b>		<b>36</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
ENG 190	Intro to English Studies <sup>1</sup>	
<b>Required Major Courses</b>		
<b>Language</b>		
ENG 305	English Grammar and Usage	3
ENG 365	History of the English Language	3
<b>Expression</b>		
ENG 245	Advanced Writing	3
or ENG 246	Creative Writing	
<b>American Literature</b>		
ENG 341	American Literature I	3
ENG 342	American Literature II	3
<b>English Literature</b>		
ENG 344	British Literature I	3
ENG 345	British Literature II	3
<b>Other Requirements</b>		
ENG 465	Shakespeare	3
ENG 475	Literary Criticism	3
ENG 495	Senior Seminar	3
<b>Major Electives</b>		
Select nine credits of English electives		9
<b>Total Hours</b>		<b>39</b>

<sup>1</sup> Optional but strongly preferred for English majors, satisfies core writing requirement.

## Environmental Health and Water Quality Major (M)

The Environmental Health and Water Quality Technology Major consists of 50 credit hours of course work completed through a cooperative program with Milwaukee Area Technical College (MATC). MATC-Mequon Campus is just a 5-minute drive from Concordia. In addition to the CUW Liberal Arts core requirements and required courses listed below, all environmental and pollution control technology majors must complete requirements for a CUW Minor. Required core courses may be taken at either MATC or CUW.

This program promotes environmental protection, improvement and sustainability, with a focus on protecting our water, food and air resources. Hands-on coursework includes techniques used to determine water, food, and air quality along with implementing needed corrective actions.

For specific information about MATC courses and degree requirements, please visit the MATC website at <http://www.matc.edu/>

## Program Learning Outcomes

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);
- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics)
- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>47</b>
<b>Electives</b>		<b>4-10</b>
<b>Minor: Required</b>		<b>18-24</b>
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		

COMM 105	Public Speaking (Communication)	
	or COMM 20 Interpersonal Communication	
MATH 205	Statistics I (Mathematics)	
ENVHEL 109	Applied Environmental Chemistry (Lab Science)	
LEGL 230	Environmental Law & Politics (Human Beings and Being Human)	

### Required Courses

PHIL 240	Environmental Ethics (Taken at CUW)	3
ENVHEL 101	Introduction to Environmental Health and Water Quality	3
ENVHEL 102	Environmental Biology	4
ENVHEL 104	Industrial Hygiene Technology	4
ENVHEL 105	Fundamentals of Hazardous Materials Control	4
ENVHEL 109	Applied Environmental Chemistry (Taken in Core)	4
ENVHEL 111	Applied Water Chemistry and Analysis	4
ENVHEL 115	Air Pollution Technology	4
ENVHEL 119	Food and Dairy Quality Control	3
ENVHEL 127	Environmental Field Projects	3
ENVHEL 128	Environmental Health Internship	1
ENVHEL 142	Principles of Water Resources	3

ENVHEL 143	Interpersonal Communication Skills and Environmental Management	3
ENVHEL 145	Water/Wastewater Operations – Municipal	3
ENVHEL 146	Water/Wastewater Operations – Industrial	2
ENVHEL 173	Environmental Bacteriology	3
<b>Total Hours</b>		<b>47</b>

## Environmental Science Major (M)

The study of the environment clearly aligns with the University's mission to prepare Christians for service in the world. In a society that too often sees faith and science in disagreement, the Christian understanding of stewardship clearly demonstrates alignment of Christian ethics and scientific principles in a way that reflects well on Christianity.

The combination of CUW's Christian worldview, proximity to significant ecosystems (notably Lake Michigan), and CCES resources, including new showcase aquaponics and walleye breeding facilities, means that the student will have an opportunity to develop into competent scientists with a Christian worldview.

## Program Learning Outcomes

- Knowledge base: demonstrate an understanding of and an ability to explain major biological and related scientific concepts.
- Laboratory procedures: demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively
- Scientific Inquiry: develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems
- Scientific Communication: demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists using oral and written forms of expression
- Vocation and Ethics: recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science
- God's Design and Stewardship: demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>59-61</b>
<b>Electives</b>		<b>14-16</b>
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		

<i>Foundation</i>		
BIO 156	Environmental Science (Required Core Courses in Major)	
MATH 201	Calculus I (Required Core Courses in Major)	
MATH 205	Statistics I	3
BIO 367 & BIO 368	Ecology of the Tropics and Ecology of the Tropics-Lab	4
SCI 235	Earth Science	4

BIO 141 & BIO 142	General Biology I and General Biology II	8
CHEM 141 & CHEM 142	General Chemistry I and General Chemistry II	8
PHYS 151 or PHYS 171	General Physics I University Physics I	4

*Environmental tools:*

CHEM 225	Analytical Chemistry	4
ENV 160	Introductory GIS	4
ENV 180 or ENV 320	Remote Sensing from Satellites and Drones Environmental Data Analysis	3

*Policy and social perspective:*

PHIL 240 or SCI 275 or LEGL 230	Environmental Ethics (Required Core Courses in Major) Cosmogony Environmental Law & Politics	
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*Concentration areas:* 14-16

Take at least four courses in your area of concentration. The course with an "\*" must be taken as one of the four courses in the concentration.

Ecological Concentration ([https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/environmental-science-major/#Ecological Concentration](https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/environmental-science-major/#Ecological%20Concentration))

Environmental Chemistry Concentration ([https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/environmental-science-major/#Environmental Chemistry Concentration](https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/environmental-science-major/#Environmental%20Chemistry%20Concentration))

**Capstone** 3

Take at least 3 credits - not necessarily at the same time

Completion of the third credit requires a cumulative output and other summative assessments

ENV 499	Advanced Applied Field Research	
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**Total Hours** 59-61**Ecological Concentration**

Code	Title	Hours
BIO 240	Zoology	4
BIO 244	Botany	4
BIO 260	Biology of Microorganisms	4
BIO 348	Genetics	4
BIO 410	Ecology (*)	4
ENV 220	Water Quality and Aquaponics	4
ENV 240	Native Plants of Wisconsin	4
ENV 320	Environmental Data Analysis	3
SCI 195	Meteorology	3
SCI 246	Oceanography	4

Other courses with approval of the department chair of Life & Earth Sciences

**Environmental Chemistry Concentration**

Code	Title	Hours
BIO 260	Biology of Microorganisms	4
CHEM 235	Descriptive Inorganic Chemistry	4

CHEM 241	Organic Chemistry I	4
CHEM 242	Organic Chemistry II	4
CHEM 425	Biochemistry	4
CHEM 455	Instrumental Analysis (*)	4
ENV 220	Water Quality and Aquaponics	4
ENV 320	Environmental Data Analysis (if not taken above)	3

Other courses with approval of the department chair of Life & Earth Sciences

**Environmental Studies Major (M)**

A strong focus on Christian environmental stewardship is increasingly important in many parts of society. The Concordia Center for Environmental Stewardship (CCES) provides a wonderful resource for students whose interests are primarily in science or other areas. This major engages student with many facets of the environment. It is often coupled with minors in art, business, chemistry, or justice and public policy, leading to careers in environmental education at nature centers, sustainable business practices, environmental science, park rangers, or law school.

**Program Learning Outcomes**

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);
- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics)
- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

**Curriculum**

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>45-47</b>
<b>Electives</b>		<b>4-12</b>
<b>Minor: Required</b>		<b>18-24</b>
<b>Total Hours</b>		<b>120</b>

**Major Requirements**

Code	Title	Hours
<b>Required Core Courses</b>		
BIO 156	Environmental Science (Lab Science)	
COMM 105	Public Speaking (Communication) or COMM 201 Interpersonal Communication	

LEGL 230	Environmental Law & Politics (Human Beings and Being Human)	
MATH 205	Statistics I (Mathematics)	

**Required Courses***Foundation*

BIO 141	General Biology I	4
or BIO 151	Functional Human Biology I	
BIO 142	General Biology II	4
or BIO 152	Functional Human Biology II	
BIO 240	Zoology	4
or BIO 244	Botany	
BIO 367	Ecology of the Tropics (Travel Course)	3
BIO 410	Ecology	4
CHEM 105	Elements of General and Biological Chemistry	4
or CHEM 141	General Chemistry I	
PHIL 240	Environmental Ethics	3
or PHIL 350	Bioethical Dilemmas in Contemporary Society	
ENV 130	Introduction to Sustainability	3
ENV 160	Introductory GIS	3-4
or ENV 180	Remote Sensing from Satellites and Drones	
or ENV 220	Water Quality and Aquaponics	
or ENV 240	Native Plants of Wisconsin	
or ENV 320	Environmental Data Analysis	
SCI 235	Earth Science	3-4
or SCI 195	Meteorology	
or SCI 246	Oceanography	

**Capstone**

<i>Select 2 credits of the following:</i>		2
BIO 490	Biology Senior Seminar (fall and/or spring, 1 cr. each)	
ENV 499	Advanced Applied Field Research (can be taken for 1-3 credits)	

**Major Electives**

<i>Select 8 credits of the following (If a course was selected for the Foundation, it cannot be repeated in the Electives section):</i>		8
BIO 146	Essentials of Anatomy and Physiology	4
BIO 240	Zoology	4
BIO 244	Botany	4
BIO 260	Biology of Microorganisms	4
BIO 348	Genetics	4
BIO 368	Ecology of the Tropics-Lab	1
CHEM 142	General Chemistry II	4
ENV 160	Introductory GIS	4
ENV 180	Remote Sensing from Satellites and Drones	3
ENV 220	Water Quality and Aquaponics	4
ENV 240	Native Plants of Wisconsin	4
ENV 320	Environmental Data Analysis	3
PHYS 108	Introductory Astronomy	4
PHYS 151	General Physics I	4
PHYS 152	General Physics II	4
SCI 195	Meteorology	3
SCI 235	Earth Science	4
SCI 246	Oceanography	4

SCI 275	Cosmogony	3
Or other courses approved by the department chair of Life & Earth Sciences		

<b>Total Hours</b>	<b>45-47</b>
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## Exercise Physiology Major (M)

The Exercise Physiology major at Concordia University prepares students to understand how the body responds and adapts to the stress of physical exertion. A thorough knowledge of exercise physiology enables one to understand the physiological mechanisms responsible for the acute and chronic response to physical activity. This knowledge can be used by students as they enter the workforce in health and fitness industries, strength and conditioning programs, clinical exercise physiology settings or entry into professional/graduate studies such as Concordia's Doctorate of Physical Therapy program, Master of Occupational Therapy program, or master's/doctoral work in the exercise sciences.

Coursework in the Exercise Physiology major includes a strong foundation in the sciences plus significant hands-on laboratory work assessing cardiovascular, neuromuscular, and pulmonary responses in Concordia's Exercise Physiology Laboratory. Emphases in this major include both clinical exercise physiology and strength and conditioning. Students will be prepared to sit for nationally recognized certification exams offered through the American College of Sports Medicine and the National Strength and Conditioning Association. Opportunities are available to participate in developing and conducting research projects in the exercise physiology laboratory and/or to pursue internships to gain additional practical experiences in their preferred field.

### Program Learning Outcomes

Students will:

- Demonstrate knowledge of applied anatomy, physiology, and kinesiology in healthy populations.
- Demonstrate knowledge of applied anatomy, physiology, and kinesiology in clinical populations.
- Demonstrate the ability to advocate for healthy lifestyles in diverse populations (eg. culture, literacy, age, gender, disability) using physical activity and exercise.
- Demonstrate Exercise Physiology skills and abilities by providing clear and accurate written assessments of human performance
- Demonstrate Exercise Physiology skills and abilities by providing clear and accurate verbal assessments of human performance.
- Apply current movement science research to guide evidence based practice.
- Identify and utilize appropriate means of health screening and disease classification in exercise programming.
- Student will evaluate the integration of Christian faith and ethical practice.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>48</b>
<b>Electives</b>		<b>27</b>



Minor: Optional	
<b>Total Hours</b>	<b>120</b>

## Major Requirements

Code	Title	Hours
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### Required Core Courses

HHP 120 or HHP 130	Weight Training (Human Beings and Being Human) Advanced Weight Training	
BIO 191	Human Anatomy and Physiology I (Natural World)	
MATH 205	Statistics I (Natural World)	
PSY 101	General Psychology (Human Beings and Being Human)	

### Required Courses

BIO 192	Human Anatomy and Physiology II	4
BIO 285	Pathophysiology	3
HHP 280	Psychology of Sport	3
HHP 342	Nutrition for Wellness and Performance	3
HHP 373	Motor Development	3
HHP 375	Biomechanics	3
EXPH 225	Introduction to Exercise Science	3
EXPH 442	Exercise Testing and Prescription	4
EXPH 470	Exercise Physiology	4
EXPH 471	Advanced Exercise Physiology	4
EXPH 475	Seminar in Exercise Physiology	2
EXPH 480	Program Design and Application of Strength and Conditioning Principles	3
EXPH 494	Exercise and Chronic Disease	3
EXPH 495 or EXPH 460	Senior Seminar Internship	3
PHIL 350	Bioethical Dilemmas in Contemporary Society (Human Beings and Being Human)	3

### Recommended Electives

BIO 470	Human Physiology	
CHEM 105	Elements of General and Biological Chemistry	
CHEM 141	General Chemistry I <sup>1</sup>	
CHEM 142	General Chemistry II <sup>1</sup>	
HHP 260	School and Community Health	
HHP 265	Healthy Lifestyles	
PHYS 151	General Physics I <sup>1</sup>	
PHYS 152	General Physics II <sup>1</sup>	
PSY 230	Life Span Development	
PSY 425	Abnormal Psychology	
RSC 302	Advanced Anatomy	

<b>Total Hours</b>	<b>48</b>
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### Course List

<sup>1</sup> Although CHEM 141 General Chemistry I/CHEM 142 General Chemistry II, and PHYS 151 General Physics I/PHYS 152 General Physics II are recommended for all Exercise Physiology majors, only Pre Physical Therapy are required to take them for admittance into a Physical Therapy program. Students should check with their advisor for further information on options within the Exercise Physiology curriculum.

## History Major (M)

Our History Department will help you develop an understanding of the major events and themes across the eras and around the globe while acquiring the necessary skills to read, write, and speak about history. You'll go beyond the "facts" to reveal the multitude of interpretations offered to help us understand our past.

The History program is designed to help students develop knowledge of broad areas of history and philosophy of history; understanding of the major events and themes in history and historiography; and skills necessary to read, write, speak, and teach about history and historical writing.

## Program Learning Outcomes

Students will:

- Recognize, describe and synthesize the essential narratives of history, particularly in terms of chronology and geography;
- Demonstrate knowledge and cultural understanding of European, American, and non-Western civilizations and to compare those cultures across time;
- Understand the interdisciplinary nature of historical study and to draw upon the perspectives and research of related disciplines (such as economics, sociology, geography, archaeology, music, art, literature, etc.) in order to explore a historical problem or to add dimension to their own research;
- Develop communication skills (written, oral, and interpersonal);
- Demonstrate disciplinary thinking in the ability to define and describe the concept of historiography and to employ historical methodology (i.e., to identify and employ relevant primary and secondary sources; to evaluate evidence; to analyze secondary materials; and to ask pertinent questions) in order to reach sound conclusions regarding specific historical events and issues;
- Describe and evaluate the concept of historical process, particularly from a Christian perspective, and articulate how this perception of historical process influences present ideas and values.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		<b>45</b>
<b>Major Requirements</b>		<b>36</b>
<b>Electives</b>		<b>39</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
	U.S. History	6
	European History	6
	Non-Western/Global History	6
	HIST 385 Historical Methods	3
	HIST 490 History Seminar	3
	Select one of the following emphases:	12
	<i>I. Emphasis in American History</i>	
	U.S. History	

European or Non-Western/ Global History	
<i>II. Emphasis in European History</i>	
European History	
U.S. or Non-Western/Global History	
<i>III. Emphasis in Global History</i>	
Non-Western/Global History	
U.S. or European History	
<b>Total Hours</b>	<b>36</b>

## Horticulture Major (M)

The Horticulture Major consists of course work completed through a cooperative program with Milwaukee Area Technical College (MATC). MATC-Mequon Campus is just a 5-minute drive from Concordia and offers unique choices to prepare students for an exciting career in horticulture.

Current MATC catalog is the official source for Major Courses and their descriptions. In addition to the CUW Liberal Arts core requirements and required courses listed below, all horticulture majors must complete requirements for a CUW Minor. Required core courses may be taken at either MATC or CUW.

Through hands-on coursework, the major covers a broad range of horticulture subjects, from plant maintenance and landscape planning to operation of equipment, while also allowing students to choose an area of specialization. Students are prepared for careers in the horticulture/landscaping field by studying: Sustainable and environmental horticulture operations; maintenance of healthy trees, shrubs and herbaceous plants; selection and installation of plant material; equipment operation; and development and execution of landscape plans. For hands-on learning, the Mequon Campus of MATC features a greenhouse and extensively landscaped grounds.

*For specific information about MATC courses and degree requirements, please visit the MATC website at <http://www.matc.edu/>*

### Program Learning Outcomes

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);
- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics)
- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>45</b>
<b>Minor: Required</b>		<b>18-24</b>
<b>Electives</b>		<b>6-12</b>
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Core Courses (CUW Campus)</b>		
BIO 156	Environmental Science (Lab Science )	
COMM 105	Public Speaking (Communication) or COMM 20 Interpersonal Communication	
MATH 205	Statistics I (Mathematics )	
LEGL 230	Environmental Law & Politics (Human Beings and Being Human)	
<b>Required Courses (all HORT classes taken at MATC)</b>		
PHIL 240	Environmental Ethics (Taken at CUW)	3
HORT 111	Introduction to Horticulture	3
HORT 112	Horticulture Soils	3
HORT 114	Woody Ornamental Plants	3
HORT 115	Plant Pests & Controls	3
HORT 116	Landscape Equipment	3
HORT 119	Landscape Construction I	3
HORT 122	Landscape Design I	3
HORT 125	Landscape Maintenance Applications	3
HORT 126	Landscape Estimating & Bidding	3
HORT 127	Arboriculture 1: Tree Care Fundamentals	3
HORT 130	Pesticide Applicator Training	1
HORT 134	Greenhouse Production Fall Crops OR	3
HORT 163	Native Plants - Fall	
HORT 152	Greenhouse Production - Spring OR	3
HORT 120	Landscape Construction II	
HORT 153	Advanced Woody Plants	3
HORT 159	Survey of Herbaceous Plants	2
<b>Total Hours</b>		<b>45</b>

Code	Title	Hours
<b>Recommended Electives</b>		
BIO 367	Ecology of the Tropics (Travel Course)	
BIO 240	Zoology	
CHEM 105	Elements of General and Biological Chemistry	
PSY 101	General Psychology	

## Illustration Major (M)

Addressing the whole student - body, mind and spirit, the purposes of the Art Program are 1) to nourish the senses (particularly the visual and tactile) in order to make the student more perceptive and visually responsive to life experiences and visual phenomena; 2) to cultivate the mind to design and solve problems through manipulating media in search of elegant, aesthetic and technically proficient solutions; and 3) to encourage and support Christian faith and practice by exploring the

intersection of the visual arts and Christianity and leading the student through digital processes that translate intangible substance (concepts and emotions) into tangible material. It is a purpose of the Concordia University Program in Art to produce graduates who, as people of faith, are diligent, reflective, compassionate, highly skilled, visually articulate, and successful in their lives and in their vocation.

The Illustration Major consists of 61 credit hours of course work, 15 of which are completed through a cooperative program with the Milwaukee Institute of Art & Design (MIAD). MIAD is just a 25-minute drive from our Mequon Campus and offers the very latest in illustration concepts and technologies. To enroll in MIAD courses, students must have a 3.50 minimum GPA in all prior course work in the major. Successful candidates for the Illustration Major should have exceptional drawing ability. In addition to the 45-credit Liberal Arts core and required courses listed below, all Illustration Majors are encouraged to complete requirements for a minor. An animation minor is strongly recommended to help students develop the skills they will need to channel their talents into a successful career. Program requirements include purchase of a Mac laptop (available at reduced prices via [my.cuw.edu](http://my.cuw.edu) (<http://my.cuw.edu/>)).

For specific information about MIAD courses please visit the MIAD website at [www.miad.edu](http://www.miad.edu) (<http://www.miad.edu/>).

## Program Learning Outcomes

Students will:

- Describe relationships that exist between the visual arts and the Christian faith;
- Formulate and creatively solve visual problems.
- Communicate effectively in a range of media.
- Apply appropriate historical knowledge in the creation, description and analysis of works of visual art. Art and design are viewed as technical, spiritual/philosophical, and social endeavors.
- Demonstrate technical proficiency and aesthetic sensibility relative to observational drawing, composition, and the manipulation of visual arts media, including appropriate computer/digital applications.
- Evaluate personal art work and the art work of others.
- Selflessly share gifts and skills with others through teaching, community activities, and volunteerism.
- Prepare documents/artifacts and practice strategies to seek employment or to advance in a chosen field.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		
Concordia Required Courses		43
MIAD Required Courses		12
CUW or MIAD Major Electives		6
<b>Electives</b>		<b>14</b>
Minor: Optional (18 Credits Minimum)		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses (Concordia Campus)</b>		
ART 111	2-D Composition	3

ART 130	Digital Photography I	3
ART 145	Drawing for Art Majors	3
ART 245	Drawing II: Assorted Media	3
ART 246	Color & Media Dynamics	3
ART 265	Painting I	3
ART 282	Typography I	3
ART 285	Art History I	3
ART 286	Art History II	3
ART 345	Drawing III (or IL 214 Figure Drawing for Illustrators - MIAD course)	3
ART 365	Painting II: Watercolor	3
ART 450	Senior Portfolio/Exhibition	1
GD 110	Graphic Design I	3
GD 111	Graphic Design II	3
GD 460	Graphic Outlook-Practicum I	3
<b>Electives CUW or MIAD</b>		<b>6</b>
<b>Required Courses (MIAD Campus)</b>		
IL 210	Illustration I	3
IL 211	Illustration II	3
IL 212	Illustration Media	3
IL 310	Illustration III	3
<b>Total Hours</b>		<b>61</b>

## Interior Architecture and Design Major (M)

Addressing the whole student - body, mind and spirit, the purposes of the Art Program are 1) to nourish the senses (particularly the visual and tactile) in order to make the student more perceptive and visually responsive to life experiences and visual phenomena; 2) to cultivate the mind to design and solve problems through manipulating media in search of elegant, aesthetic and technically proficient solutions; and 3) to encourage and support Christian faith and practice by exploring the intersection of the visual arts and Christianity and leading the student through digital processes that translate intangible substance (concepts and emotions) into tangible material. It is a purpose of the Concordia University Program in Art to produce graduates who, as people of faith, are diligent, reflective, compassionate, highly skilled, visually articulate, and successful in their lives and in their vocations.

Interior Architecture and Design (IA&D) is a Cooperative Program with MIAD (Milwaukee Institute of Art and Design) and includes 30 credits to be completed at MIAD. To enroll in MIAD courses, students must have a 3.50 minimum GPA in all prior course work in the major. Students majoring in IA&D learn basic construction techniques, model construction and digital rendering. IA&D majors are prepared to work directly with architects in the design of interior spaces. Students are encouraged to take digital electives in web design and animation to enhance their digital skill sets.

For specific information about MIAD courses please visit the MIAD website at [www.miad.edu](http://www.miad.edu) (<http://www.miad.edu/>).

## Program Learning Outcomes

Students will:

- Describe relationships that exist between the visual arts and the Christian faith;

- Formulate and creatively solve visual problems.
- Communicate effectively in a range of media.
- Apply appropriate historical knowledge in the creation, description and analysis of works of visual art. Art and design are viewed as technical, spiritual/philosophical, and social endeavors.
- Demonstrate technical proficiency and aesthetic sensibility relative to observational drawing, composition, and the manipulation of visual arts media, including appropriate computer/digital applications.
- Evaluate personal art work and the art work of others.
- Selflessly share gifts and skills with others through teaching, community activities, and volunteerism.
- Prepare documents/artifacts and practice strategies to seek employment or to advance in a chosen field.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		
Concordia Required Courses		34
MIAD Required Courses		30
<b>Electives</b>		11
Minor: Optional (18 Credits Minimum)		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses CUW</b>		
ART 111	2-D Composition	3
ART 145	Drawing for Art Majors	3
ART 246	Color & Media Dynamics	3
ART 285	Art History I	3
ART 286	Art History II	3
ART 310	History of Design	3
ART 312	3-D Modelling	3
ART 450	Senior Portfolio/Exhibition	1
GD 110	Graphic Design I	3
GD 111	Graphic Design II	3
GD 360	Web Design I (Or ART 29X Applied Design Elective)	3
GD 460	Graphic Outlook-Practicum I	3
<b>Required Courses MIAD</b>		
IAD 220	Studio 1	3
IAD 221	Studio 2	3
IAD 222	CAD 1	3
IAD 223	CAD 2	3
IAD 224	Materials & Specifications for Interiors	3
IAD 225	Interior Design & Lighting	3
IAD 320	IAD Studio 3	3
IAD 321	IAD Studio 4	3
IAD 322	Building Systems 1	3
IAD 323	Building Systems 2	3
<b>Total Hours</b>		<b>64</b>

## Liberal Arts Major (M)

The Liberal Arts major allows students to do a deep dive in those disciplines that comprise the liberal arts. Supplementing the courses in the Core Curriculum, students have the ability to choose courses across disciplines that meet their interests and career needs. Students taking this major are well-prepared for careers that value critical thinking, excellent problem-solving and communication skills, and the ability to work in fast-paced, changing environments.

### Program Learning Outcomes

- Students will gain an understanding of the disciplines that comprise the liberal arts.
- Students will gain the ability to think clearly and persuasively articulate their point of view.
- Students will gain the skills to excel in many different fields.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>56-57</b>
<b>Electives</b>		<b>19</b>
Minor: Optional		
<b>Total Hours</b>		<b>120-121</b>

### Major Requirements

Courses selected must NOT have been taken as part of the Liberal Arts Core.

*Not all course offerings are available at both the CUAA and CUW campuses. Please check with your advisor about course availability.*

Code	Title	Hours
<b>Required Courses</b>		
<i>English<sup>1</sup></i>		
ENG 245	Advanced Writing	3
Select one of the following:		3
ENG 341	American Literature I	
ENG 342	American Literature II	
ENG 347	World Literature I	
Select one of the following:		3
ENG 344	British Literature I	
ENG 345	British Literature II	
ENG 465	Shakespeare	
<i>History</i>		
Select two of the following:		6
HIST 153	American Civilization	
HIST 163	Non-Western World	
HIST 385	Historical Methods	
<i>Mathematics/Computer Science</i>		
Select two the following:		6
MATH 128	College Algebra	
MATH 150	Trigonometry	
MATH 201	Calculus I	
MATH 202	Calculus II	
MATH 203	Calculus III	

MATH 205	Statistics I	
MATH 305	Statistics II	
CSC 150	Foundations of Computer Science (must precede other CS courses)	
CSC 175	Theory and Fundamentals of Computer Science	
CSC 180	Systems Integration	
CSC 200	Coding I- Fundamentals	
<i>Communication</i>		
COMM 105	Public Speaking	3
or COMM 201	Interpersonal Communication	
<i>Art/Music/Theatre</i>		
Select two of the following:		6
MUS 171	Creative Arts: Music	
MUS 240	Music Theory I	
Music Ensembles		
ART 2XX Studio Courses at the 200 level or above		
ART 381	Aesthetics	
<i>Physical Development</i>		
Select one of the following:		2
HHP 149	Wellness Boot Camp	
HHP 260	School and Community Health	
HHP 265	Healthy Lifestyles	
HHP 280	Psychology of Sport	
HHP 342	Nutrition for Wellness and Performance	
HHP 361	Technology in Health and Human Performance	
HHP 373	Motor Development	
Any combination of Activity courses		
<i>Language</i>		
Any two course sequence in a single language		6
<i>Theology</i>		
Select two of the following suggested courses: <sup>2</sup>		6
REL 310	Religion in America Today	
REL 333	A Survey of Christian Thought	
REL 376	Christian Ethics	
REL 410	World Religions	
<i>Philosophy</i>		
Select one PHIL course in the 200-300 range		3
<i>Natural Science</i>		
Select one of the following: <sup>3</sup>		3-4
BIO 141	General Biology I	
BIO 367	Ecology of the Tropics	
SCI 195	Meteorology	
SCI 246	Oceanography	
<i>Social Science</i>		
SOC 203	Contemporary Social Problems	3
<i>Senior Seminar</i>		
Select a senior seminar in selected discipline		3
<b>Total Hours</b>		<b>56-57</b>

<sup>1</sup> Must include at least one writing class<sup>2</sup> Any REL courses other than the basic courses in biblical content or doctrine (i.e., other than REL 100 The Bible, REL 110 Christian Faith, REL 201 Old Testament, REL 203 New Testament, REL 204 Biblical

Theology), and without “double-dipping” with the third core theology course.

<sup>3</sup> SCI 100 Introduction to Natural Science for core.

## Mass Communication Major (M)

As a graduate in the Mass Communication program, you'll leave with all the skills you need to communicate effectively through a variety of channels. Not only will you be a stronger communicator, but you'll also be a better leader. Having studied topics like interpersonal communication and cross-cultural communication, you'll be ready to work with diverse groups of people. You'll also be able to evaluate broadcast news writing and radio dialogue to critically think about the best way to convey your message. What's more, you'll examine issues within the field like building or breaking trust with an audience and analyzing why certain messages are effective. You'll be ready to handle challenges in the field, stand out in the workforce and lead a life full of Christian service.

### Program Learning Outcomes

Students will:

- Develop and present cogent, coherent, and accurate writing for general and specialized audiences;
- Communicate effectively to audiences by listening actively and responding constructively as Scripture instructs within various contexts;
- Draw from various disciplines to describe orally and in writing how existing knowledge or practice is advanced, tested, and revised in each core field studied;
- Distinguish and examine communication-related problems from a Christian perspective to better serve society;
- Cultivate appropriate organizational skills related to professionalism, work ethic, and attitude; and
- Examine the role and impact of visual communication, mass media in society, and communication media.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>45</b>
<b>Electives</b>		<b>30</b>
Minor: Required (Minimum 18 credits)		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
COMM 105	Public Speaking	3
COMM 201	Interpersonal Communication	3
COMM 205	Advanced Public Speaking	3
COMM 250	Intro To Mass Communication	3
COMM 260	Social Media	3
COMM 265	Journalism	3
COMM 280	Careers in Communication	3
COMM 321	Media Writing	3
COMM 460	Cross-Cultural Communication	3
COMM 470	Internship	3

COMM 490	Research Seminar	3
<i>Take three total credits of the following (at least one credit of each course):</i>		3
COMM 191	Beacon-Newspaper	
COMM 193	WCUW-Radio	
<i>Select one of the following:</i>		3
COMM 329	Film History	
COMM 339	Film & Video Production	
COMM 351	Radio Production	
<i>Select one of the following:</i>		3
COMM 270	Sports Journalism	
COMM 354	Gender and Communication	
COMM 435	Critical Thinking and Information Dissemination	
PHIL 371	Philosophy and Film	
<b>Major Electives</b>		
Please select a 3-credit COMM course not taken as part of the major.		3
<b>Total Hours</b>		<b>45</b>

## Mathematics Major (M)

The Mathematics Department at Concordia University primary goal is to build competencies in the understanding, communication, and application of mathematics. Concordia math students will gain an appreciation of mathematics as an appropriate discipline to investigate God's universe as they analyze mathematical structures and apply mathematical problem-solving strategies to a variety of real-world problems.

The Mathematics major will give you a deep comprehension of areas like calculus, linear algebra, differential equations, geometry, abstract algebra and real analysis. You'll be able to solve and understand differential equations, sequences and series, vector-valued functions, partial derivatives, functions and algorithms.

### Program Learning Outcomes

Students will:

- Demonstrate knowledge of mathematics, including algebra, geometry, probability, and analysis
- Apply mathematical problem-solving strategies in a variety of real-world applications
- Demonstrate the ability to apply mathematical statistics to interpret information
- Demonstrate the ability to prove and disprove conjectures
- Communicate mathematical concepts in oral, symbolic, and written forms
- Apply and appreciate mathematics as an appropriate paradigm in order to investigate God's creation

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>40</b>
<b>Electives</b>		<b>35</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
CSC 150	Foundations of Computer Science	3
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 203	Calculus III	4
MATH 205	Statistics I (satisfies the mathematics requirement in the core)	3
MATH 220	Discrete Math	3
MATH 305	Statistics II	3
MATH 321	Abstract Algebra	3
MATH 325	Linear Algebra and Differential Equations	4
MATH 331	Geometry	3
MATH 441	Real Analysis	3
MATH 490	Math Senior Seminar	3
<b>Total Hours</b>		<b>40</b>

## Missions Major (M)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

God has created you with unique gifts and passions and now, more than ever, people need a hope that is eternal. The Missions major will allow you to develop your talents while considering the challenges you could face in the mission field. The purpose of the Missions major is to assist you as you discover the gifts and talents God has given you for service. You will be studying how mission work is accomplished around the globe. A key element of this program is recognizing and deliberating on the challenges that arise in the mission field. Along the way, you'll have opportunities to participate in spring break mission trips, Missions Club, and global trips that will provide you with hands-on experience.

### Program Learning Outcomes

- Students will observe, assess, and interpret today's cultures and world views. Students will be familiar with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups.
- Students will develop an appreciation for how God has worked in history, recognize key figures and movements in the life of the Church, and identify the state of theology today.

- The student will become a competent defender of the Christian faith against the objections leveled by rival worldviews.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b> <sup>1</sup>		<b>30</b>
<b>Electives</b>		<b>51</b>
Minor: Required (minimum 18 credits)		
<b>Total Hours</b>		<b>126</b>

<sup>1</sup> This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament (Bible Content)	
REL 204	Biblical Theology (Christine Doctrine)	
REL 210	Great Commission Evangelism (Theology Elective)	
<b>Required Courses</b>		
COMM 460	Cross-Cultural Communication	3
REL 203	New Testament	3
REL 215	Friendship Evangelism	3
REL 316	World Missions I	3
REL 326	World Missions II	3
REL 410	World Religions	3
<i>Select two of the following Cross-cultural Missions electives:</i>		6
REL 298	Faith and Culture	
REL 311	Church in Mission	
<b>Major Electives</b>		
<i>Select two of the following courses in anthropology, history, geography, or language that deal with an area of the world currently served by LCMS missionaries:</i> <sup>1</sup>		6
CHIN 101	Beginning Chinese I	
GEOG 220	Cultural Geography	
HIST 163	Non-Western World	
HIST 241	History & Culture of Latin America	
HIST 243	Modern Africa	
HIST 246	History of Modern Japan	
HIST 284	Imperial China	
HIST 285	History of Modern China	
SPAN 101	Beginning Spanish I	
SPAN 102	Beginning Spanish II	
SPAN 341	Civilization and Culture of Latin America	
<b>Total Hours</b>		<b>30</b>

<sup>1</sup> Only one of the two courses may be in any single foreign language.

## Music Major - Liberal Arts (M)

The Music Department contributes to the spiritual, artistic, cultural, academic and co-curricular aspects of campus life at the University. In doing so, the faculty is committed to blending talent and fellowship to the highest degrees of professional artistry in praise of the Lord's name. We additionally hope to impact our surrounding community while fulfilling our purpose.

The Liberal Arts Music major may be used for general music or as an entry degree into the various graduate programs. The Liberal Arts Music major does not require a minor.

**A complete listing of enforceable Music Department procedures is published annually in the Music Department handbook, which is issued at Music major orientation.**

## Program Learning Outcomes

- Goal #1. Students will exhibit competent performing skills on their major instrument.
- Goal #2. Students will exhibit strong theoretical/historical knowledge, demonstrated in performance (recital) and communication (writing/speaking) skills.
- Goal #3. Students will demonstrate competence in vocal, keyboard, and conducting performance skills at a professional level.
- Goal #4. Students will exhibit professional speaking, writing, and social skills appropriate to their major area.
- Goal #5. Students will demonstrate understanding of practical and aesthetic considerations (choosing music, teaching techniques, evaluation procedures, critical listening) appropriate to successful achievement in their chosen musical field.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>49</b>
<b>Electives or Minor</b>		<b>26</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
MUS 080	Concert/Recital Attendance (each semester) <sup>1</sup>	0
MUS 204	Keyboard Skills (Proficiency-based)	2
MUS 240	Music Theory I	3
MUS 246	Aural Theory I	1
MUS 241	Music Theory II	3
MUS 247	Aural Theory II	1
MUS 242	Music Theory III	3
MUS 248	Aural Theory III	1
MUS 243	Music Theory IV	3
MUS 251	Aural Theory IV	1
MUS 250	Beginning Conducting	3
MUS 271	Music History I	3
MUS 272	Music History II	3
MUS 273	Music History III	3

MUS 351	Advanced Conducting (OR)	3
or MUS 445	Composing and Arranging	
MUS 499	Recital (Principal area)	2
Applied Music (Minimum 2 credits each semester in principal area)		14
<b>Ensemble - choose from list below <sup>2</sup></b>		<b>0</b>
MUS 180	Chapel Ringers	
MUS 181	Symphonic Wind Ensemble	
MUS 182	Chapel Choir	
MUS 184	Kammerchor	
MUS 185	Alleluia Ringers	
MUS 187	Pep Band	
MUS 188	Jazz Ensemble	
MUS 190	String Ensemble/Chamber Orchestra	
MUS 191	Selah	
MUS 192	University Band	
MUS 197	Concordia Civic Chorale	
<b>Major Electives</b>		<b>26</b>

<sup>1</sup> All music majors are required to register for MUS 080. Not registering is the same as not passing. A music major must pass 7 of 8 semesters. If a student fails 2 consecutive semesters the student will be required to attend a hearing with the music faculty.

<sup>2</sup> Participation in ensembles is required every semester while in residency. All music majors and minors audit ensembles.

## Program Admission

### AUDITION PROCEDURES:

To gain degree-seeking status as a music major, a student must:

1. Successfully pass a qualifying audition;
2. Prepare and present a portfolio of musical activities and accomplishments;
3. Audition by the deadline of the 2nd semester from the time of major declaration.
4. Transfer students: have their transcripts evaluated by the music faculty for determination of credited coursework and hours.

### PIANO PROFICIENCY:

Keyboard proficiency test or MUS 204 Keyboard Skills class required of all Music majors.

## Music Therapy Equivalency (M)

\*Advising with regard to the courses taken at Alverno College will be done with Alverno College MT Director.

### MISSION STATEMENT:

The Music Department contributes to the spiritual, artistic, cultural, academic and co-curricular aspects of campus life at the University. In doing so, the faculty is committed to blending talent and fellowship to the highest degrees of professional artistry in praise of the Lord's name. We additionally hope to impact our surrounding community while fulfilling our purpose.

A complete listing of enforceable Music Department procedures is published annually in the Music Department handbook, which is issued at Music Major orientation.

## Program Learning Outcomes

- Goal #1. Students will exhibit competent performing skills on their major instrument.
- Goal #2. Students will exhibit strong theoretical/historical knowledge, demonstrated in performance (recital) and communication (writing/speaking) skills.
- Goal #3. Students will demonstrate competence in vocal, keyboard, and conducting performance skills at a professional level.
- Goal #4. Students will exhibit professional speaking, writing, and social skills appropriate to their major area.
- Goal #5. Students will demonstrate understanding of practical and aesthetic considerations (choosing music, teaching techniques, evaluation procedures, critical listening) appropriate to successful achievement in their chosen musical field.

## Curriculum

Code	Title	Hours
<b>Music Major Requirements <sup>1</sup></b>		<b>50</b>
<b>CUW Core Requirements</b>		<b>45</b>
<b>Social Science Requirements</b>		<b>6</b>
<b>Alverno Music Therapy Courses</b>		<b>38</b>
<b>Total Hours</b>		<b>139</b>

<sup>1</sup> Music Majors who are already proficient in required instrumentation may have adjusted course totals. See footnotes for MUS 204 and MUS 235.

Code	Title	Hours
<b>Required Core Courses</b>		
BIO 146	Essentials of Anatomy and Physiology (OR) <sup>4</sup>	
or CHEM 104	Elements of General and Biological Chemistry	
<b>Required Courses</b>		
MUS 080	Concert/Recital Attendance (each semester) <sup>1</sup>	0
MUS 130	Guitar Class	1
MUS 204	Keyboard Skills <sup>2</sup>	2
MUS 235	Applied Guitar <sup>2</sup>	2
MUS 240	Music Theory I	3
MUS 241	Music Theory II	3
MUS 242	Music Theory III	3
MUS 243	Music Theory IV	3
MUS 250	Beginning Conducting	3
MUS 271	Music History I	3
MUS 272	Music History II	3
MUS 273	Music History III	3
MUS 315	Techniques of Teaching Voice	1
MUS 358	Techniques of Teaching Percussion	1
MUS 351	Advanced Conducting	3
or MUS 445	Composing and Arranging	
MUS 499	Recital (Principal area)	2
Applied Music (Minimum 2 credits each semester in principal area)		14
Ensemble <sup>3</sup>		0
<b>Social Science Requirements for Music Therapy Equivalency</b>		
PSY 230	Life Span Development	3
PSY 425	Abnormal Psychology	3



<b>Music Therapy Courses - Alverno College</b>	<b>38</b>
<b>Total Hours</b>	<b>94</b>

- <sup>1</sup> All music majors are required to register for MUS 080. Not registering is the same as not passing. A music major must pass 7 of 8 semesters. If a student fails 2 consecutive semesters, the student will be required to attend a hearing with the music faculty.
- <sup>2</sup> Proficiency-based: These courses are required based on skill level. Students who pass a proficiency test on this instrument are not required to take this course. This may change credit totals for Music Majors who are already proficient in Keyboard and/or Guitar.
- <sup>3</sup> Participation in ensembles is required every semester while in residency. All music majors and minors audit ensembles.
- <sup>4</sup> This course is included in CORE requirements.

**AUDITION PROCEDURES:**

To gain degree-seeking status as a music major, a student must:

1. Successfully pass a qualifying audition;
2. Prepare and present a portfolio of musical activities and accomplishments;
3. Audition by the deadline of the 2nd semester from the time of major declaration.
4. Transfer students: have their transcripts evaluated by the music faculty for determination of credited coursework and hours.

**PIANO PROFICIENCY:**

Keyboard proficiency test or MUS 204 Keyboard Skills class required of all Music Majors.

## Natural Sciences Major (M)

The goal of the Department of Life and Earth Sciences at Concordia University Wisconsin is to develop competent scientists with a Christian worldview. The graduates of its programs will possess the current scientific knowledge and research/data interpretation skills so necessary for entering scientific or medical careers in industry, academia, or government. More importantly, they will be prepared to provide a Christian influence and ethical perspective to the debate on the science-related issues facing the world today.

The Natural Science major is designed to accompany a bachelor's degree in Secondary Education for students preparing to teach high school science. Accordingly, it provides a wide-ranging background combined with an opportunity for an area of specialization. Students pursuing other careers in science, or intending to apply to graduate programs in science, generally should choose a more specialized major.

The Lutheran Church–Missouri Synod affirms that all of Scripture, including the creation account in Genesis, is the word of God, true, and authoritative for faith and life. Current conventional scientific theories that conflict with the account in Genesis might be studied in portions of this course. In no way should this be seen as endorsement of a non-authoritative view of Scripture by the course instructor or by Concordia University.

### Program Learning Outcomes

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);

- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics) demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		<b>45</b>
<b>Major Requirements</b>		<b>51</b>
<b>Electives</b> <sup>1</sup>		<b>24</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For Secondary Education Students, the credit total is 130

Code	Title	Hours
<b>Required Core Courses</b>		
BIO 141	General Biology I (Science with a Lab)	
MATH 205	Statistics I (MATH 205 for Biology Emphasis; MATH 128 for Chemistry/Physics Emphases)	
	or MATH 128 College Algebra	
COMM 105	Public Speaking (Communication)	
	or COMM 20 Interpersonal Communication	
ENG 104	Introduction to Writing	
<b>Courses Required for Secondary Education Students</b>		
ED 1102	Foundations of Education (Core Human Beings & Being Human requirement)	
ED 1103	Human Relations for Teachers (Core Society and Culture requirement)	
ED 4376	Curriculum and Methods of Teaching Science - Secondary (Required pedagogy class) <sup>2</sup>	
<b>Major Requirements</b>		<b>23</b>
BIO 141	General Biology I (taken in core)	
BIO 142	General Biology II	4
CHEM 141	General Chemistry I	4
CHEM 142	General Chemistry II	4
PHYS 151	General Physics I	4
	or PHYS 171 University Physics I	
PHYS 152	General Physics II	4
	or PHYS 172 University Physics II	
SCI 275	Cosmogony	3
<b>Choose one environmentally-focused class</b>		<b>3-4</b>
<b>Choose one of the following emphases:</b>		<b>9-17</b>
Emphasis in Biology		
Emphasis in Chemistry		

Emphasis in Physics	
<b>Major Electives</b>	<b>7-15</b>
<b>Total Hours</b>	<b>51</b>

<sup>2</sup> Requires Upper Division Status

## Environmentally-Related Courses

Code	Title	Hours
BIO 156	Environmental Science	4
or PHYS 108	Introductory Astronomy	
or SCI 195	Meteorology	
or SCI 235	Earth Science	
or SCI 246	Oceanography	

## Emphasis in Biology

Code	Title	Hours
MATH 205	Statistics I (taken in core)	
BIO 146	Essentials of Anatomy and Physiology (If BIO 191 is chosen, BIO 192 must be selected as a major elective)	4
or BIO 191	Human Anatomy and Physiology I	
BIO 244	Botany	4
BIO 260	Biology of Microorganisms	4
BIO 348	Genetics	4
BIO 490	Biology Senior Seminar (fall semester)	1
<b>Total Hours</b>		<b>17</b>

## Emphasis in Chemistry

Code	Title	Hours
MATH 128	College Algebra (taken in core)	
CHEM 241	Organic Chemistry I	4
CHEM 242	Organic Chemistry II	4
CHEM 225	Analytical Chemistry	4
CHEM 425	Biochemistry	4
CHEM 491	Chemistry Senior Seminar I	1
<b>Total Hours</b>		<b>17</b>

## Emphasis in Physics

Code	Title	Hours
MATH 128	College Algebra (taken in core)	
PHYS 108	Introductory Astronomy (must be selected as environmentally-focused course)	
PHYS 171	University Physics I (must be selected as major requirement)	
PHYS 172	University Physics II (must be selected as major requirement)	
MATH 201	Calculus I (must be taken before PHYS 171)	4
MATH 202	Calculus II	4
CHEM 491	Chemistry Senior Seminar I	1
<b>Total Hours</b>		<b>9</b>

## Major Electives

7 elective credits are required for the biology/chemistry emphases, 15 for the physics emphasis. Major electives can be selected from any courses

in the other emphases (Biology (p. 209), Chemistry (p. 209), Physics (p. 209)), additional courses from the environmentally-focused (p. 209) category, or selected from the following (prerequisites may apply):

Code	Title	Hours
CHEM 235	Descriptive Inorganic Chemistry	4
BIO 192	Human Anatomy and Physiology II	4
BIO 240	Zoology	4
BIO 321	Cell Biology	4
BIO 367	Ecology of the Tropics	3
BIO 368	Ecology of the Tropics-Lab	1
BIO 410	Ecology	4

Other courses approved by the chair of the Department of Life and Earth Sciences

## Parish Music Program - LCMS Rosterable (M)

The CUW Music Department contributes to the spiritual, artistic, cultural, academic, and co-curricular aspects of campus life at the University. In doing so, the faculty is committed to blending talent and fellowship to the highest degrees of professional artistry in praise of the Lord's name. We additionally hope to impact our surrounding community while fulfilling our mission.

A Parish Music major provides students with an option to serve the Church as church musicians. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be placed on The Lutheran Church – Missouri Synod roster with the designation “*Minister of Religion Commissioned – Director of Parish Music.*” Application to the Parish Music Program involves steps in addition to application to the university. To be placed on the roster, students must receive a call from a congregation.

**A complete listing of enforceable Music Department procedures is published annually in the Music Department handbook, which is issued at Music major orientation.**

## Program Learning Outcomes

- Goal #1. Students will exhibit competent performing skills on their major instrument.
- Goal #2. Students will exhibit strong theoretical/historical knowledge, demonstrated in performance (recital) and communication (writing/speaking) skills.
- Goal #3. Students will demonstrate competence in vocal, keyboard, and conducting performance skills at a professional level.
- Goal #4. Students will exhibit professional speaking, writing, and social skills appropriate to their major area.
- Goal #5. Students will demonstrate understanding of practical and aesthetic considerations (choosing music, teaching techniques, evaluation procedures, critical listening) appropriate to successful achievement in their chosen musical field.

## Curriculum

Code	Title	Hours
	Core Requirements (p. 28)	<b>45</b>
	<b>Major Requirements</b>	<b>55</b>
	<b>Electives</b>	<b>20</b>

<b>Additional required courses in order to be LCMS Certified (9 credits)</b>	
<b>Total Hours</b>	<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Music Courses</b>		<b>59</b>
MUS 080	Concert/Recital Attendance (each semester) <sup>1</sup>	0
MUS 240	Music Theory I	3
MUS 241	Music Theory II	3
MUS 242	Music Theory III	3
MUS 243	Music Theory IV	3
MUS 250	Beginning Conducting	3
MUS 271	Music History I	3
MUS 272	Music History II	3
MUS 351	Advanced Conducting	3
MUS 445	Composing and Arranging	3
MUS 461	Music in Worship	3
MUS 465	Survey of Christian Hymnody	3
MUS 491	Parish Music Practicum/Internship (120 clock hours)	3
MUS 499	Recital (Service/Concert)	2
Applied Music (minimum: 4 credits in Organ)		14
Select one of the following:		3
MUS 469	Issues in Church Music	
MUS 485	Handbell Methods and Materials	
Ensemble - choose from the list below (additional to Creative Arts option in Core) <sup>2</sup>		0
MUS 180	Chapel Ringers	
MUS 181	Symphonic Wind Ensemble	
MUS 182	Chapel Choir	
MUS 184	Kammerchor	
MUS 185	Alleluia Ringers	
MUS 187	Pep Band	
MUS 188	Jazz Ensemble	
MUS 190	String Ensemble/Chamber Orchestra	
MUS 191	Selah	
MUS 192	University Band	
MUS 197	Concordia Civic Chorale	
<b>Electives</b> <sup>3</sup>		<b>20</b>
<b>Additional Courses Required to be LCMS Certified</b> <sup>4</sup>		<b>9</b>
REL 203	New Testament	
REL 312	Office of the Professional Church Worker	
REL 404	Lutheran Confessions	

<sup>1</sup> All music majors are required to register for MUS 080. Not registering is the same as not passing. A music major must pass 7 of 8 semesters. If a student fails 2 consecutive semesters the student will be required to attend a hearing with the music faculty.

<sup>2</sup> Participation in ensembles is required every semester while in residency. All music majors and minors audit ensembles.

<sup>3</sup> May include: MUS 273 Music History III, MUS 399 Junior Recital, or REL courses listed above (REL 203, 312, 404).

<sup>4</sup> These nine credits may be part of a Theology minor or elective credits.

Students choosing not to be LCMS certified must take an addition 9 credits for a total of 20 elective credits.

## Program Admission

### AUDITION PROCEDURES:

To gain degree-seeking status as a music major, a student must:

1. Successfully pass a qualifying audition;
2. Prepare and present a portfolio of musical activities and accomplishments;
3. Audition by the deadline of the 2nd semester from the time of major declaration.
4. Transfer students: have their transcripts evaluated by the music faculty for determination of credited coursework and hours.

### PIANO PROFICIENCY:

Keyboard proficiency test or MUS 204 Keyboard Skills class required of all Music majors.

## Pharmaceutical Sciences Major (M)

The Bachelor of Science in Pharmaceutical Sciences is designed for students who wish to earn both a B.S. and a Doctor of Pharmacy degree at Concordia University Wisconsin. Students complete the core requirements, many of the major requirements, and the general elective requirements during the first three years at CUW, then complete the remaining major requirements during their first year in the CUW School of Pharmacy.

## Program Learning Outcomes

Students will:

- Demonstrate an understanding of and ability to apply fundamental biological and chemical concepts;
- Analyze and interpret data to arrive at appropriate conclusions;
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems;
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists; and
- Act ethically and responsibly, demonstrating an understanding of the role science plays in societal issues, particularly in regards to healthcare.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>68</b>
<b>Electives</b>		<b>7</b>
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
COMM 105	Public Speaking (Communication, 3 credits) or COMM 20 Interpersonal Communication	
CHEM 141	General Chemistry I (Natural World, Lab Science 4 credits)	
MATH 205	Statistics I (Natural World, Mathematics 3 credits)	

**Required Courses**

BIO 151	Functional Human Biology I	4
BIO 152	Functional Human Biology II	4
CHEM 142	General Chemistry II	4
CHEM 241	Organic Chemistry I	4
CHEM 242	Organic Chemistry II	4
MATH 201	Calculus I	4
CHEM 491	Chemistry Senior Seminar I	1
CHEM 492	Chemistry Senior Seminar II	1
PHYS 151	General Physics I	4
or PHYS 171	University Physics I	
PHYS 152	General Physics II	4
or PHYS 172	University Physics II	

The Pharmaceutical Sciences Major must also complete at least 7 credits from the following:

BIO 260	Biology of Microorganisms (4 credits)	
BIO 321	Cell Biology (4 credits)	
BIO 348	Genetics (4 credits)	
BIO 351	Immunology (3 credits)	
BIO 420	Molecular Biology (4 credits)	
BIO 430	Pharmacology (3 credits)	
CHEM 425	Biochemistry (4 credits)	
CHEM 426	Advanced Biochemistry (4 credits)	

The pharmaceutical sciences major must also complete the following 27 credits in the pharmacy curriculum as a Doctor of Pharmacy Student

PHAR 310	Pharmacy Biochemistry	3
PHAR 312	Pharmacy Anatomy and Physiology	5
PHAR 314	Pharmacy Microbiology	4
PHAR 320	Pharmaceutics I	2
PHAR 322	Pharmaceutics II	4
PHAR 330	Pharmacology and Medicinal Chemistry I	3
PHAR 340	Pharmacy and the Health Care System	3
PHAR 350	Pharmacotherapy I: Self Care	2
PHAR 352	Pharmacy Calculations	1

**Total Hours** 68

## Philosophy Major (M)

With its strong emphasis on a dialogue between Christian thought and secular philosophies, the Philosophy major explicitly upholds CUW's Mission statement, by helping students develop their mind "for service to Christ in the church and the world." More specifically, the Philosophy major fosters deep examination of who we are, what is real, and how we are called to think and act, thereby promoting intellectual development and self-knowledge for the student's personal growth and well-being and providing insights for Christian action in the world.

### Program Learning Outcomes

- Vocation and Personal Application: Students will grow in their relationship with Christ and will put his teachings into practice in their vocations.
- Communication and Culture: Students will observe, assess, and interpret today's cultures and world views. Students will be familiar

with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups.

- Research Skills: Students will demonstrate an understanding of research skills in the discipline.
- Logic: The student will learn and use logic for argumentation.
- Ethics: The student will learn a variety of ethical theories and use them in practical problem solving.
- Epistemology: The student will learn a variety of theories of knowledge and study their implications for what can be known and how we know it.
- Metaphysics: The student will learn a variety of metaphysical theories and study their implications for what exists and why it exists.
- History of Philosophy: The student will learn the most important contributions of the great ancient, medieval, and modern philosophers.
- Apologetics: The student will become a competent defender of the Christian faith against the objections leveled by rival worldviews

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>37</b>
<b>Electives</b>		<b>38</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament (Bible Content) <sup>1</sup>	
REL 204	Biblical Theology (Christian Doctrine) <sup>1</sup>	
<b>Required Courses</b>		
PHIL 201	Central Texts of Philosophy	3
PHIL 211	Elementary Logic	3
PHIL 250	Moral Philosophy	3
PHIL 325	Christian Apologetics	3
REL 203	New Testament <sup>2</sup>	3
PHIL 491	Senior Seminar I	1
PHIL 492	Senior Seminar II	3
PHIL 400	Ancient Philosophy	3
PHIL 410	Medieval Philosophy	3
PHIL 450	Modern Philosophy	3
<b>Major Electives</b>		
<i>Select nine credits of the following:</i> <sup>3</sup>		9
PHIL XXX		
ENG 350	Classical & Modern Rhetoric	
ENG 475	Literary Criticism	
POLS 410	Faith and Politics	
REL 333	A Survey of Christian Thought	
SCI 275	Cosmogony	
<b>Total Hours</b>		<b>37</b>

<sup>1</sup> In exceptional circumstances, students may petition the Philosophy Department for approved course substitutions.

<sup>2</sup> To complete the pair with REL 201 Old Testament in the core

<sup>3</sup> Majors may substitute one of the following approved 3 credit non-PHIL classes with other approved courses relevant to the student's special area of interest in philosophy (e.g. a relevant history course if they are interested in philosophy of history, a relevant science course if interested in philosophy of science).

## Photography Major (M)

Addressing the whole student - body, mind and spirit, the purposes of the Art Program are 1) to nourish the senses (particularly the visual and tactile) in order to make the student more perceptive and visually responsive to life experiences and visual phenomena; 2) to cultivate the mind to design and solve problems through manipulating media in search of elegant, aesthetic and technically proficient solutions; and 3) to encourage and support Christian faith and practice by exploring the intersection of the visual arts and Christianity and leading the student through digital processes that translate intangible substance (concepts and emotions) into tangible material. It is a purpose of the Concordia University Program in Art to produce graduates who, as people of faith, are diligent, reflective, compassionate, highly skilled, visually articulate, and successful in their lives and in their vocations.

The Photography major is designed to prepare the student for the fast paced world of professional photography and photo journalism. With that objective in mind, students are involved in a range of courses that will include commercial photography, grant writing, digital programs, art history, photographic history, and graphic design. At the same time, and at all levels, students will be informed of ethical practices, the role of Christian values in artistic creation and professional life, professional practices, engagement in community service, and networking strategies essential for the professional world. Through a focused curriculum in photography and associated courses in the arts, it is the intention of the program to prepare students for a rapidly and ever-changing artistic world. Photography majors are encouraged to complete a minor. An Animation minor is strongly recommended to help students develop the skills they will need to channel their talents into a successful career. Program requirements include purchase of a Mac laptop (available at reduced prices via [my.cuw.edu](http://my.cuw.edu) (<http://my.cuw.edu/>)).

### Program Learning Outcomes

Students will:

- Describe relationships that exist between the visual arts and the Christian faith;
- Formulate and creatively solve visual problems.
- Communicate effectively in a range of media.
- Apply appropriate historical knowledge in the creation, description and analysis of works of visual art. Art and design are viewed as technical, spiritual/philosophical, and social endeavors.
- Demonstrate technical proficiency and aesthetic sensibility relative to observational drawing, composition, and the manipulation of visual arts media, including appropriate computer/digital applications.
- Evaluate personal art work and the art work of others.
- Selflessly share gifts and skills with others through teaching, community activities, and volunteerism.
- Prepare documents/artifacts and practice strategies to seek employment or to advance in a chosen field.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>58</b>
<b>Electives</b>		<b>17</b>
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
ART 111	2-D Composition	3
ART 130	Digital Photography I	3
ART 145	Drawing for Art Majors	3
ART 231	Photography II	3
ART 285	Art History I	3
ART 286	Art History II	3
ART 360	Special Topics in Photography <sup>1</sup>	12
ART 362	Photographing for Social Media	3
ART 383	History of Photography	3
ART 430	Internship	3
ART 450	Senior Portfolio/Exhibition	1
GD 111	Graphic Design II	3
GD 360	Web Design I	3
ENG 246	Creative Writing	3
	or COMM 265 Journalism	
COMM 339	Film & Video Production	3
	or GD 375 Motion Graphics I	
COMM 439	Advanced Film and Video Production	3
	or GD 380 Motion Graphics II	
Art Elective		3
<b>Total Hours</b>		<b>58</b>

<sup>1</sup> The Special Topics course would change for each student depending on their particular emphasis. Special Topics would be taught 4 times. The topic emphasis would rotate or become more advanced for each section. Examples could be - Fashion, Documentary Essay, Performance (sports, entertainment), Visual Books, Experimental Media, the Human Form, Styling, and so forth.

## Political Science Major (M)

The Political Science major equips students to make an impact on the public square in a variety of vocations. Based on a Christian worldview, students develop writing, speaking, critical thinking, and research skills to be well prepared for a plethora of professions, with an emphasis on contributing toward the good of society. Today's society needs well-prepared students who bring a passion to addressing the nation's and world's pressing problems and issues, and the major aims to produce such Christian political leaders.

The Political Science major consists of 37 credits, including 31 required credits and 6 elective credits, chosen from a list of approved courses. In addition to this course work, all students are required to complete an internship of at least 3 credits at the local, state, or national political level,

which students may fulfill through a dynamic Washington, D.C., semester program. Students must also complete a minor.

Within the required credits, students are expected to complete a three-course sequence (7 credits), starting in the junior year with Experimental Psych Methods (PSY 350), followed by Research Proposal (POLS 492) and Senior Seminar (POLS 490) in their senior year. These courses culminate in a research thesis that demonstrates to potential employers or graduate schools the student's ability to conduct research and write professionally.

The Political Science major prepares students for graduate and professional study as well as careers in government, law, journalism, non-profit organizations, education, and the military.

## Program Learning Outcomes

- **Knowledge Base of Political Science:** Demonstrates familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in Political Science.
- **Research Methods in Political Science:** Understand and apply basic research methods in Political Science, including research design, data analysis, and interpretation.
- **Critical Thinking Skills in Political Science:** Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to political behavior and processes.
- **Application of Political Science:** Understand and apply political principles to personal, group, and social issues.
- **Values in Political Science:** Appreciate the role that religion, faith, and Christianity play in the civic realm; value empirical evidence; understand partisan differences; act ethically; and reflect other values that are the underpinnings of Political Science as a science.
- **Information and Technological Literacy:** Demonstrate information competence and the ability to use computers and other technology for many purposes.
- **Communication Skills:** Communicate effectively in a variety of formats.
- **Sociopolitical and International Awareness:** Recognize, understand, and respect how the complexity of sociopolitical and international diversity affects political processes.
- **Personal Political Development:** Develop insight into their own and others' political behavior and apply effective strategies for self-management and self-improvement in politics in the context of a Christian worldview, underpinned by the Lutheran two-kingdom theology.
- **Career Planning and Development:** Set realistic goals for implementing their political knowledge, skills, and values in vocations in a variety of settings, guided by integrating their faith into the public square.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>37</b>
<b>Electives</b>		<b>38</b>
Minor: Required		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
MATH 205	Statistics I (Natural World)	
PSY 101	General Psychology (Human Beings Being Human)	
<b>Required Courses</b>		
POLS 101	Introduction to Political Science	3
POLS 201	American Government	3
POLS 300	Comparative Politics	3
POLS 310	International Relations	3
POLS 359	Constitutional Law	3
POLS 410	Faith and Politics	3
POLS 480	Internship/Fieldwork	3
PSY 350	Experimental Psychology	3
POLS 490	Senior Seminar	3
POLS 492	Research Proposal	1
<i>Policy Course</i>		
Select one of the following:		3
LEGL 230	Environmental Law & Politics	
POLS 285	American Politics and Health Care Policy	
<b>Major Electives</b>		
Select two of the following courses not already counted in the major:		6
POLS 255	Presidency	
POLS 285	American Politics and Health Care Policy	
LEGL 230	Environmental Law & Politics	
JPP 104	Introduction to Courts	
JPP 288	Terrorism	
JPP 414	White Collar Crime	
<b>Total Hours</b>		<b>37</b>

## Psychology Major (M)

The mission of the Psychology program is to increase the awareness of the boundaries and applications of psychology, foster intellectual development and problem solving, and encourage students to serve others within the context of Christian faith. The Psychology program is committed to cultivating multicultural awareness and appreciation for the magnificence of God viewed through human diversity. The program prepares students to pursue helping professions and/or graduate study.

Psychologists find great meaning in helping other people build lives of wellness and emotional resilience. Most careers and vocations involve working with people which means the possibilities of where a Psychology degree can take you are endless. The Psychology program aims to produce students who are engaged citizens active in serving their communities. The program integrates faith and learning, providing students with opportunities for growth and leadership.

## Program Learning Outcomes

Goal 1: Knowledge Base in Psychology

- Describe key concepts, principles, and overarching themes in psychology, including from a Christian perspective.
- Develop a working knowledge of psychology's content domains
- Describe applications of psychology

## Goal 2: Scientific Inquiry and Critical Thinking

- Use scientific reasoning to interpret psychological phenomena
- Demonstrate psychology information literacy
- Engage in innovative and integrative thinking and problem solving, including from a Christian perspective.
- Interpret, design, and conduct basic psychological research
- Incorporate sociocultural factors in scientific inquiry, including from a Christian perspective.

## Goal 3: Ethical and Social Responsibility in a Diverse World

- Apply ethical standards to evaluate psychological science and practice
- Build and enhance interpersonal relationships
- Adopt values that build community at local, national, and global levels, including from a Christian perspective.

## Goal 4: Communication

- Demonstrate effective writing for different purposes
- Exhibit effective presentation skills for different purposes
- Interact effectively with others

## Goal 5: Professional Development

- Apply psychological content and skills to career goals
- Exhibit self-efficacy and self-regulation
- Refine project-management skills
- Enhance teamwork capacity
- Develop meaningful professional direction for life after graduation

## Goal 6: Apply a Biblical Worldview to Psychology Coursework

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
Major Requirements		37
Electives		38
Minor: Required		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
COMM 105	Public Speaking (Communication and Language)	
MATH 205	Statistics I (Natural World)	
<b>Recommended Core Course</b>		
BIO 146	Essentials of Anatomy and Physiology (Natural World)	
<b>Required Courses</b>		
PSY 101	General Psychology	3
Select one of the following Development Courses:		3
PSY 221	Child Development	
PSY 222	Adolescent Development	
PSY 230	Life Span Development	
PSY 205	Theories of Learning	3
COMM 201	Interpersonal Communication	3

PSY 310	Theories of Personality	3
PSY 315	Social Psychology	3
PSY 350	Experimental Psychology	3
PSY 425	Abnormal Psychology	3
PSY 450	Psychology Practicum	3
PSY 485	Research Proposal	1
PSY 490	Psychology Senior Seminar	3

### Major Electives

Two 300 or 400 Level Psychology Electives <sup>1</sup>	6
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**Total Hours** **37**

<sup>1</sup> PSY 445 Principles of Counseling is a recommended elective to be taken during spring of junior year.

## Admission to Senior Status in Psychology

The following criteria have been established for students to be admitted to Senior Status in the Psychology program. (Application is generally made in the second semester of the junior year.)

1. Successful completion of 90 semester hours of credit
2. Cumulative GPA of 2.5 (will apply to students admitted, beginning in 2011)
3. GPA of 2.75 for Psychology coursework (will apply to students admitted, beginning in 2011)
4. Submission of completed application form (will apply to students admitted, beginning Fall 2013)
5. Completion of professional portfolio (will apply to students admitted, beginning Fall 2013)
6. Completion of application interview (will apply to students admitted, beginning Fall 2013)

Placement into clinical or professional practicum settings requires that a student be knowledgeable, confident, and demonstrate the highest potential for success. Enrollment in the Psychology Practicum, Research Proposal and Senior Seminar requires a student to be well-grounded in psychological theory/practice and to be capable of conducting research in the field. Students must meet the requirements above for Senior Status in the Psychology program before they may enroll in Practicum, Research Proposal and Senior Seminar.

## Spanish Major (M)

In order to be of service in the Church and in the World, the Department of Multicultural Studies helps students gain communicative and cultural competence in order to reach out to those in other places.

A semester or summer of study abroad is also required for a major. Required courses for the major may be fulfilled during study abroad. SPAN 101 Beginning Spanish I and SPAN 102 Beginning Spanish II do not count toward the major.

The Spanish major consists of 33 hours of course work including an in-depth study of language courses, as well as courses in culture, civilization, literature, linguistics, advanced grammar, and Spanish for the professions. The major is intended to either compliment a double-major, be a stand-alone major, or can also be studied in conjunction with the Education K-12 major through the School of Education. The major is designed to prepare students for linguistic proficiency and cultural competency to meet the demands of the diverse working world, and to

live out Concordia’s mission of service to Christ in the Church and the World. Incoming students are encouraged to meet with faculty from the Multicultural Studies department to determine placement in the language course sequence. The highest placement allowed by Concordia is Span 301, and retroactive credits are available for prior courses (down to Span 101) upon successful completion of the initial language course taken at Concordia.

### Program Learning Outcomes

Students will:

- Demonstrate a historical and contemporary understanding of Christian Faith as it intersects with other major worldviews in the Hispanic World
- Evaluate cultural practices and perspectives of the target cultures with their own by comparing and contrasting.
- Evaluate cultural practices, studies of race and ethnicity, language, faith, and culture through a wide range of disciplines.
- Critically analyze and authentic text in the target language.
- Create oral discourse with the appropriate level of proficiency
- Create and evaluate their own writing in the target language and demonstrate an appropriate level of grammatical fluency
- Analyze data effectively to gain cultural insights on the diverse nature of the Spanish-speaking world.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>33</b>
<b>Electives</b>		<b>42</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
SPAN 301	Spanish Conversation and Composition	3
SPAN 307	Linguistics	3
SPAN 331	Advanced Spanish Grammar	3
SPAN 490	Senior Seminar	3
<b>Major Electives</b>		
Upper level electives in Spanish		15
<b>Total Hours</b>		<b>33</b>

A semester or summer of study abroad is also required for a major. Required courses for the major may be fulfilled during study abroad . SPAN 101 Beginning Spanish I/Begin Spanish I and SPAN 102 Beginning Spanish II/Begin Spanish II do not count toward the major.

## Technical and Professional Communication Major (M)

The overarching goal of the Technical and Professional Communication program is to prepare graduates to take complex information and make it consumable to internal and external audiences who may not have

discipline-specific knowledge. Graduates will become more aware of the forms of communication and communication processes in order to successfully convey their messages. Courses in the major will emphasize written, oral, and digital communication skills.

### Program Learning Outcomes

Students will:

- Develop and present cogent, coherent, and accurate writing for general and specialized audiences.
- Communicated effectively to audiences by listening actively and responding constructively as Scripture instructs within various contexts.
- Draw from various disciplines to describe orally and in writing how existing knowledge or practice is advanced, tested, and revised in each core field studied.
- Distinguish and examine communication-related problems from a Christian perspective to better serve society.
- Cultivate appropriate organizational skills related to professionalism, work ethics, and attitude.
- Analyze complex data and be able to combine them into easily-understandable presentations utilizing excellent critical thinking skills.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		<b>45</b>
<b>TPC Track</b>		<b>6-9</b>
<b>Electives - A Minor is required (Min 18 credits)</b>		<b>21-24</b>
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
COMM 105	Public Speaking (Counts as Core - Communication and Language)	
GD 110	Graphic Design I (Counts as Core - Creativity and Expression)	
<b>Required Major Courses</b>		
BCOM 247	Business Writing	3
BCOM 300	Group Dynamics	3
COMM 201	Interpersonal Communication (Can not be used as University Core Communication Course)	3
COMM 205	Advanced Public Speaking	3
COMM 260	Social Media	3
COMM 265	Journalism	3
COMM 280	Careers in Communication	3
COMM 333	Servant Leadership	3
COMM 335	Technical Writing and Speaking	3
COMM 339	Film & Video Production	3
COMM 399	Visual Rhetoric	3
COMM 435	Critical Thinking and Information Dissemination	3
COMM 460	Cross-Cultural Communication	3
COMM 470	Internship	3



COMM 490	Research Seminar	3
<b>Total Hours</b>		<b>45</b>

Code	Title	Hours
<b>TPC Track (Select one of the following three tracks.)</b>		
<i>Health Care Track</i>		
RSC 106	Medical Terminology	1
PHIL 350	Bioethical Dilemmas in Contemporary Society	3
MBA 620	Economics and Public Policy of Health Care	3
BIO 146	Essentials of Anatomy and Physiology (Strongly recommended)	
<i>High-tech Literacy Track</i>		6
CSC 150	Foundations of Computer Science (Strongly recommended)	
CSC 180	Systems Integration	3
CSC 420	User Experience and Interactive Systems	3
<i>Corporate/Org Track</i>		9
BCOM 380	Organizational Communication	3
or MGMT 340	Organization Behavior	
MKTG 345	E-Commerce	3
MBA 513	Business Foundations for Administrative Professions	3

## Theological Languages Major (M)

The Theology Department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

Students learn Hebrew, Greek, and either Latin or German in order to read the Bible and major theological works. The curriculum enables students to attain a high level of competency for reading the Bible in its original languages and is an excellent preparation for graduate work in theology. **All pre-seminary students take at least the minor.**

### Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, and appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will recognize Greek vocabulary, distinguish between the various parts of speech, analyze Greek morphology, and apply rules of syntax in order to create translations of Greek texts that represent a synthesis of Greek vocabulary, morphology, and syntax.

- Students will recognize Hebrew vocabulary, distinguish between the various parts of speech, analyze Hebrew morphology, and apply rules of syntax in order to create translations of Hebrew texts that represent a synthesis of Hebrew vocabulary, morphology, and syntax.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b> <sup>1</sup>		<b>39</b>
<b>Electives (credits will vary depending on Major(s) and Minor selected)</b>		<b>42</b>
Major: Applied Theology (recommended)		
Minor: Required (minimum 18 credits) <sup>2</sup>		
<b>Total Hours</b>		<b>126</b>

<sup>1</sup> This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

<sup>2</sup> If Theological Languages major is taken with another major (Applied Theology recommended), then no minor is required.

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
SOC 101	Introduction to Sociology	
ENG 245	Advanced Writing	
or ENG 246	Creative Writing	
GRK 201	Greek I	
REL XXX	Theology Elective (It is strongly recommended that the theological elective be fulfilled by taking an upper-level course in biblical content.)	
<b>Recommended Core Courses</b>		
For 3 credits of the Human Beings and Being Human requirement, it is recommended to select:		
SCI 275	Cosmogony	
OR Any PHIL course except PHIL 101		
<b>Required Courses</b> <sup>1</sup>		
(One of the language courses (normally GRK 201 - Greek I) is counted in the core, not in the major)		
GER (4 credits)/LAT Language Elective I		3
GER (4 credits)/LAT Language Elective II (Second semester of Language Elective I)		3
GRK 202	Greek II	3
GRK 303	Greek III	3
GRK 304	Greek IV	3
HEB 301	Hebrew I	3
HEB 302	Hebrew II	3
HEB 401	Hebrew III	3
HEB 402	Hebrew IV	3
GRK 403	Greek V	3
or HEB 413	Hebrew V	
GRK 404	Greek VI	3

or HEB 414	Hebrew VI	
REL 203	New Testament	3
Biblical Skills elective (any theological languages course or Bible elective)		3
<b>Total Hours</b>		<b>39</b>

<sup>1</sup> Students who are planning to go to seminary should verify seminary requirements and take COMM 105 Public Speaking as necessary.

## Theology Major (M)

The Theology Department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

The Theology major is intended primarily for students who are preparing for certification as professional church workers such as Directors of Church Ministries (DCMs) or Lutheran School Teachers. The Theology major is not intended to stand alone if you intend to serve as a church work professional. For this reason an internship in the appropriate area of professional church work is included in the requirements. Other students interested in theological study should consider a minor (p. 222) or major in Christian Thought (p. 192).

### Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, and appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will develop an appreciation for how God has worked in history, recognize key figures and movements in the life of the Church, and identify the state of theology today.
- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements <sup>1</sup></b>		<b>30</b>
Electives		51

Minor: Required (minimum 18 credits)	
<b>Total Hours</b>	<b>126</b>

<sup>1</sup> This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
Any REL course with a number above 204		
<b>Required Courses</b>		
REL 203	New Testament	3
<i>Theology/Philosophy Course</i>		
Select one of the following: 3		
REL 404	Lutheran Confessions ( recommended for all church-work students )	
REL 347	Law and Gospel in the Life of the Church	
REL 333	A Survey of Christian Thought	
PHIL 325	Christian Apologetics	
PHIL 334	Christ and Culture	
<i>Office of Church Worker Course</i>		
ED 4411	The Profession and Ethics of Teaching (for education students)	3
or REL 312 Office of the Professional Church Worker		
<i>Internship Course</i>		
Select one of the following: 3		
REL 420	Church Ministries Internship	
ED 44XX Student Teaching (for education students)		
<i>Religious Education Course</i>		
Select one of the following: 3		
REL 229	Religious Education of Youth and Adults	
REL 233	Communicating Bible Messages	
ED 2306	Teaching the Faith (for education students)	
<i>Comparative Religion Course</i>		
REL 310	Religion in America Today	3
or REL 410 World Religions		
<i>Theology Course in Outreach</i>		
Select one course in evangelism, missions, etc. 3		
<i>Bible Course</i>		
Select one OT course and one NT course 6		
REL 440	Lutheran Worship: Theology and Practice	3
<b>Total Hours</b>		<b>30</b>

## Visual Communication Major (M)

The Visual Communication major consists of 58 credit hours of course work, 12-18 of which are completed through a cooperative program with the Milwaukee Institute of Art & Design (MIAD). To enroll in MIAD courses, students must have a 3.50 minimum GPA in all prior course work in the major. MIAD is just a 25-minute drive from our Mequon Campus and offers the very latest in graphic design technologies. A student

graphic design lab is available on the Concordia University campus for students completing course work at MIAD. In addition to the 45-credit Liberal Arts core requirements and required courses listed, all Visual Communication majors are encouraged to complete a minor. An Animation minor is strongly recommended to help students develop the skills they will need to channel their talents into a successful career. Program requirements include purchase of a Mac laptop (available at reduced prices via [my.cuw.edu](http://my.cuw.edu) (<http://my.cuw.edu/>)).

For specific information about MIAD courses please visit the MIAD website at [www.miad.edu](http://www.miad.edu).

## Program Learning Outcomes

Students will:

- Formulate and creatively solve visual problems.
- Communicate effectively in a range of media.
- Apply appropriate historical knowledge in the creation, description and analysis of works of visual art. Art and design are viewed as technical, spiritual/philosophical, and social endeavors.
- Demonstrate technical proficiency and aesthetic sensibility relative to observational drawing, composition, and the manipulation of visual arts media, including appropriate computer/digital applications.
- Evaluate personal art work and the art work of others.
- Selflessly share gifts and skills with others through teaching, community activities, and volunteerism.
- Prepare documents/artifacts and practice strategies to seek employment or to advance in a chosen field.

## Curriculum

Code	Title	Hours
Core Requirements (p. 28)		45
<b>Major Requirements</b>		
Concordia Required Courses		45
MIAD Required Courses		12
CUW or MIAD Major Elective		6
<b>Electives</b>		12
Minor: Optional (18 Credits Minimum)		
<b>Total Hours</b>		120

## Major Requirements

Code	Title	Hours
<b>Required Courses (Concordia Campus)</b>		
ART 111	2-D Composition	3
ART 130	Digital Photography I	3
ART 145	Drawing for Art Majors	3
ART 246	Color & Media Dynamics	3
ART 282	Typography I	3
ART 285	Art History I	3
ART 286	Art History II	3
ART 310	History of Design	3
ART 312	3-D Modelling	3
ART 450	Senior Portfolio/Exhibition	1
GD 110	Graphic Design I	3
GD 111	Graphic Design II	3
GD 360	Web Design I	3

GD 361	Web Design II	3
GD 460	Graphic Outlook-Practicum I	3
<b>Electives: any CUW or MIAD Major Elective</b>		<b>6</b>
<b>Required Courses (MIAD Campus)</b>		
CD 200	Communication Design I	3
CD 201	Communication Design II	3
CD 203	Typography II	3
CD 305	Communication Design III	3
<b>Total Hours</b>		<b>61</b>

## Minors

- Art Minor (Non-Licensable) (M) (p. 219)
- Artificial Intelligence & Robotics Minor (M) (p. 219)
- Athletic Coaching Minor (M) (p. 219)
- Biblical Studies Minor (M) (p. 219)
- Bioethics Minor (M) (p. 220)
- Biology Minor (M) (p. 220)
- Chemistry Minor (M) (p. 221)
- Christian Service Learning & Leadership Minor (M) (p. 221)
- Christian Thought Minor (M) (p. 222)
- Classical Pedagogy Minor (M) (p. 222)
- Computer Animation Minor (M) (p. 222)
- Cybersecurity Minor (M) (p. 223)
- Data Science Applied Analytics Minor (M) (p. 223)
- Director of Church Ministries Minor for Parish Music Major (M) (p. 223)
- Director of Church Ministries Minor with Related Majors (M) (p. 223)
- English Minor (M) (p. 224)
- Environmental Studies Minor (M) (p. 224)
- Ethics Minor (M) (p. 224)
- Game Programming Minor (M) (p. 225)
- History Minor (M) (p. 225)
- Human Biology Minor (M) (p. 225)
- Information Systems Minor (M) (p. 225)
- Law and Politics Minor (M) (p. 225)
- Mass Communication Minor (M) (p. 226)
- Mathematics Minor (M) (p. 226)
- Missions Minor (M) (p. 226)
- Music Minor (M) (p. 227)
- Philosophy Minor (M) (p. 227)
- Photography Minor (M) (p. 227)
- Psychology Minor (M) (p. 228)
- Social Science Minor (M) (p. 228)
- Software Engineering Minor (M) (p. 228)
- Spanish Minor (M) (p. 228)
- Sports Media Minor (M) (p. 229)
- Technical and Professional Communication Minor (M) (p. 229)
- Theatre Minor (M) (p. 229)
- Theological Languages Minor (M) (p. 230)
- Theology Minor (M) (p. 230)
- Visual Communications Minor (M) (p. 230)

- Women’s Studies Minor (M) (p. 231)
- Writing Emphasis Minor(M) (p. 231)
- Youth Ministry Minor (M) (p. 231)

## Art Minor (Non-Licensable) (M)

The Art minor is chosen by majors from many fields. An art minor is particularly of value to majors in Elementary Education, Early Childhood Education, or Communication. Students pursuing the Art minor take a variety of studio courses and complete work in art history. In addition to courses in their major and the 45-credit Liberal Arts core requirements, art minors complete 21 credits of Art course work.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ART 145	Drawing for Art Majors	3
ART 246	Color & Media Dynamics	3
ART 285	Art History I	3
ART 286	Art History II	3
<i>Choose 1</i>		
ART 110	Design Fundamentals	3
ART 210	3-D Design	3
GD 100	Digital Design Fundamentals	3
<i>Studio Electives - Choose 2</i>		
		6
Note: one elective must be a GD course if GD100 was not taken above		
<i>Optional Senior Show</i>		
ART 450	Senior Portfolio/Exhibition (offered Spring semester only)	3
<b>Total Hours</b>		<b>21</b>

## Artificial Intelligence & Robotics Minor (M)

The Artificial Intelligence and Robotics minor focuses on applied aspects of Computer Science related to Artificial Intelligence. Students will be introduced to modern techniques in software development, machine learning, and data science which are strongly emerging in the technology industry.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 200	Coding I- Fundamentals	3
CSC 250	Coding II - Algorithms	3
CSC 300	Coding III- Data Structures	3
CSC 415	Artificial Intelligence	3
CSC 417	Advanced Artificial Intelligence	3
CSC 419	Machine Learning and Robotics	3
<b>Total Hours</b>		<b>18</b>

## Athletic Coaching Minor (M)

The Athletic Coaching minor prepares students to coach sports in a variety of settings, including schools and community leagues, by

meeting the standards developed by the National Association for Sport and Physical Education (NASPE). This minor can be paired with many different majors throughout the university, but cannot be paired with the major in Exercise Physiology.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BIO 191 or BIO 146	Human Anatomy and Physiology I Essentials of Anatomy and Physiology	4
HHP 209 or HHP 130	First Aid and CPR Advanced Weight Training	2
Take 9 credits from the following list of courses:		9
HHP 280	Psychology of Sport	
HHP 371	Exercise Physiology	
HHP 373	Motor Development	
HHP 375	Biomechanics	
HHP 490	Coaching Practicum	
MSAT 272	Intro-Athletic Training	
<b>Coaching Theory Electives</b>		
Select two of the following:		4
HHP 282	Theory and Techniques of Coaching Basketball	
HHP 284	Theory and Techniques of Coaching Football	
Other Theory/Tech Coaching classes can be taken as IS but are not regularly offered		
<b>Total Hours</b>		<b>19</b>

## Biblical Studies Minor (M)

The Biblical Studies minor forms students to serve Christ in the church and in the world with a focus on the Bible. Students will learn the main message of the Bible and will begin to mine its depths in order to prepare for professional church work, study for graduate school in Christian theology or a related field, or be a more informed lay leader in a Christian congregation. This study is a good foundation for further work not only in the Lutheran Church - Missouri Synod but for all Christian denominations.

As a student, you will explain and analyze the basic tenets of the Christian faith. Through this understanding, you will apply the Christian worldview and doctrines to current situations and to historical programs and situations. Grow in your relationship with Christ and put His teachings into practice in your own life.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
REL 333	A Survey of Christian Thought	
<b>Required Courses</b>		
REL 203	New Testament	3
<b>2 Courses in Biblical Content</b>		<b>6</b>
one Old Testament upper level Bible course and one New Testament upper level Bible course		
<b>Select either the language track or the theology track</b>		<b>9</b>
<i>I. Language Track</i>		

GRK 201	Greek I
GRK 202	Greek II
GRK 303	Greek III
<b>OR</b>	
HEB 301	Hebrew I
HEB 302	Hebrew II
HEB 401	Hebrew III
<i>II. Theology Track</i>	
Choose 9 credits of upper level REL courses (Biblical content courses are strongly recommended)	
<b>Total Hours</b>	<b>18</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Bioethics Minor (M)

This 21-credit undergraduate minor in Bioethics offers undergraduate students the opportunity to engage in discussion and examination of the ethical questions that arise in biology and health care. Topics are examined from theoretical as well as practical perspectives through the analysis of specific cases and issues from a variety of disciplines such as medicine, law, theology, philosophy, political science, and psychology. A minor in Bioethics is a perfect complement to many majors and career paths:

- Pre-medicine
- Nursing
- Rehabilitation sciences
- Exercise physiology
- Athletic training
- Theology
- Philosophy
- Social work
- Pre-pharmacy
- Business
- Pre-law
- Education

Concordia University Wisconsin is a unique institution in the Concordia University System because we have a large population of health care students who would especially benefit from a minor in Bioethics. Students with a minor in Bioethics would be qualified to serve on hospital ethics committees, institutional review boards, and other ethics committees. This added qualification would make any student an attractive hire for the health care field, the private sector, and governmental agencies. This program accepts 6 credits of elective courses, allowing students to tailor their own programs to their specific needs and interests.

### Minor Program Goals

- Foster students' sensitivity to the moral dimensions of science, health care delivery, and research.
- Develop a deep appreciation for confessional, Lutheran approaches to life issues.
- Provide students with the knowledge and methods to analyze ethical issues in biology and health care.

- Enable students to make the best possible decisions when faced with dilemmas involving bioethics.
- Promote student involvement in bioethical dialog at the local, state, and national levels.
- Model an attitude of respect for all points of view.
- Enable students to be leaders in the church as it attempts to address troubling ethical issues involving biology and health care.

## Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
CCE 120	Western Thought & Worldview	
REL 201	Old Testament (Bible Content)	
REL 204	Biblical Theology (Christian Doctrine)	
<b>Recommended Liberal Arts Dimensions Courses</b>		
PHIL 250	Moral Philosophy	
Any REL course with a number above 204		
<b>Required Minor Courses</b>		
PHIL 221	Human Dignity	3
PHIL 350	Bioethical Dilemmas in Contemporary Society	3
POLS 285	American Politics and Health Care Policy	3
REL 203	New Testament <sup>1</sup>	3
REL 287	Christian Care Giving	3
<b>Minor Electives</b>		
Select two of the following: <sup>2</sup>		6
PHIL 240	Environmental Ethics	
PHIL 309	History and Philosophy of Science	
PHIL 325	Christian Apologetics	
PHIL 334	Christ and Culture	
PHIL 460	Research Ethics	
REL 376	Christian Ethics	
PSY 315	Social Psychology	
SCI 275	Cosmogony	
SW 375	Understanding Death and Dying	
SW 392	Aging and the Social Environment	
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> To complete the pair with REL 201 Old Testament in the core.

<sup>2</sup> At least one elective must carry an REL or PHIL prefix.

## Biology Minor (M)

A Biology minor is offered to those students who want a more detailed knowledge of living organisms/systems and how they affect the world in which we live.

### Curriculum

Code	Title	Hours
<b>Recommended Core Course</b>		
PHIL 240	Environmental Ethics (Human Beings & Being Human)	
or PHIL 350 Bioethical Dilemmas in Contemporary Society		
<b>Required Courses: The biology minor consists of 6 required classes (21-24 credits). Note that prerequisites may apply.</b>		

1.			
BIO 141	General Biology I	4	
or BIO 151	Functional Human Biology I		
2.			
BIO 142	General Biology II	4	
or BIO 152	Functional Human Biology II		
3.	Any biology or related class (see list below) (3-4 crs.)	3-4	
4.	Any biology or related class (see list below) (3-4 crs.)	3-4	
5.	Any class with a BIO or ENV prefix numbered 200 or higher (3-4 crs.)	3-4	
6.	Any class with a BIO or ENV prefix numbered 200 or higher that includes a lab (4 crs.)	4	
Requirements #3 or #4 may be met by these classes (or by classes on either of the lists below):			
BIO 146	Essentials of Anatomy and Physiology	4	
BIO 149	Medical Microbiology <sup>1</sup>	4	
BIO 156	Environmental Science	4	
BIO 191	Human Anatomy and Physiology I	4	
BIO 192	Human Anatomy and Physiology II	4	
CHEM 425	Biochemistry	4	
CHEM 426	Advanced Biochemistry	4	
ENV 130	Introduction to Sustainability	3	
ENV 160	Introductory GIS	4	
ENV 180	Remote Sensing from Satellites and Drones	3	
RSC 302	Advanced Anatomy	4	
SCI 246	Oceanography	4	
SCI 275	Cosmogony	3	
Requirements #3, #4, or #5 may be met by these classes (or by classes on the list below):			
BIO 285	Pathophysiology	3	
BIO 351	Immunology	3	
BIO 367	Ecology of the Tropics (if taken without BIO 368)	3	
BIO 381	Histology	3	
BIO 399	Biology Internship <sup>2</sup>	1-4	
BIO 430	Pharmacology	3	
BIO 470	Human Physiology	4	
ENV 320	Environmental Data Analysis	3	
Requirements #3, #4, #5, or #6 may be met by these classes:			
BIO 240	Zoology	4	
BIO 244	Botany	4	
BIO 260	Biology of Microorganisms <sup>1</sup>	4	
BIO 321	Cell Biology	4	
BIO 348	Genetics	4	
BIO 367 & BIO 368	Ecology of the Tropics and Ecology of the Tropics-Lab	4	
BIO 410	Ecology	4	
BIO 420	Molecular Biology	4	
BIO 499	Undergraduate Research <sup>2</sup>	1-4	
ENV 220	Water Quality and Aquaponics	4	
ENV 240	Native Plants of Wisconsin	4	
ENV 499	Advanced Applied Field Research <sup>2</sup>	1-3	
<b>Total Hours</b>		<b>21-24</b>	

<sup>1</sup> Only one of BIO 149 and BIO 260 may count towards the minor

<sup>2</sup> No more than 4 credits of BIO 399, BIO 499, and or ENV 499 may count towards minor requirements

## Chemistry Minor (M)

A Chemistry minor may be of interest to students who desire a more in-depth understanding of the importance of chemistry in today's world.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CHEM 141	General Chemistry I	4
CHEM 142	General Chemistry II	4
<i>Select at least two chemistry electives from each category below</i>		16
<i>Category I</i>		
CHEM 215	Survey of Organic Chemistry <sup>1</sup>	
CHEM 241	Organic Chemistry I (4 credits) <sup>1</sup>	
CHEM 242	Organic Chemistry II (4 credits) <sup>1</sup>	
CHEM 425	Biochemistry (4 credits)	
CHEM 426	Advanced Biochemistry (4 credits)	
CHEM 435	Advanced Organic Chemistry (4 credits)	
<i>Category II</i>		
CHEM 225	Analytical Chemistry (4 credits)	
CHEM 235	Descriptive Inorganic Chemistry (4 credits)	
CHEM 341	Physical Chemistry I (4 credits)	
CHEM 342	Physical Chemistry II (4 credits)	
CHEM 445	Advanced Inorganic Chemistry (4 credits)	
CHEM 455	Instrumental Analysis (4 credits)	
<b>Total Hours</b>		<b>24</b>

<sup>1</sup> Either CHEM 215 (<https://catalog.cuw.edu/search/?P=CHEM%20215>) Survey of Organic Chemistry or CHEM 241 (<https://catalog.cuw.edu/search/?P=CHEM%20241>) Organic Chemistry I/CHEM 242 (<https://catalog.cuw.edu/search/?P=CHEM%20242>) Organic Chemistry II can be counted toward the minor.

## Christian Service Learning & Leadership Minor (M)

The Christian Service Learning & Leadership minor transforms students via service learning that connects course theory with community engagement. This program fulfills Concordia University's mission to prepare students for "service to Christ in the Church and the World." The CSLL minor (18-19 credits) is earned by completing each of the classes in this list.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSLL 100	Perspectives on Christian Service	3
CSLL 200	Community Engagement	3
COMM 333	Servant Leadership	3
COMM 460	Cross-Cultural Communication	3

CSLL 499	Practicum	3
Elective course with significant service learning		3-4
<b>Total Hours</b>		<b>18-19</b>

## Christian Thought Minor (M)

The world needs leaders who have thought about the Christian faith and how best to share the Gospel with people living in an age of distraction. Christian thought is devoted to the study of the history of Christianity, Christian doctrine, Christian philosophy, apologetics, and ethics. The major and minor provide the opportunity to study the structure of Christian belief and practice. Students are equipped in mind and spirit for service to Christ in the Church and world. These programs are suitable for anyone with an interest in theology and philosophy and a sincere desire to carry out the Great Commission.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
Any REL course with a number above 204 <sup>1</sup>		
<b>Required Courses</b>		
HIST 208	History of Christianity	3
HIST 475	The Reformations	3
PHIL 325	Christian Apologetics	3
PHIL 334	Christ and Culture	3
REL 203	New Testament	3
REL 310	Religion in America Today	3
<i>Minor Elective</i>		
Any 300-level or 400-level class in history, theology, or philosophy.		3
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> Strongly recommended: a course in historical theology, such as REL 333 A Survey of Christian Thought.

## Classical Pedagogy Minor (M)

Classical Education at Concordia embraces a traditional engagement with the Liberal Arts anchored in Christian thought and tailored to the modern world. Classical Education emphasizes not only the holistic development of students—mind, body, spirit—but also the development of content knowledge in the various areas of the Liberal Arts, including language arts, history, philosophy, theology, the fine arts, mathematics and science. Students are encouraged to see the interconnections between these discrete disciplines and to pursue not simply an accumulation of knowledge, but to embark upon a life-long pursuit of Truth. With this solid foundation students are prepared to follow vocations as teachers, in their turn helping develop young people to their fullest potential.

The Classical Education program is intended to prepare students to teach in schools and academies which have adopted a classical paradigm for their curricula and principles of pedagogy. Graduates of the program may be called to positions in schools of the Lutheran Church-Missouri Synod and are eligible to be rostered in the LCMS with the designation “Minister

of Religion—Commissioned, Teacher.” Nevertheless, admission to the program is open to members of any Christian denomination

The Classical Pedagogy minor will help students gain both theoretical knowledge and practical skills that will prepare them for their vocations as Classical educators. Students will develop an understanding of the broader historical and legal context of Classical education and will demonstrate the ability to articulate the philosophy of Classical (particularly Lutheran) education and to distinguish between various educational philosophies and to assess them in light of Lutheran theology. In addition, students will develop facility with teaching methods distinct to Classical (Lutheran) education and will acquire practical experience in a Classical education setting by means of a structured student teaching experience.

All students are required to have a minimum of 12 hours in Classical Latin, 15 hours in Bible and Doctrine, and a distribution of courses in the Humanities and Arts disciplines that make up the traditional education of a “free” citizen, as defined in the Classical world. In order to be eligible to receive a call from a LCMS congregation, the student must also complete successfully all theology courses required of a candidate qualified for a first call as a Minister of Religion—Commissioned.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
PSY 305	Psy of Teaching and Learning	3
ENG 350	Classical & Modern Rhetoric	3
LA 305	Teaching Methods of Classical Education	3
HIST 401	Hist Ed in West Tradit	3
LEGL 325	Lgl Landscape American School	3
LA 499	Classical Education Student Teaching	6
LA 490	Practicum	1-3
<b>Total Hours</b>		<b>22-24</b>

## Computer Animation Minor (M)

The Computer Animation minor introduces you to drawing and design skills which will be applied to basic digital animation for either stand-alone animations or web-based animated graphics. Animation has a wide variety of applications in the fields of Advertising, Graphic Design and Illustration.

### Curriculum

Code	Title	Hours
<b>Animation Minor for Visual Communication &amp; Illustration Majors</b>		
<b>Required Courses</b>		
ART 345	Drawing III	3
ART 445	Drawing IV: Drawing for Animation	3
CSC 210	Animation I	3
CSC 315	Animation II	3
GD 375	Motion Graphics I	3
GD 380	Motion Graphics II	3
<b>Total Hours</b>		<b>18</b>
<b>Animation Minor for Non-Art Majors</b>		
<b>Required Courses</b>		

ART 145	Drawing for Art Majors	3
CSC 210	Animation I	3
GD 110	Graphic Design I	3
GD 111	Graphic Design II	3
GD 375	Motion Graphics I	3
GD 380	Motion Graphics II	3

**Total Hours** 18

## Cybersecurity Minor (M)

A minor which focuses on applied aspects of Computer Science related to Cyber Security. Students will be introduced to modern techniques in software development, penetration testing, and networking which are strongly emerging in the technology industry.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 175	Theory and Fundamentals of Computer Science	3
CSC 180	Systems Integration	3
CSC 200	Coding I- Fundamentals	3
CSC 426	Cybersecurity	3
CSC 428	Penetration Testing	3
CSC 440	Networks & Security	3
<b>Total Hours</b>		<b>18</b>

## Data Science Applied Analytics Minor (M)

This program will develop in students knowledge and skills needed to ethically manipulate and effectively analyze data, both large and small, revealing insights into problem domains.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MATH 202	Calculus II	4
MATH 305	Statistics II	3
CSC 200	Coding I- Fundamentals	3
CSC 250	Coding II - Algorithms	3
DSAA 200	Introduction to Data Science and Analysis	3
DSAA 300	Data Mining and Predictive Analysis	3
DSAA 310	Visual Analytics	3
<b>Total Hours</b>		<b>22</b>

## Director of Church Ministries Minor for Parish Music Major (M)

Students who fulfill a major in a field compatible with church ministries, such as parish music, and who wish to be certified through The Lutheran Church - Missouri Synod as a Director of Church Ministries, may be certified after completing the Church Ministries Minor for Related Majors.

This program equips men and women to serve as a Director of Church Ministries (DCM) in congregations where the church worker solicits,

trains and deploys lay people within the congregation to serve in a variety of service capacities.

Because of the nature of this work, all church ministries students must demonstrate good human relations skills and a life of Christian example. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church – Missouri Synod with the designation “Minister of Religion Commissioned – Director of Church Ministries (DCM).” Concordia University Wisconsin is the only synod school at which this program is offered.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
Any REL course with a number above 204		
<b>Required Courses</b>		
REL 203	New Testament	3
REL 312	Office of the Professional Church Worker	3
REL 404	Lutheran Confessions	3
REL 420	Church Ministries Internship (or a comparable internship from major - agreed upon by all program directors)	3
REL 229	Religious Education of Youth and Adults	3
or REL 227	Youth Ministry: Theology and Practice	
Select one of the following:		3
REL 298	Faith and Culture	
REL 310	Religion in America Today	
REL 410	World Religions	
REL 311	Church in Mission (or REL XXX - any mission or evangelism)	3
REL XXX (any upper level Bible course)		3
<b>Total Hours</b>		<b>24</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

### Program Admission

Application involves steps in addition to application to the university. Applicants for the Church Ministries minor should contact the Church Ministries office for application information.

## Director of Church Ministries Minor with Related Majors (M)

Students who fulfill a major in a field compatible with church ministries, such as parish music, parish nursing, and social work, and who wish to be certified through The Lutheran Church - Missouri Synod may be certified after completing the Church Ministries Minor with Related Majors.

This program equips men and women to serve as a Director of Church Ministries (DCM) in congregations where the church worker solicits, trains and deploys lay people within the congregation to serve in a variety of service capacities.



Because of the nature of this work all church ministries students must demonstrate good human relations skills and a life of Christian example. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church – Missouri Synod with the designation “Minister of Religion Commissioned – Director of Church Ministries (DCM).” Concordia University Wisconsin is the only synod school at which this program is offered.

## Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
Any REL course with a number above 204		
<b>Required Courses</b>		
REL 203	New Testament	3
REL 312	Office of the Professional Church Worker	3
REL 404	Lutheran Confessions	3
REL 420	Church Ministries Internship	3
Religious Education Course		3
Select one of the following:		
REL 229	Religious Education of Youth and Adults	
REL 233	Communicating Bible Messages	
ED 2306	Teaching the Faith	
REL 310	Religion in America Today	3
or REL 410	World Religions	
REL XXX	Theology Course in Outreach (i.e., evangelism, missions)	3
REL XXX	Bible Course: any advanced OT or NT course	3
<b>Total Hours</b>		<b>24</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Program Admission

Application involves steps in addition to application to the university. Applicants for the Church Ministries minor should contact the Church Ministries office for application information.

## English Minor (M)

The study of language, literature, and expression fosters an increased understanding of the creative process, provides insights into the moral and ethical dimensions of ideas, and, in the Christian context of Concordia, explores the value of a life of intellectual curiosity. The English minor makes an ideal pairing with majors in the Humanities, Business, Legal Studies, Health Sciences, Classical Education, and Pre-Seminary tracks.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Language</i>		
ENG 305	English Grammar and Usage	3
or ENG 365	History of the English Language	
<i>Expression</i>		

ENG 245	Advanced Writing	3
or ENG 246	Creative Writing	
<i>American Literature</i>		
ENG 341	American Literature I	3
or ENG 342	American Literature II	
<i>English Literature</i>		
ENG 344	British Literature I	3
or ENG 345	British Literature II	
<i>Minor Electives</i>		
Select six credits of English electives		6
<b>Total Hours</b>		<b>18</b>

## Environmental Studies Minor (M)

An Environmental Studies minor is offered to those students who want a more detailed knowledge of ecosystems and how they affect the world in which we live.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BIO 141	General Biology I	4
BIO 156	Environmental Science	4
BIO 410	Ecology	4
CHEM 105	Elements of General and Biological Chemistry	4
SCI 235	Earth Science	4
Elective subject to Science Faculty approval		3-4
<b>Total Hours</b>		<b>23-24</b>

## Ethics Minor (M)

With an emphasis on dialogue between Christian thought and secular philosophies, the Ethics minor explicitly upholds Concordia's mission by “helping students develop in mind, body, and spirit for service to Christ in the Church and the World.” Specifically, the Ethics minor examines questions about right and wrong, virtue and vice, what it means to live a good life and be a good and wise person, and how Christians can properly love God and neighbor in this morally complex world—thereby promoting intellectual and character development, self-knowledge for the student's personal growth and well-being, and providing insights for thoroughly Christian action in the world.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
PHIL 211	Elementary Logic	3
PHIL 221	Human Dignity	3
PHIL 250	Moral Philosophy	3
PHIL 350	Bioethical Dilemmas in Contemporary Society	3
REL 376	Christian Ethics	3
<i>Minor Electives</i> <sup>1</sup>		
Select three credits from the following:		3
BUS 453	Business Policy and Ethics	
CSC 410	Computational Dilemmas	
HCM 300	Healthcare Ethics	

JPP 415	Ethics in Justice and Public Service
PHIL 460	Research Ethics
REL 298	Faith and Culture
SHB 250	Legal & Ethical Issues of Sport
SW 490	Senior Integrative Seminar

**Total Hours** 18

<sup>1</sup> To satisfy this elective, students shall choose or petition a course not listed in the Minor's Required Classes that demonstrates substantive ethical content to be evaluated by the overseer of the minor.

## Game Programming Minor (M)

The Game Programming minor in Computer Science strives to introduce the student to the tools and techniques commonly used in the game programming industry. Physics engines, blended animations, lighting, and game object scripting are all heavily represented. Various 2D and 3D game genres are also discussed and implemented.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 200	Coding I- Fundamentals <sup>1</sup>	3
CSC 210	Animation I	3
CSC 250	Coding II - Algorithms	3
CSC 300	Coding III- Data Structures	3
CSC 315	Animation II	3
CSC 370	Software Engineering	3
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> Students should consider taking CSC 150 to satisfy the Core Mathematics requirement since CSC 150 is the pre-requisite for CSC 200.

## History Minor (M)

Our History Department will help you develop an understanding of the major events and themes across the eras and around the globe while acquiring the necessary skills to read, write, and speak about history. You'll go beyond the "facts" to reveal the multitude of interpretations offered to help us understand our past.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
U.S. History		3
European History		3
Non-Western/Global History		3
HIST 385	Historical Methods	3
Select one of the following emphases:		9
<i>I. Emphasis in American History</i>		
U.S. History		
European or Non-Western/ Global History		
<i>II. Emphasis in European History</i>		
European History		

U.S. or Non-Western/Global History	
<i>III. Emphasis in Global History</i>	
Non-Western/Global History	
U.S. or European History	
<b>Total Hours</b>	<b>21</b>

## Human Biology Minor (M)

A Human Biology minor is offered to those students who want to start with anatomy and physiology as a basis for understanding human biology.

### Curriculum

Code	Title	Hours
<b>Recommended Core Courses</b>		
PHIL 350	Bioethical Dilemmas in Contemporary Society	
<b>Required Courses</b>		
BIO 191 & BIO 192	Human Anatomy and Physiology I and Human Anatomy and Physiology II	8
<i>Select at least 13 credits from the following courses <sup>1</sup></i>		
BIO 149	Medical Microbiology	4
BIO 285	Pathophysiology	3
BIO 381	Histology	3
BIO 399	Biology Internship <sup>2</sup>	1-4
BIO 470	Human Physiology	4
BIO 499	Undergraduate Research <sup>2</sup>	4
RSC 302	Advanced Anatomy	4
Other classes with the approval of the chair of life and earth sciences		
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> Note that prerequisites may apply

<sup>2</sup> No more than 4 credits of BIO 399 and/or BIO 499 may count towards minor requirements

## Information Systems Minor (M)

A minor which focuses on applied aspects of Computer Science related to Information Systems. Students will be introduced to modern techniques in software development, networking, and systems integration which are strongly emerging in the technology industry.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 175	Theory and Fundamentals of Computer Science	3
CSC 180	Systems Integration	3
CSC 200	Coding I- Fundamentals	3
CSC 426	Cybersecurity	3
CSC 440	Networks & Security	3
CSC 450	Systems Programming	3
<b>Total Hours</b>		<b>18</b>

## Law and Politics Minor (M)

The Law and Politics minor introduces students to the study of politics, while also developing an appreciation for the legal framework within

which politics operates. This minor is a good choice for those interested in public policy and/or considering a career in law. Courses are interactive and discussion based, bridging the theory of law and politics to how the concepts apply at the local, state, national, and international levels, from a Christian perspective. Students engage with professors to study and address key legal and political issues of the day.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
POLS 101	Introduction to Political Science	3
POLS 201	American Government	3
POLS 410	Faith and Politics	3
LEGL 230	Environmental Law & Politics	3
POLS 359	Constitutional Law	3
<b>Minor Elective</b>		<b>3</b>
Select any upper-level POLS or LEGL course		
<b>Total Hours</b>		<b>18</b>

## Mass Communication Minor (M)

As a graduate in the Mass Communication program, you'll leave with all the skills you need to communicate effectively through a variety of channels. Not only will you be a stronger communicator, but you'll also be a better leader. Having studied topics like interpersonal communication and cross-cultural communication, you'll be ready to work with diverse groups of people. You'll also be able to evaluate broadcast news writing and radio dialogue to critically think about the best way to convey your message. What's more, you'll examine issues within the field like building or breaking trust with an audience and analyzing why certain messages are effective. You'll be ready to handle challenges in the field, stand out in the workforce and lead a life full of Christian service.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
COMM 250	Intro To Mass Communication	3
COMM 321	Media Writing	3
COMM 329	Film History	3
or PHIL 371	Philosophy and Film	
COMM 339	Film & Video Production	3
or COMM 351	Radio Production	
<i>Select one of the following:</i>		<b>3</b>
COMM 270	Sports Journalism	
COMM 439	Advanced Film and Video Production	
COMM 347	Animation	
<i>Take three total credits of the following (at least one credit of each course):</i>		<b>3</b>
COMM 191	Beacon-Newspaper (at least one credit each)	
COMM 193	WCUW-Radio	
<b>Minor Electives</b>		
<i>Please select a 3-credit minor elective course not already taken as part of the minor.</i>		
COMM 205	Advanced Public Speaking	
COMM 333	Servant Leadership	
COMM 351	Radio Production	

COMM 354	Gender and Communication	
PHIL 371	Philosophy and Film	
<b>Total Hours</b>		<b>21</b>

## Mathematics Minor (M)

The Mathematics minor will give you a better understanding of areas of mathematics such as calculus and discrete mathematics that can support study in education or a science, or can allow you to pursue a math-related subject in graduate school.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 203	Calculus III	4
MATH 205	Statistics I <sup>1</sup>	3
<b>Minor Electives</b>		
<i>Select two of the following:</i>		
MATH 220	Discrete Math	
MATH 305	Statistics II	
MATH 321	Abstract Algebra	
MATH 325	Linear Algebra and Differential Equations	
MATH 331	Geometry	
MATH 441	Real Analysis	
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> Satisfies the mathematics requirement in the core.

## Missions Minor (M)

God has created you with unique gifts and passions and now, more than ever, people need a hope that is eternal. The Missions minor will allow you to develop your talents while considering the challenges you could face in the mission field. The purpose of the Missions minor is to assist you as you discover the gifts and talents God has given you for service. You will be studying how mission work is accomplished around the globe. A key element of this program is recognizing and deliberating on the challenges that arise in the mission field. Along the way, you'll have opportunities to participate in spring break mission trips, Missions Club, and global trips that will provide you with hands-on experience.

## Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament (Bible Content)	
REL 204	Biblical Theology (Christine Doctrine )	
REL 210	Great Commission Evangelism (Theology Elective )	
<b>Required Courses</b>		
COMM 460	Cross-Cultural Communication	3
REL 203	New Testament	3
REL 215	Friendship Evangelism	3
REL 316	World Missions I	3
REL 326	World Missions II	3

REL 410	World Religions	3
<b>Minor Electives</b>		
<i>Select one of the following Cross-cultural Missions electives:</i>		
REL 298	Faith and Culture	3
REL 311	Church in Mission	
<b>Total Hours</b>		<b>21</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Music Minor (M)

The CUW Music Department contributes to the spiritual, artistic, cultural, academic, and co-curricular life aspects of campus life at the University. In doing so, the faculty is committed to blending talent and fellowship to the highest degrees of professional artistry in praise of the Lord's name. We additionally hope to impact our surrounding community while fulfilling our mission.

For students of any other School of Arts and Sciences major, a music minor can be attained with 24 music credits. There is no audition for the minor. For non-music major students, participation in music ensembles and productions will satisfy the creative arts component of both the core and the music minor.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MUS 240	Music Theory I	3
MUS 241	Music Theory II	3
MUS 242	Music Theory III	3
MUS 271	Music History I	3
MUS 272	Music History II	3
Applied Music (studio)		3
MUS 250	Beginning Conducting	3
	or MUS 445 Composing and Arranging	
Ensemble - choose from list below <sup>1</sup>		0
MUS 180	Chapel Ringers	
MUS 181	Symphonic Wind Ensemble	
MUS 182	Chapel Choir	
MUS 184	Kammerchor	
MUS 185	Alleluia Ringers	
MUS 187	Pep Band	
MUS 188	Jazz Ensemble	
MUS 190	String Ensemble/Chamber Orchestra	
MUS 191	Selah	
MUS 192	University Band	
MUS 197	Concordia Civic Chorale	
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> Ensemble participation is required every semester while in residency. Music minors audit ensembles.

## Philosophy Minor (M)

With its strong emphasis on a dialogue between Christian thought and secular philosophies, the Philosophy minor explicitly upholds CUW's Mission statement, by helping students develop their mind "for service to Christ in the church and the world." More specifically, the Philosophy minor fosters deep examination of who we are, what is real, and how we are called to think and act, thereby promoting intellectual development and self-knowledge for the student's personal growth and well-being and providing insights for Christian action in the world.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament (Bible Content) <sup>1</sup>	
REL 204	Biblical Theology (Christian Doctrine) <sup>1</sup>	
Any REL course with a number above 204 <sup>1</sup>		
<b>Required Courses</b>		
PHIL 201	Central Texts of Philosophy	3
PHIL 211	Elementary Logic	3
	or PHIL 325 Christian Apologetics	
PHIL 250	Moral Philosophy	3
REL 203	New Testament <sup>2</sup>	3
<i>Select one of the following:</i>		3
PHIL 400	Ancient Philosophy	
PHIL 410	Medieval Philosophy	
PHIL 450	Modern Philosophy	
<b>Minor Electives</b>		
<i>Select six credits of the following:</i> <sup>3</sup>		6
PHIL XXX		
ENG 350	Classical & Modern Rhetoric	
ENG 475	Literary Criticism	
POLS 410	Faith and Politics	
REL 333	A Survey of Christian Thought	
SCI 275	Cosmogony	
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> In exceptional circumstances, students may petition the Philosophy Department for approved course substitutions.

<sup>2</sup> To complete the pair with REL 201 Old Testament in the core.

<sup>3</sup> Minors may substitute one of the following approved 3 credit non-PHIL classes with other approved courses relevant to the student's special area of interest in philosophy (e.g. a relevant history course if they are interested in philosophy of history, a relevant science course if interested in philosophy of science)

## Photography Minor (M)

The Photography minor provides basic instruction in digital processes and composition while permitting the beginning student to select Special Topics courses related to individual interests.

The Photography minor provides an option for majors in Graphic Design, Illustration, and Interior Architecture and Design as well as students in other university programs.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ART 111	2-D Composition	3
ART 130	Digital Photography I	3
ART 231	Photography II	3
ART 360	Special Topics in Photography	3
GD 111	Graphic Design II	3
<i>Choose 2 of the following courses:</i>		6
ART 360	Special Topics in Photography *	
ART 360	Special Topics in Photography *	
ART 383	History of Photography	
<b>Total Hours</b>		<b>21</b>

\* The Special Topics course would change each semester. In the minor, students would take 2-3 Special Topics courses. The topic emphases would rotate or become more advanced for each section.

## Psychology Minor (M)

Most careers and vocations involve working with people which means the possibilities of where a Psychology minor can take you are endless. This minor pairs well with majors in the health professions, such as biology, pre-med, diagnostic medical sonography, pre-physical therapy, nursing, and rehab science to name a few. Additionally, a Psychology minor will enhance degrees in business, communication, political science, and social work.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
MATH 205	Statistics I	
<b>Required Courses</b>		
PSY 101	General Psychology	3
PSY 205	Theories of Learning	3
PSY 310	Theories of Personality	3
PSY 315	Social Psychology	3
PSY 350	Experimental Psychology	3
PSY 425	Abnormal Psychology	3
<i>Select one of the following Development Courses:</i>		3
PSY 221	Child Development	
PSY 222	Adolescent Development	
PSY 230	Life Span Development	
<b>Minor Electives</b>		
One 300 or 400 Psychology Elective		3
<b>Total Hours</b>		<b>24</b>

## Social Science Minor (M)

The Social Science minor introduces students to a plethora of ideas and disciplines within the field of the Social Sciences, to provide students a broad yet incisive understanding of societal issues today, locally, nationally, and internationally. The minor would complement a number of majors well, such as Political Science, Psychology, History, Communication, and English.

The minor is comprised of 21 credits, including four required Sociology courses, and two classes from a list of electives across Communication, Religion, Political Science, and Sociology.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
PSY 101	General Psychology (which is not required by major)	3
or SOC 101	Introduction to Sociology	
SOC 203	Contemporary Social Problems	3
SOC 255	Urban Society	3
SW 365	Drugs, Society, and Human Behavior	3
SW 375	Understanding Death and Dying	3
<b>Minor Electives</b>		
<i>Select two of the following:</i>		6
COMM 460	Cross-Cultural Communication	
POLS 285	American Politics and Health Care Policy	
REL 287	Christian Care Giving	
<b>Total Hours</b>		<b>21</b>

## Software Engineering Minor (M)

A minor which focuses on applied aspects of Computer Science related to Software Engineering. Students will be introduced to modern techniques in software development, systems programming, and programming language theory which are strongly emerging in the technology industry.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 200	Coding I- Fundamentals	3
CSC 250	Coding II - Algorithms	3
CSC 300	Coding III- Data Structures	3
CSC 450	Systems Programming	3
CSC 470	Programming Language Theory	3
CSC 490	Theoretical Computer Science	3
<b>Total Hours</b>		<b>18</b>

## Spanish Minor (M)

The Spanish minor consists of 24 hours of course work including a variety of language courses, as well as courses in culture, civilization, literature, linguistics, advanced grammar and Spanish for the professions. The minor is intended to compliment any CUW major and help students prepare both linguistically as well as culturally to live out Concordia's mission of serving Christ in the Church and the World.

Incoming students are encouraged to meet with Multicultural Studies faculty to determine placement in the language course sequence. The highest placement allowed by Concordia is Span 301, and retroactive credits are available for prior courses (down to Span 101) upon successful completion of the initial language taken course at CUW. Span 101 and 102 do not count towards the minor.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
SPAN 301	Spanish Conversation and Composition	3
SPAN 307	Linguistics	3
SPAN 331	Advanced Spanish Grammar	3
<i>Minor Electives</i>		
Upper level electives in Spanish		9
<b>Total Hours</b>		<b>24</b>

SPAN 101 Beginning Spanish I and SPAN 102 Beginning Spanish II do not count toward the minor.

## Sports Media Minor (M)

Employment opportunities for sports-related media, specifically online media, are expanding due to the explosion of niche broadcast networks. Students in this program will become prepared for an ever-changing communication field. You will become proficient in the latest digital technology as well as how to write clearly and concisely for a very specific audience. The curriculum will cover various digital media such as blogs, social media, and multimedia. The credit load is 19 credits.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
COMM 191 or COMM 193	Beacon-Newspaper WCUW-Radio	1
COMM 265	Journalism	3
COMM 270	Sports Journalism	3
COMM 295	Sports Broadcasting	3
COMM 480	Fan Communication Practicum	3
SHB 310 or COMM 321	Integrated PR & Social Media Media Writing	3
SHB 340	Marketing of Sport & Entertainment	3
<b>Total Hours</b>		<b>19</b>

## Technical and Professional Communication Minor (M)

The overarching goal of the Technical and Professional Communication program is to prepare graduates to take complex information and make it consumable to internal and external audiences who may not have discipline-specific knowledge. Graduates will become more aware of the forms of communication and communication processes in order to successfully convey their messages. The minor will emphasize written, oral, and digital communication skills.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
GD 110	Graphic Design I	3
COMM 105	Public Speaking	3
COMM 205	Advanced Public Speaking	3

COMM 260	Social Media	3
COMM 335	Technical Writing and Speaking	3
COMM 399	Visual Rhetoric	3
COMM 435	Critical Thinking and Information Dissemination	3
<b>Total Hours</b>		<b>21</b>

## Theatre Minor (M)

The Theatre program is committed in accordance with the Concordia mission to develop future Theatre artists "...in mind, body, and spirit for service to Christ in the Church and the world", by taking a holistic approach to the Theatre Arts and exploring how it relates to service to the Church and the world. A degree in Theatre does so by strengthening one's faith, convictions, and action by developing necessary critical thinking, communication, and interpersonal relationship skills needed for service in the church, the world, and professional vocations. Theatre courses fulfill this by building a community of artists and creative thinkers who are working at increasing their communication and performance skills, as well as teambuilding and problem solving that can be applied to their personal and professional lives. Students entering the fields of teaching, ministry, education, business, and even the medical sciences will find the skills developed in theatre courses and theatre productions will enhance their speaking abilities and increase their effectiveness in communicating the written word to an audience. The critical analysis that is involved in all the Theatre courses is exceptional in enhancing one's ability to self-express and examine the thoughts/behaviors of others as they relate to themselves and others. Every profession today involves communication on its multiple levels and the need for understanding peers, superiors, and constituencies. Theatre is both a highly creative and practical means of preparing students for the communication involved across vocations. The Concordia University Wisconsin Theatre Program is committed to doing so in a Christ-centered environment, dedicated to service to community and preparation for a future in the performing arts.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
THTR 101	Theatre Practicum	1
THTR 120	Orientation to Theatre	3
THTR 231	Stagecraft I: Intro Stagecraft	3
THTR 261	Acting I: Introduction to Acting	3
THTR 350	20th Century American Drama	3
THTR 481	Theatre Internship	3
THTR 490	Senior Capstone in Theatre	3

### Minor Electives

<i>Select one of the following:</i>		<b>3</b>
THTR 100	Cultural Experience Through Directed Travel Study	
THTR 103	Basic Dance	
THTR 215	Voice & Speech for the Actor	
THTR 225	Acting for the Camera	
THTR 254	Producing Children's Theatre	
THTR 269	Musical Theatre and Dancing	
THTR 310	Theatre Management and Stage Management	
THTR 331	Stage Design I	
THTR 363	Acting II: Intermediate Acting	
<i>Select one of the following:</i>		<b>3</b>
THTR 203	Choreography for the Stage	

THTR 311	Drama Ministry
THTR 340	Theatre in Education
THTR 371	Stage Directing
THTR 331	Stage Design I
THTR 381	Stage Movement & Combat
THTR 400	Special Topics in Theatre
THTR 440	Playwriting
THTR 463	Acting III: Advanced Acting
<b>Total Hours</b>	<b>25</b>

## Theological Languages Minor (M)

Students learn Hebrew and Greek in order to read the Bible and major theological works. The curriculum enables students to attain a high level of competency for reading the Bible in its original languages and is an excellent preparation for graduate work in theology. **All pre-seminary students take at least the minor.**

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
Any REL course with a number above 204		
GRK 201	Greek I	
<b>Required Courses</b> <sup>1</sup>		
REL 203	New Testament	3
<i>Select 21 credits in Theological Languages</i>		
GRK 202	Greek II	3
GRK 303	Greek III	3
GRK 304	Greek IV	3
HEB 301	Hebrew I	3
HEB 302	Hebrew II	3
HEB 401	Hebrew III	3
HEB 402	Hebrew IV	3
<b>Total Hours</b>		<b>24</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

Must include REL 203 New Testament (3 credits), theological languages in the core (3 credits), and theological languages in the minor (21 credits). It is recommended that students end up with 12 credits each of Greek and Hebrew, but if a student cannot complete the 12 credits each of Greek and Hebrew successfully, other language courses from the Theological Languages Major (p. 216) can be used to fulfill the 24 required credits for this minor.

<sup>1</sup> Students who are planning to go to seminary should verify seminary requirements and take COMM 105 Public Speaking as necessary.

## Theology Minor (M)

The Theology minor is intended primarily for students who are preparing for certification as professional church workers such as Lutheran School Teachers. For this reason an internship in the appropriate

area of professional church work is included in the requirements. Other students interested in theological study should consider a minor (p. 222) or major in Christian Thought (p. 192).

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
Any REL course with a number above 204		
<b>Required Courses</b>		
REL 203	New Testament	3
<i>Theology/Philosophy Course</i>		
Select one of the following: 3		
REL 404	Lutheran Confessions (recommended for all church-work students)	
REL 347	Law and Gospel in the Life of the Church	
REL 333	A Survey of Christian Thought	
PHIL 325	Christian Apologetics	
PHIL 334	Christ and Culture	
<i>Office of Church Worker Course</i>		
ED 4411	The Profession and Ethics of Teaching (for education students)	3
or REL 312 Office of the Professional Church Worker		
<i>Internship Course</i>		
Select one of the following: 3		
REL 420	Church Ministries Internship	
ED 44XX Student Teaching (for education students)		
<i>Religious Education Course</i>		
Select one of the following: 3		
REL 229	Religious Education of Youth and Adults	
REL 233	Communicating Bible Messages	
ED 2306	Teaching the Faith (for education students)	
<i>Comparative Religion Course</i>		
REL 310	Religion in America Today	3
or REL 410 World Religions		
<b>Total Hours</b>		<b>18</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Visual Communications Minor (M)

Coursework in the 21-22 credit Visual Communications minor focuses on the development of visual organization, thinking and communication skills. Students become proficient in industry standard software and tools, and strengthen problem-solving capabilities.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Drawing</i> 3		
ART 145	Drawing for Art Majors	
<i>Graphic Design</i> 12		

ART 111	2-D Composition	
ART 310	History of Design (offered Spring, odd # years only)	
GD 110	Graphic Design I (Illustrator, offered Fall only)	
GD 111	Graphic Design II (Photoshop, offered Spring only)	
<i>Digital Elective</i>		3
Select one of the following:		
ART 130	Digital Photography I	
ART 312	3-D Modelling	
GD 360	Web Design I	
<i>Studio Elective</i>		3
Any ART XXX Studio Course or		
GD 361	Web Design II <sup>1</sup>	
<i>Optional Senior Portfolio</i>		
ART 450	Senior Portfolio/Exhibition (Optional, offered Spring semester only)	
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> Prerequisite GD 360 Web Design I

## Women's Studies Minor (M)

In addition to fostering the intellectual growth of its students, the Women's Studies program seeks to advance leadership skills and professional opportunities for women in order to create responsible participation in a complex society. The coursework for the Women's Studies minor reflects the interdisciplinary emphasis by encouraging a synthesis of knowledge from several distinct academic fields.

The minor consists of 21 credits. WST 101 will function as the basic course and will be taken by all students in the minor. Students will then choose from a list of approved courses. The director of the Women's Studies minor will work closely with each student in order to design a list of classes that meets the objectives of the minor and retains its interdisciplinary framework.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
WST 101	Introduction to Women's Studies	3
<b>Minor Electives</b>		
<i>Select 18 credits of the following:</i>		18
COMM 354	Gender and Communication	
ENG 370	Women's Literature	
HIST 464	Topics in American History	
PSY 312	Marriage and Family Relations	
REL 357	Women and the Church	
SOC 203	Contemporary Social Problems	
WST 465	Special Topics	
<b>Total Hours</b>		<b>21</b>

## Writing Emphasis Minor(M)

The ability to write skillfully is an essential component to effective communication and a prized skill in many disciplines and career paths. The Writing Emphasis minor makes an ideal pair with majors in the

Humanities, Business, Legal Studies, Health Sciences, and Pre-Seminary tracks.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ENG 305	English Grammar and Usage	3
ENG 365	History of the English Language	3
<i>Expression</i>		
ENG 245	Advanced Writing	3
ENG 246	Creative Writing	3
ENG 350	Classical & Modern Rhetoric	3
<i>Other Requirements</i>		
ENG 251	Practicum in Writing Consultation	3
<b>Total Hours</b>		<b>18</b>

## Youth Ministry Minor (M)

The Youth Ministry minor equips students to minister to the faith needs of young people. Students receive training to administer youth ministry programs in a variety of settings, or to serve in any number of support capacities for youth ministry within a congregation. The Youth Ministry minor is not restricted to students enrolled in professional church work programs. Students who are majoring in other fields of study and desire to be of service to youth through their congregational youth programs are encouraged to enroll.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
Any REL course with a number above 204		
<b>Required Courses</b>		
COMM 201	Interpersonal Communication	3
HHP 209	First Aid and CPR	2
PSY 222	Adolescent Development <sup>1</sup>	3
REL 203	New Testament (may be double-dipped with requirement in church work program)	3
REL 227	Youth Ministry: Theology and Practice	3
REL 229	Religious Education of Youth and Adults <sup>2</sup>	3
REL 245	Ministry Practicum (in youth ministry)	3
REL 327	Family-based Youth Ministry	3
<b>Total Hours</b>		<b>23</b>

<sup>1</sup> Prerequisite PSY 101 General Psychology

<sup>2</sup> Lutheran teachers who have taken ED 2306 Teaching the Faith may take an outreach elective instead.

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.



## Certificates

- Athletic Coaching Certificate (M) (p. 232)
- Biology Certificate (M) (p. 232)
- Chemistry Certificate (M) (p. 232)
- Christian Thought Certificate (M) (p. 233)
- Computer Science Certificate (M) (p. 233)
- Director of Church Ministries - Online Certificate (M) (p. 233)
- Earth and Space Science Certificate (M) (p. 234)
- English Certificate (M) (p. 234)
- Environmental Studies Certificate (M) (p. 235)
- Exegetical Theology Certificate (M) (p. 235)
- Geography Certificate (M) (p. 236)
- Mathematics Certificate (M) (p. 236)
- Physics Certificate (M) (p. 236)
- Political Science Certificate (M) (p. 237)
- Practical Theology Certificate (M) (p. 237)
- Psychology Certificate (M) (p. 237)
- Sociology Certificate (M) (p. 238)
- Spanish Certificate (M) (p. 238)
- Spanish for Health Care Professionals Certificate (M) (p. 239)
- Speech Communication Certificate (M) (p. 239)
- Theatre Certificate (M) (p. 239)
- Undergraduate Research Certificate (M) (p. 240)

### Athletic Coaching Certificate (M)

The Athletic Coaching Certificate prepares students to coach sports in a variety of settings, including schools and community leagues. This certificate can be paired with many different majors throughout the university.

#### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BIO 191 or BIO 146	Human Anatomy and Physiology I Essentials of Anatomy and Physiology	4
Take one of the following courses:		
HHP 209 or HHP 130	First Aid and CPR Advanced Weight Training	2
Take one of the following list of courses:		
HHP 280	Psychology of Sport	3
HHP 371	Exercise Physiology	
HHP 373	Motor Development	
Students must take 4 credits from the following:		
HHP 282	Theory and Techniques of Coaching Basketball	2
HHP 284	Theory and Techniques of Coaching Football	2
Other Theory/Tech Coaching classes can be taken as IS but are not regularly offered		
<b>Total Hours</b>		<b>13</b>

### Biology Certificate (M)

The student pursuing a Biology Certificate will demonstrate an understanding of and an ability to explain foundational biological

concepts in the areas of molecular, cellular, and organismal biology, genetics, and ecology. They will also demonstrate the ability to appropriately collect and analyze biological and environmental data while utilizing laboratory equipment and procedures safely and effectively.

#### Student Learning Outcomes for the Biology Certificate

Students will:

- Demonstrate an understanding of and an ability to explain foundational biological concepts in the areas of molecular, cellular, and organismal biology, genetics, and ecology.
- Demonstrate the ability to appropriately collect and analyze biological and environmental data while utilizing laboratory equipment and procedures safely and effectively
- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation
- Develop investigative and critical thinking skills to explore biological questions by gathering, interpreting, and communicating biological and environmental data

#### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BIO 141	General Biology I	4
BIO 142	General Biology II	4
BIO 156	Environmental Science	4
BIO 348	Genetics	4
<b>Total Hours</b>		<b>16</b>

### Chemistry Certificate (M)

The Chemistry Certificate is designed to prepare secondary education students for success on the Chemistry: Content Knowledge Praxis exam.

It is recommended that the student also complete a course on methods in teaching science to accompany this certificate.

#### Student Learning Outcomes for the Chemistry Certificate

Students will:

- Demonstrate an understanding of and ability to apply fundamental chemical concepts;
- Use common laboratory procedures and equipment, often as a member of a team, to gather meaningful data;
- Analyze and interpret data to arrive at appropriate conclusions;
- Apply principles of laboratory safety and chemical hygiene; and
- Communicate and summarize scientific information effectively and accurately in both oral and written form;

#### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CHEM 105	Elements of General and Biological Chemistry	4
CHEM 141	General Chemistry I	4
CHEM 142	General Chemistry II	4
<b>Total Hours</b>		<b>12</b>

## Christian Thought Certificate (M)

While pursuing a Certificate in Christian Thought - Systematic Theology: Understanding His message, students will grow in understanding the Bible, learning to classify biblical teachings into a coherent body of Christian doctrine, and apply biblical teaching to contemporary and historical contexts. They will be able to advocate biblical truth using a variety of communication methods appropriate to the specific audience and sensitive to contemporary listeners, applying law and gospel and apologetics effectively. Students will evaluate the biblical basis for Christian doctrine, such as the following: the natural knowledge of God based upon reason, experience, and the testimony of the conscience; the revealed knowledge of God based on the inspiration of Scripture; the Trinity; the Fall; original sin; the person and work of Christ; justification; the means of grace; the sacraments; the church and ministry; the doctrine of election.

### Student Learning Outcomes for the Christian Thought - Systematic Theology: Understanding His Message Certificate

- Students will grow in understanding the Bible, learning to classify biblical teachings into a coherent body of Christian doctrine, and apply biblical teaching to contemporary and historical contexts.
- Students will be able to advocate biblical truth using a variety of communication methods appropriate to the specific audience and sensitive to contemporary listeners, applying law and gospel and apologetics effectively.
- Students will evaluate the biblical basis for Christian doctrine, such as the following: the natural knowledge of God based upon reason, experience, and the testimony of the conscience; the revealed knowledge of God based on the inspiration of Scripture; the Trinity; the Fall; original sin; the person and work of Christ; justification; the means of grace; the sacraments; the church and ministry; the doctrine of election.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Choose four of the following classes:</i>		12
REL 310	Religion in America Today	
REL 333	A Survey of Christian Thought	
REL 334	Spirituality of the Middle Ages	
REL 335	The Person and Work of Christ	
REL 336	God, Man, and Creation	
REL 347	Law and Gospel in the Life of the Church	
REL 365	Christian Origins	
REL 376	Christian Ethics	
REL 404	Lutheran Confessions	
REL 440	Lutheran Worship: Theology and Practice	
REL 445	Life and Thought of Luther	
<b>Total Hours</b>		<b>12</b>

## Computer Science Certificate (M)

The capability of identifying the type of programming language one is dealing with quickly and being able to adjust one's expectations based on the type; Loosely vs Strongly typed, Compiled vs Interpreted, Procedural vs Object Oriented. Students will also be able to understand variable scope and be able to create simple and complex boolean expressions.

They will also be able to understand various repetition structures and when to use them.

### Student Learning Outcomes for the Computer Science Certificate

Students will:

- The capability of identifying the type of programming language one is dealing with quickly and being able to adjust one's expectations based on the type,
- Know when one must use a variable vs could use a variable vs probably should not use a variable
- Be able to decide on the appropriate conditional structure for the problem solving case at hand
- Be able to apply boolean expressions to repetitive structures
- Understand various repetition structures and when to use them
- Understand local scope

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 200	Coding I- Fundamentals	3
CSC 250	Coding II - Algorithms	3
CSC 300	Coding III- Data Structures	3
CSC 430	Database Fundamentals	3
<b>Total Hours</b>		<b>12</b>

## Director of Church Ministries - Online Certificate (M)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

The online Director of Church Ministries (DCM) Certificate is a certificate consisting of seventeen courses, all but two of which are taken online. Application to the certificate program involves steps in addition to application to the university. Some courses are offered in a cohort model, with cohort courses being offered every other year. Students are welcome to join at any time. Each course is eight weeks in length. The first course (REL 105 Church Leadership Seminar) and the twelfth course (REL 495 Director of Church Ministries Seminar) are taken virtually. In order to be certified students must have a Bachelor of Arts degree. Most students enter the online program already possessing the degree.

Students can take additional courses through online adult learning theological studies and gain a bachelor's degree.

The online Director of Church Ministries (DCM) Certificate is especially helpful for the person already working in a congregation who lacks the training and credential to be eligible for a call in The Lutheran Church – Missouri Synod. The online program is also available for lay persons desiring to dig deeper into theology at a collegiate level without necessarily seeking certification as a Director of Church Ministries (DCM). Lay persons are welcome to take as much of the program as they desire. For that reason the sequence of courses are arranged as follows.

## Certification and Placement

Upon full completion of all requirements, including a written and oral examination, students are eligible for certification through The Lutheran Church - Missouri Synod. Director of Church Ministries Bachelor of Arts students and Online Certificate students receive the same certification. Students may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church – Missouri Synod with the designation “Minister of Religion Commissioned – Director of Church Ministries (DCM).” The placement process for online certificate students is the same as for the four year graduates. Concordia University Wisconsin is the only synod school at which this program is offered.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Level 1 - Foundations for Service</i>		
REL 105	Church Leadership Seminar (virtually)	1
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3
REL 310	Religion in America Today	3
REL 387	Christ's People Through the Ages	3
<i>Level 2- Practice in Service</i>		
REL 287	Christian Care Giving	3
REL 328	Family and Youth Ministry	3
REL 229	Religious Education of Youth and Adults	3
REL 233	Communicating Bible Messages	3
REL 311	Church in Mission	3
<i>Level 3 - Certification as a Commissioned Minister of Religion - Director of Church Ministries (DCM)</i>		
REL 495	Director of Church Ministries Seminar (virtually)	1
REL 312	Office of the Professional Church Worker	3
REL 440	Lutheran Worship: Theology and Practice	3
REL 383	Gospel of Luke	3
REL 404	Lutheran Confessions	3
REL 420	Church Ministries Internship	3
<b>Total Hours</b>		<b>47</b>

## Earth and Space Science Certificate (M)

While pursuing a Earth and Space Certificate the student will demonstrate an understanding of and an ability to explain foundational earth and space scientific concepts pertaining to astronomy, the

atmosphere and hydrosphere, and internal and surface earth materials and processes. The student will demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively. The student will demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation. The student will develop investigative and critical thinking skills to explore questions in earth and space sciences by gathering, interpreting, and communicating data.

### Student Learning Outcomes for the Earth and Space Sciences Certificate

- The student will demonstrate an understanding of and an ability to explain foundational earth and space scientific concepts pertaining to astronomy, the atmosphere and hydrosphere, and internal and surface earth materials and processes.
- The student will demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively
- The student will demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation
- The student will develop investigative and critical thinking skills to explore questions in earth and space sciences by gathering, interpreting, and communicating data.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SCI 235	Earth Science	4
SCI 246	Oceanography	4
PHYS 108	Introductory Astronomy	4
SCI 195	Meteorology	3
<b>Total Hours</b>		<b>15</b>

## English Certificate (M)

While pursuing a certificate in English students will demonstrate a familiarity with English and American literature and articulate the connections of a literary tradition across space/time. They will also identify and employ principles of rhetoric and rhetorical analysis and demonstrate an understanding of the English language as a linguistic system in terms of its structure, usage, and/or development.

### Student Learning Outcomes for the English Certificate

Students will:

- Demonstrate a familiarity with English and American literature
- Articulate the connections of a literary tradition across space/time
- Identify and employ principles of rhetoric and rhetorical analysis
- Demonstrate an understanding of the English language as a linguistic system in terms of its structure, usage, and/or development.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>American Literature</i>		
ENG 341	American Literature I	3

or ENG 342	American Literature II	
<i>British Literature</i>		
ENG 344	British Literature I	3
or ENG 345	British Literature II	
<i>Literary Traditions - Choose One</i>		
ENG 300	Adolescent Literature	3
or ENG 348	World Literature II	
or ENG 355	Modern Fiction & the Tradition	
or ENG 357	Modern Drama & the Tradition	
or ENG 465	Shakespeare	
or ENG 380	Major Authors	
or ENG 386	Special Topics in Literature	
<i>Rhetoric and Expression - Choose One</i>		
ENG 245	Advanced Writing	3
or ENG 305	English Grammar and Usage	
or ENG 350	Classical & Modern Rhetoric	
<i>Language and Grammar</i>		
ENG 305	English Grammar and Usage	3
or ENG 365	History of the English Language	
<b>Total Hours</b>		<b>15</b>

Code	Title	Hours
<i>Additional Recommendations - ENG prefix classes count toward 18cr Minor</i>		
ENG 251	Practicum in Writing Consultation	3
ENG 475	Literary Criticism	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3

## Environmental Studies Certificate (M)

While pursuing a certificate in Environmental Studies the student will demonstrate an understanding of and an ability to explain foundational biological concepts in the areas of molecular, cellular, and organismal biology, genetics, and ecology and appropriately collect and analyze biological and environmental data while utilizing laboratory equipment and procedures safely and effectively. The student will also demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation.

They will develop investigative and critical thinking skills to explore biological questions by gathering, interpreting, and communicating biological and environmental data.

### Student Learning Outcomes for the Environmental Studies Certificate

- The student will demonstrate an understanding of and an ability to explain foundational biological concepts in the areas of molecular, cellular, and organismal biology, genetics, and ecology.
- The student will demonstrate the ability to appropriately collect and analyze biological and environmental data while utilizing laboratory equipment and procedures safely and effectively
- The student will demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation
- The student will develop investigative and critical thinking skills to explore biological questions by gathering, interpreting, and communicating biological and environmental data

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BIO 141	General Biology I	4
BIO 142	General Biology II	4
BIO 156	Environmental Science	4
BIO 240	Zoology	4
<b>Total Hours</b>		<b>16</b>

## Exegetical Theology Certificate (M)

While pursuing a Certificate in Exegetical Theology: Reading His Word, students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture. Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual. Students will interpret contemporary culture in terms of biblical expectations and ways in which the Christian faith addresses contemporary challenges with confidence and hope, promoting the student's perception of the Christian in society as being both an observer and a participant of the unfolding of history with Jesus Christ at the center.

### Student Learning Outcomes for the Exegetical Theology: Reading His Word Certificate

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's word, and appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.
- Students will interpret contemporary culture in terms of biblical expectations and ways in which the Christian faith addresses contemporary challenges with confidence and hope, promoting the student's perception of the Christian in society as being both an observer and a participant of the unfolding of history with Jesus Christ at the center.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Choose four of the following classes:</i>		<b>12</b>
REL 294	Genesis	
REL 307	Wisdom of Israel	
REL 340	Life of Christ	
REL 343	The Gospel of Mark	
REL 345	Johannine Literature	
REL 346	Pauline Literature	
REL 351	Prophets of Israel	
REL 352	Revelation and End Times	
REL 356	Life of Paul	
REL 383	Gospel of Luke	
REL 430	Christ in the Old Testament	

REL 432	Psalms
REL 476	Holy Land
<b>Total Hours</b>	
<b>12</b>	

## Geography Certificate (M)

While pursuing a Certificate in Geography students will understand map types and uses, and apply geographical concepts to current events in the past, present, and future and appreciate the natural factors that influence weather and climate, as well as the terms that define them, in the context of the earth's makeup of biomes, primary spheres, and geomorphic processes. They will also explain spatial patterns and variations in human population, internal and international immigration, and how geography impacts conflict and cooperation in the world while classifying geographic regions by human or physical characteristics, and know the major regions of the world. They will engage in discussion on environmental influences on geography, including how human activities and decisions modify the physical environment; how the human and physical system of geography interact; and the roles that climate change and global warming play in our world today, including the importance of renewable resources. Student will be able to recognize, describe and synthesize the essential narratives of peoples and civilizations around the world, particularly in terms of chronology and geography and demonstrate knowledge and cultural understanding of European, American and non-Western civilizations and to compare those cultures across time.

### Student Learning Outcomes for the Geography Certificate

Students will:

- Understand map types and uses, and apply geographical concepts to current events in the past, present, and future;
- Appreciate the natural factors that influence weather and climate, as well as the terms that define them, in the context of the earth's makeup of biomes, primary spheres, and geomorphic processes;
- Explain spatial patterns and variations in human population, internal and international immigration, and how geography impacts conflict and cooperation in the world;
- Classify geographic regions by human or physical characteristics, and know the major regions of the world;
- Engage in discussion regarding environmental influences on geography (including how human activities and decisions modify the physical environment; how the human and physical system of geography interact; and what roles that climate change and global warming play in our world today, including the importance of renewable resources);
- Recognize, describe and synthesize the essential narratives of peoples and civilizations around the world, particularly in terms of chronology and geography;
- Demonstrate knowledge and cultural understanding of European, American, and non-Western civilizations and the ability to compare those cultures across time.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Students should take at least one course from each of the three disciplinary areas listed below</i>		<b>12</b>
<i>Social Sciences</i>		

GEOG 220	Cultural Geography
SOC 255	Urban Society
	or HIST 325 The City & American Culture
<b>Global History/Human Societies</b>	
HIST 210	History of Food
HIST 163	Non-Western World
HIST 240	Ancient Civilizations
HIST 255	Empires: East & West
<b>Science</b>	
ENV 160	Introductory GIS
BIO 156	Environmental Science
SCI 195	Meteorology
SCI 235	Earth Science
<b>Total Hours</b>	
<b>12</b>	

## Mathematics Certificate (M)

The Mathematics Certificate gives students a foundation in college-level math, helping to prepare them to pursue an additional area of licensure.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MATH 201	Calculus I	4
MATH 205	Statistics I	3
MATH 220	Discrete Math	3
MATH 331	Geometry	3
<b>Total Hours</b>		<b>13</b>

## Physics Certificate (M)

The Physics Certificate is designed to prepare secondary education students for success on the Physics: Content Knowledge Praxis exam. It is recommended that the student also complete a course on methods in teaching science to accompany this certificate.

### Student Learning Outcomes for the Physics Certificate

Students will:

- Demonstrate an understanding of and ability to apply fundamental physics concepts;
- Use common laboratory procedures and equipment, often as a member of a team, to gather meaningful data;
- Analyze and interpret data to arrive at appropriate conclusions;
- Apply principles of laboratory safety;
- Communicate and summarize scientific information effectively and accurately in both oral and written form.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
PHYS 151	General Physics I	4
	or PHYS 171 University Physics I	
PHYS 152	General Physics II	4
	or PHYS 172 University Physics II	

PHYS 275	Modern Physics	3
<b>Total Hours</b>		<b>11</b>

## Political Science Certificate (M)

A Political Science Certificate will help students explore the context of American Government, including through a view of the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and the federal system of government. Understand the place of individual and agency action in the American political system, including the role of civil rights and liberties; public opinion; voting; and other forms of participation. Explain how collective action underpins the American system, including the role of Congress, the Presidency, and the Courts, and how collective action is delivered through the output of government laws, regulations, and other decisions. Appreciate how nation-states compare and contrast in the 21st century geopolitical world, as well as how nation-states interact through the laws, practices, and conventions that underpin international relations.

### Student Learning Outcomes for the Political Science Certificate

Students will:

- Explore the context of American Government, including through a view of the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and the federal system of government.
- Understand the place of individual and agency action in the American political system, including the role of civil rights and liberties; public opinion; voting; and other forms of participation.
- Explain how collective action underpins the American system, including the role of Congress, the Presidency, and the Courts, and how collective action is delivered through the output of government laws, regulations, and other decisions.
- Appreciate how nation-states compare and contrast in the 21st century geopolitical world, as well as how nation-states interact through the laws, practices, and conventions that underpin international relations.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
POLS 201	American Government	3
POLS 300	Comparative Politics	3
POLS 310	International Relations	3
POLS 361	Civil Rights & Civil Liberties	3
<b>Total Hours</b>		<b>12</b>

## Practical Theology Certificate (M)

While pursuing a certificate in Practical Theology: Sharing His Story, students will observe, assess, and interpret today's cultures and world views. Students will be familiar with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups. Students will grow in their relationship with Christ and will put his teachings into practice in their vocations. Students will apply biblical knowledge and principles to real life situations, using the theology of evangelism while developing strategies for effective witnessing as they go about their lives interacting with others. Students will be encouraged to consider if they have been called to a position to serve formally as a Christian church worker and demonstrate ways in which to support

current church workers. The student will become a competent defender of the Christian faith against the objections leveled by rival worldviews.

### Student Learning Outcomes for the Practical Theology: Sharing His Story Certificate

- Students will observe, assess, and interpret today's cultures and world views. Students will be familiar with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups.
- Students will grow in their relationship with Christ and will put his teachings into practice in their vocations.
- Students will apply biblical knowledge and principles to real life situations, using the theology of evangelism while developing strategies for effective witnessing as they go about their lives interacting with others.
- Students will be encouraged to consider if they have been called to a position to serve formally as a Christian church worker and demonstrate ways in which to support current church workers.
- The student will become a competent defender of the Christian faith against the objections leveled by rival worldviews.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Choose four of the following classes:</i>		<i>12</i>
REL 210	Great Commission Evangelism	
REL 215	Friendship Evangelism	
REL 227	Youth Ministry: Theology and Practice	
REL 233	Communicating Bible Messages	
REL 298	Faith and Culture	
REL 311	Church in Mission	
REL 316	World Missions I	
REL 326	World Missions II	
REL 410	World Religions	
<b>Total Hours</b>		<b>12</b>

## Psychology Certificate (M)

Students pursuing a Psychology Certificate will address research methods, critical thinking skills and integrated disciplinary knowledge in psychology. They will also learn application of psychology while working on communication skills and sociocultural & international awareness.

### Student Learning Outcomes for the Psychology Certificate

Goal 1: Knowledge Base in Psychology

- Describe key concepts, principles, and overarching themes in psychology, including from a Christian perspective.
- Develop a working knowledge of psychology's content domains
- Describe applications of psychology

Goal 2: Scientific Inquiry and Critical Thinking

- Use scientific reasoning to interpret psychological phenomena
- Demonstrate psychology information literacy
- Engage in innovative and integrative thinking and problem solving, including from a Christian perspective.

- Incorporate sociocultural factors in scientific inquiry, including from a Christian perspective.

#### Goal 3: Ethical and Social Responsibility in a Diverse World

- Build and enhance interpersonal relationships
- Adopt values that build community at local, national, and global levels, including from a Christian perspective.

#### Goal 4: Communication

- Demonstrate effective writing for different purposes
- Exhibit effective presentation skills for different purposes
- Interact effectively with others

#### Goal 5: Professional Development

- Apply psychological content and skills to career goals
- Refine project-management skills
- Enhance teamwork capacity

#### Goal 6: Apply a Biblical Worldview to Psychology Coursework

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
PSY 101	General Psychology	3
PSY 230	Life Span Development	3
PSY 310	Theories of Personality	3
PSY 425	Abnormal Psychology	3
<b>Total Hours</b>		<b>12</b>

## Sociology Certificate (M)

Students pursuing a Sociology Certificate will understand major theoretical perspectives of sociology, key contributions to the discipline, and various research methods in the field. They will also understand major theoretical perspectives of self and socialization, forms of interaction and social organization, and both concepts and impacts of social stratification, key social institutions (economy, family, religion, schools, government, healthcare, media) and related theoretical perspectives, and how institutions influence one another. Students will look at concepts and theoretical perspectives of deviance, how social problems contribute to crime, and the interaction between deviance and the justice system.

#### Student Learning Outcomes for the Sociology Certificate

Students will:

- Understand major theoretical perspectives of sociology, key contributions to the discipline, and various research methods in the field.
- Understand major theoretical perspectives of self and socialization, forms of interaction and social organization, and both concepts and impacts of social stratification.
- Understand key social institutions (economy, family, religion, schools, government, healthcare, media) and related theoretical perspectives, and how institutions influence one another.

- Understand concepts and theoretical perspectives of deviance, how social problems contribute to crime, and the interaction between deviance and the justice system.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SOC 101	Introduction to Sociology	3
SOC 203	Contemporary Social Problems	3
JPP 103	Criminology	3
SOC 451	Issues in Social Science	3
<b>Total Hours</b>		<b>12</b>

## Spanish Certificate (M)

Students who take this Concentration of courses will build their proficiency in Spanish. The Spanish Concentration is meant to help provide K-12 Education students at Concordia to further their linguistic and cultural competencies. The Spanish Concentration will provide some background in Advanced Grammar, Linguistics, Civilization, Culture, and Literature. It is not meant to fully prepare a student to pass the Praxis exam in Spanish.

#### Student Learning Outcomes for the Spanish Certificate

- Students will demonstrate a historical and contemporary understanding of Christian Faith as it intersects with other major worldviews in the Hispanic World.
- Students evaluate cultural practices and perspectives of the target cultures with their own by comparing and contrasting.
- Students will evaluate cultural practices, studies of race and ethnicity, language, faith, and culture through a wide range of disciplines.
- Students will critically analyze an authentic text in the target language.
- Students will create oral discourse with the appropriate level of proficiency.
- Students will create and evaluate their own writing in the target language and demonstrate an appropriate level of grammatical fluency.
- Students will analyze data effectively to gain cultural insights on the diverse nature of the Spanish-speaking world.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SPAN 301	Spanish Conversation and Composition	3
SPAN 331	Advanced Spanish Grammar	3
SPAN 307	Linguistics	3
SPAN 351	Span&SpanAmCiv&Cul I (up 1800)	3
or SPAN 352	Span&SpanAmCiv&Cul (after 1800)	
SPAN 355	Span&SpanAm Lit (up to 1800)	3
or SPAN 356	Span&SpanAm Lit II(after 1800)	
<b>Total Hours</b>		<b>15</b>

## Spanish for Health Care Professionals Certificate (M)

In order to be of service in the Church and in the World, the Department of Multicultural Studies helps students gain communicative and cultural competence in order to reach out to those in other places.

This certificate will help students in their interactions with the diverse groups of patients they will come into contact with. The world now includes, domestically, daily interactions with Hispanic patients who often do not speak English or would prefer to communicate in Spanish.

This certificate program is tailored to enhance our professional school students to be linguistically and culturally prepared to interact with Latinx patients who often do not speak English or would prefer to communicate in Spanish. Culturally, our students need to leave Concordia with empathy and a cultural competency that will enable them to interact with a diverse group of patients. This certificate program is tailored to enhance our professional school students to be linguistically and culturally prepared to interact with Latinx patients.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SPAN 301	Spanish Conversation and Composition	3
SPAN 373	Hispanics in the United States	3
SPAN 364	Health Issues in the Hispanic World	3
SPAN 365	Spanish for Human Service Professionals	3
SPAN 375	Spanish for Human Services Professions II	3
<b>Total Hours</b>		<b>15</b>

## Speech Communication Certificate (M)

While pursuing a Speech Communication Certificate, students develop strategies to enhance verbal and nonverbal delivery while delivering a speech; employ argumentation skills through debate and academic discourse; articulate the communication process and how verbals, nonverbals, emotions, perceptions, and self-concept all affect interpersonal relationships; examine and reflect on the elements in group dynamics, including leadership theories; and analyze and evaluate media and their influences.

### Student Learning Outcomes for the Speech Communication Certificate

Students will:

- Develop strategies to enhance verbal and nonverbal delivery while delivering a speech;
- Employ argumentation skills through debate and academic discourse;
- Articulate the communication process and how verbals, nonverbals, emotions, perceptions, and self-concept all affect interpersonal relationships;
- Examine and reflect on the elements in group dynamics, including leadership theories; and 5) Analyze and evaluate media and their influences.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
COMM 105	Public Speaking	3
COMM 201	Interpersonal Communication	3
COMM 205	Advanced Public Speaking	3
COMM 250	Intro To Mass Communication	3
	or COMM 321 Media Writing	
BCOM 300	Group Dynamics	3
<b>Total Hours</b>		<b>15</b>

## Theatre Certificate (M)

While pursuing a Theatre Certificate, Students will learn the history of Theatre and how it reflects the cultures and societies it derived from.

They will also learn the fundamentals of performance, management, budgeting, and stagecraft as they pertain to classroom engagement and extracurricular activity. Students obtain a knowledge of the concept of teamwork and collaboration in developing a production, including the functions of the directors, playwrights, performers, designers, administrators, and other production staff. They also gain substantial communication and analytical skills through public presentation and extensive literary analysis.

### Student Learning Outcomes for the Theatre Certificate

Students will:

- Learn the history of Theatre and how it reflects the cultures and societies it derived from
- Learn the fundamentals of performance, management, budgeting, and stagecraft as they pertain to classroom engagement and extracurricular activity
- Obtain a knowledge of the concept of teamwork and collaboration in developing a production, including the functions of the directors, playwrights, performers, designers, administrators, and other production staff
- Gain substantial communication and analytical skills through public presentation and extensive literary analysis

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
THTR 101	Theatre Practicum	1
THTR 120	Orientation to Theatre	3
	or THTR 350 20th Century American Drama	
THTR 254	Producing Children's Theatre	3
	or THTR 371 Stage Directing	
	or THTR 310 Theatre Management and Stage Management	
THTR 340	Theatre in Education	3
THTR 231	Stagecraft I: Intro Stagecraft	3
THTR 261	Acting I: Introduction to Acting	3
	or THTR 269 Musical Theatre and Dancing	
<b>Total Hours</b>		<b>16</b>



# Undergraduate Research Certificate (M)

The CUWAA UGR Certificate will allow students to demonstrate proficiency and competency for conducting ethical research within their specific program/major. Upon completion of all UGR Certificate requirements, the CUWAA Registrar will designate certificate completion on final transcripts. The UGR Certificate is available to students through participating programs (e.g., Biology, Chemistry, Psychology, Theatre, Exercise Physiology, etc.). Any CUWAA student can contact the Office of IPE @ CUW (ipe@cuw.edu) or their Major Advisor for more information. By completing the certificate, a student will strengthen research methods in their particular field, while learning to integrate disciplinary knowledge, enhance critical thinking and creative problem solving as well as improve communicative fluency through dissemination of research findings.

## Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
	CITI Training (online) - Pass/Fail	0
	IPE 110: Introduction to Undergraduate Research Methods - Pass/Fail	1
	CCE 140 Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
	Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail	
	Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail	
	Attend academic presentation/events (3 or more) - Pass/Fail	

Code	Title	Hours
<b>BIOLOGY</b>		
	Undergrad Reinforcement Coursework - Choose at least 6 credits:	6
	BIO 142 General Biology II or BIO 152 Functional Human Biology II	
	BIO 240 Zoology	
	BIO 260 Biology of Microorganisms	
	ENV 220 Water Quality and Aquaponics	
Additional Courses highly recommended to take one, not required:		
	PHIL 240 Environmental Ethics	
	PHIL 350 Bioethical Dilemmas in Contemporary Society	
	PHIL 460 Research Ethics	
	Discipline Specific Coursework - Choose at least 6 credits:	6
	BIO 381 Histology	
	BIO 410 Ecology	
	BIO 420 Molecular Biology	
	BIO 470 Human Physiology	
	ENV 320 Environmental Data Analysis	
	CHEM 426 Advanced Biochemistry	

BIO 499 Undergraduate Research or CHEM 499 Undergraduate Research or PHYS 499 Undergraduate Research or ENV 499 Advanced Applied Field Research	
Advance Study Experience - 2 or more credits required:	2
BIO 499 Undergraduate Research or CHEM 499 Undergraduate Research or PHYS 499 Undergraduate Research or ENV 499 Advanced Applied Field Research	
IPE 550 Special Topics	

**Total Hours 14**

## Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
	CITI Training (online) - Pass/Fail	0
	IPE 110: Introduction to Undergraduate Research Methods - Pass/Fail	1
	CCE 140 Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
	Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail	
	Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail	
	Attend academic presentation/events (3 or more) - Pass/Fail	

Code	Title	Hours
<b>CHEMISTRY</b>		
	Undergrad Reinforcement Coursework - Choose at least 6 credits:	6
	CHEM 142 General Chemistry II	
	CHEM 225 Analytical Chemistry	
	CHEM 235 Descriptive Inorganic Chemistry	
	CHEM 242 Organic Chemistry II	
	Discipline Specific Coursework - Choose at least 6 credits:	6
	CHEM 341 Physical Chemistry I	
	CHEM 426 Advanced Biochemistry	
	CHEM 435 Advanced Organic Chemistry	
	CHEM 445 Advanced Inorganic Chemistry	
	CHEM 455 Instrumental Analysis	
	CHEM 499 Undergraduate Research or BIO 499 Undergraduate Research or PHYS 499 Undergraduate Research or ENV 499 Advanced Applied Field Research	
	Advance Study Experience - 2 or more credits required:	2
	CHEM 492 Chemistry Senior Seminar II	
	CHEM 499 Undergraduate Research or BIO 499 Undergraduate Research	

or PHYS 499 Undergraduate Research	
or ENV 499 Advanced Applied Field Research	
PSY 485	Research Proposal
PSY 490	Psychology Senior Seminar
THTR 490	Senior Capstone in Theatre
IPE 550	Special Topics
EXPH 495	Senior Seminar
<b>Total Hours</b>	<b>14</b>

### Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
CITI Training (online) - Pass/Fail		0
IPE 110: Introduction to Undergraduate Research Methods - Pass/Fail		1
CCE 140	Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail		
Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail		
Attend academic presentation/events (3 or more) - Pass/Fail		

Code	Title	Hours
<b>Exercise Physiology</b>		
Undergrad Reinforcement Coursework - Choose at least 6 credits: 6		
EXPH 225	Introduction to Exercise Science	
HHP 280	Psychology of Sport	
HHP 342	Nutrition for Wellness and Performance	
Additional Courses highly recommended, not required:		
PHIL 240	Environmental Ethics	
PHIL 350	Bioethical Dilemmas in Contemporary Society	
Discipline Specific Coursework - Choose at least 6 credits: 6		
EXPH 470	Exercise Physiology	
EXPH 471	Advanced Exercise Physiology	
EXPH 475	Seminar in Exercise Physiology	
EXPH 494	Exercise and Chronic Disease	
Additional Courses highly recommended, not required:		
PHIL 460	Research Ethics	
Advance Study Experience - 2 or more credits required: 2		
EXPH 495	Senior Seminar	
BIO 499	Undergraduate Research	
or CHEM 499 Undergraduate Research		
or PHYS 499 Undergraduate Research		
or ENV 499 Advanced Applied Field Research		
PSY 485	Research Proposal	
PSY 490	Psychology Senior Seminar	

IPE 550	Special Topics	
THTR 490	Senior Capstone in Theatre	
<b>Total Hours</b>		<b>14</b>

### Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
CITI Training (online) - Pass/Fail		0
IPE 110: Introduction to Undergraduate Research Methods - Pass/Fail		1
CCE 140	Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail		
Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail		
Attend academic presentation/events (3 or more) - Pass/Fail		

Code	Title	Hours
<b>PSYCHOLOGY</b>		
Undergrad Reinforcement Coursework - Choose at least 6 credits: 6		
PSY 222	Adolescent Development	
PSY 205	Theories of Learning	
Additional Courses highly recommended, not required:		
PHIL 240	Environmental Ethics	
PHIL 350	Bioethical Dilemmas in Contemporary Society	
Discipline Specific Coursework - Choose at least 6 credits: 6		
PSY 350	Experimental Psychology	
PSY 421	Human Sexuality	
PSY 341	Cognitive Psychology	
Additional Courses highly recommended, not required:		
PHIL 460	Research Ethics	
Advance Study Experience - 2 or more credits required: 2		
BIO 499	Undergraduate Research	
or CHEM 499 Undergraduate Research		
or PHYS 499 Undergraduate Research		
or ENV 499 Advanced Applied Field Research		
PSY 485	Research Proposal	
PSY 490	Psychology Senior Seminar	
THTR 490	Senior Capstone in Theatre	
IPE 550	Special Topics	
EXPH 495	Senior Seminar	
<b>Total Hours</b>		<b>14</b>

### Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
CITI Training (online) - Pass/Fail		0
IPE 110: Introduction to Undergraduate Research Methods - Pass/Fail		1
CCE 140	Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail		
Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail		
Attend academic presentation/events (3 or more) - Pass/Fail		

Code	Title	Hours
<b>THEATRE</b>		
Undergrad Reinforcement Coursework - Choose at least 6 credits:		6
THTR 120	Orientation to Theatre	
THTR 231	Stagecraft I: Intro Stagecraft	
THTR 254	Producing Children's Theatre	
THTR 269	Musical Theatre and Dancing	
Additional Courses highly recommended, not required:		
PHIL 240	Environmental Ethics	
PHIL 350	Bioethical Dilemmas in Contemporary Society	
Discipline Specific Coursework - Choose at least 6 credits:		6
THTR 340	Theatre in Education	
THTR 350	20th Century American Drama	
THTR 371	Stage Directing	
THTR 400	Special Topics in Theatre	
THTR 463	Acting III: Advanced Acting	
Additional Courses highly recommended, not required:		
PHIL 460	Research Ethics	
Advance Study Experience - 2 or more credits required:		2
BIO 499	Undergraduate Research	
	or CHEM 499 Undergraduate Research	
	or PHYS 499 Undergraduate Research	
	or ENV 499 Advanced Applied Field Research	
PSY 485	Research Proposal	
PSY 490	Psychology Senior Seminar	
THTR 490	Senior Capstone in Theatre	
IPE 550	Special Topics	
EXPH 495	Senior Seminar	
<b>Total Hours</b>		<b>14</b>

## School of Education (M)

The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

## Teacher Education Programs

### Lutheran Teaching Ministry - Wisconsin Public Education

Concordia University offers strong programs for preparing teachers for Lutheran, public, and private education. All teacher education programs are approved by the Wisconsin Department of Public Instruction. Successful completion of one of Concordia's teacher education programs enables graduates to be eligible for a Wisconsin teaching license. Students who are members of The Lutheran Church – Missouri Synod and are preparing for the teaching ministry of the LCMS will receive a Lutheran Teacher Diploma (LTD). In addition, Concordia offers a Christian Teacher Certification (CTC) program which prepares individuals for a teaching ministry in a Christian or public school setting.

Programs are available leading to licensure in:

- Early Childhood and Elementary Education Dual Major (Birth to Grade 9)
- Early Childhood Regular and Special Education (Birth to Grade 3)
- Elementary/Middle Education Grades 4K-9
- Elementary/Middle Regular Education and Cross-Categorical Special Education
- Secondary Education Grades 4 -12
- Cross-Categorical Special Education Grades 4K-12
- K-12 education in certain subject areas

The Secondary Education program requires a licensable subject area major. The Elementary /Middle School program recommends an additional subject area concentration, minor, or a dual major. K-12 programs are available in:

- Art Education
- Business Education
- Music Education
- Physical Education
- Spanish

Undergraduate admission is processed through the Admissions Department. For individuals who have already completed a baccalaureate degree, a program leading to licensure in one of the above areas is also available. Students who have acquired a Bachelors' degree and now want to earn a Wisconsin license must contact the Graduate Teacher Certification Office.

For full and complete program details, please consult the School of Education Handbook.

- Art Education Major (M) (p. 253)
- Broad Field Science Major (M) (p. 255)
- Broad Field Social Studies Education Major (M) (p. 257)
- Business Education Major (M) (p. 259)
- Cross Categorical Special Education Program (M) (p. 244)
- Early Childhood and Elementary Education Dual Major (M) (p. 245)
- Early Childhood Regular and Special Education Dual Certification Program (M) (p. 247)
- Elementary/Middle (M) (p. 249)
- Elementary/Middle Regular and Cross-Categorical Special Education Dual Certificate Program (M) (p. 251)
- English and Language Arts Education Major (M) (p. 261)
- Mathematics Education Major (M) (p. 262)

- Music Education Major (M) (p. 264)
- Physical Education Major (M) (p. 266)
- Spanish Education Major (M) (p. 268)
  
- Adaptive Education Minor (M) (p. 270)
- Educational Studies Minor (Non-Licensable) (M) (p. 271)
- English/Language Arts Minor (M) (p. 271)
- ESL: English as a Second Language Minor (M) (p. 271)
- Mathematics Minor (M) (p. 272)
- Science Education Minor (M) (p. 272)
- Social Studies Minor (M) (p. 273)
- Spanish Minor (M) (p. 273)
- Theology Minor (M) (p. 274)

K-9 English Education Concentration (p. 271)

K-9 Mathematics Education Concentration (p. 272)

K-9 STEM Education Concentration (p. 273)

K-9 Social Studies Education (p. 273)

Spanish Education Concentration (p. 273)

Special Education Concentration (p. 270)

### Wisconsin Licensure

To successfully complete the teacher education program and be recommended for a Wisconsin teaching license, the undergraduate candidate must have:

1. Met the university credit requirements
    - a. Minimum of 120 college credits
    - b. Minimum of 36 credits at Concordia University Wisconsin
    - c. Minimum of 20 education credits at Concordia University Wisconsin
  2. Earned a minimum of 2.75 GPA for all college credits
  3. Met course requirements for the appropriate education program
  4. Received full upper division status
  5. Met all Wisconsin Department of Public Instruction requirements
  6. Been recommended by the Education Division faculty to receive the appropriate teaching license
  7. Passed required content test(s) (Praxis II, Wisconsin NES/Reading Foundations Test, and/or or Language Testing International) for teaching major(s) (early childhood education, elementary/middle school education, subject areas for secondary and K-12 education) as well as licensable minor(s) when applicable
  8. Passed required edTPA
  9. Taken the required theology courses and received the recommendation of the Concordia University faculty for teaching in schools of the Lutheran Church-Missouri Synod (if Lutheran Education emphasis)
- Compassion Care Certificate (M) (p. 274)
  - Physical Education Certificate (M) (p. 274)

### Application to the School of Education

Students must apply for initial admission to the School of Education. Application to the School of Education typically occurs after the successful completion of ED 1102 Foundations of Education

of Education. Students who wish to be admitted to the School of Education shall meet the following requirements:

1. Successfully completed ED 1102 Foundations of Education
2. Successful completion of Portfolio I (interview and electronic portfolio meet required benchmarks)
3. 2.25 GPA or higher
4. Successfully completed ED 1000
5. Recommended by faculty advisor
6. Criminal background check
7. Submitted School of Education Admission application to the School of Education

### Application for Entry into the Teacher Education Program (Upper Division Status)

Since education is a demanding profession in regard to talents, personality, knowledge, teaching skills, and Christian example, it is important that only the most highly qualified students, who demonstrate the highest potential for professional success, be admitted to the Teacher Education Program. For these reasons, the following criteria have been established to receive Upper Division Status and acceptance into the program (Application is generally made in the second semester of the sophomore year.)

1. Successful completion of a minimum of 45 semester hours of credit
2. GPA of 2.5 on a 4.0 scale
3. Successful completion of basic skills requirements
4. Successful completion of initial clinical experiences
5. Successful completion of Portfolio I and II
6. Successful completion of ED 1000 and ED 2000
  
7. Confidential background verification form with criminal background check
8. Submission of completed UDS Application Form

NOTE: To maintain Upper Division Status, a student must maintain at least a 2.5 GPA. In addition, a GPA of 2.75 is required for both student teaching and a Wisconsin Teaching License.

NOTE: Check with the Education Office for timely information on additional requirements for completing the Wisconsin teacher license program.

### Acceptance Procedure:

1. Notification of acceptance or non-acceptance into the program will be made by email.
2. A copy of this letter is filed in the applicant's file in the School of Education Office.

## Majors

- Art Education Major (M) (p. 253)
- Broad Field Science Major (M) (p. 255)
- Broad Field Social Studies Education Major (M) (p. 257)
- Business Education Major (M) (p. 259)
- Cross Categorical Special Education Program (M) (p. 244)
- Early Childhood and Elementary Education Dual Major (M) (p. 245)
- Early Childhood Regular and Special Education Dual Certification Program (M) (p. 247)

- Elementary/Middle (M) (p. 249)
- Elementary/Middle Regular and Cross-Categorical Special Education Dual Certificate Program (M) (p. 251)
- English and Language Arts Education Major (M) (p. 261)
- Mathematics Education Major (M) (p. 262)
- Music Education Major (M) (p. 264)
- Physical Education Major (M) (p. 266)
- Secondary Education (Grades 4 - 12) and K-12 Education Subject Area Majors and Minors (M) (p. 253)
- Spanish Education Major (M) (p. 268)
- Teacher Colloquy Program - LCMS (M) (p. 270)

## Cross Categorical Special Education Program (M)

Your studies in special education at CUW include a solid liberal arts foundation, a Christian emphasis, specialized coursework and ample field experiences working alongside children with disabilities.

The certification in Cross Categorical Special Education (Grades 4K-12) allows you to apply for a teaching license with the Wisconsin department of public instruction. You will be well prepared to teach students with disabilities from Kindergarten through High School. CUW's special education department also sponsors organizations like Best Buddies to promote a greater understanding of disabilities throughout our campus community. In whatever discipline you decide, you'll start with an open heart and mind, and leave more prepared than ever to enrich the lives of children with disabilities in any school setting.

### Program Learning Outcomes

1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
2. Learning Differences : The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Assessment Strategies: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to

monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

### Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		<b>48-51</b>
<b>Major Requirements</b>		<b>74-81</b>
<b>Electives</b>		
Minor or Concentration: Optional		
<b>Total Hours</b>		<b>122-132</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

### Core Curriculum - 48-51 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3
<b>Code</b>		
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3

CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
Liberal Arts Dimensions - 30 Credits		
ENG 104	Introduction to Writing	3
Communication and Language Elective		
Faith and Life Elective: Any course with REL prefix other than REL 100, 110, 201, 203, 204		
ED 1102	Foundations of Education	3
HHP 100	Stewardship of the Body	1
HHP Activity Course		
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		
MATH 119	Number Sense: Teaching Pre K-9	3
MATH 120	Data & Space: Teaching Pre K-9	3
SCI 110	Introduction to Life and Physical Sciences (or Life Science or Physical Science with at least one lab)	4
ED 1103	Human Relations for Teachers (register with ED 1212)	3

Note: Two CUW - approved writing intensive courses are required for 0-6 graduation.

### Cross Categorical Special Education Curriculum

Code	Title	Hours
<b>Cross Categorical Special Education Curriculum</b>		
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
<i>Experiential and Seminar Component (pass/fail)</i>		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
ED 1211	Discovery Clinical (register with ED 1275)	0
ED 1212	Cultural Clinical (register with ED 1103)	0
ED 1213	Special Education Clinical (register with ED 1230)	0
<i>Practical Component: Regular Education</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 3401	Instruction & Assessment of Reading <sup>2</sup>	3
ED 2432	Teaching Writing: Grades 4-12	3
or ED 2358	Emergent Writing: Birth to Grade 3	
<i>"THE BLOCK" - Take these courses during the same semester.</i>		
ED 4301	Data Driven Analysis of Classroom Practice <sup>2</sup>	2
ED 4303	Language Arts Methods <sup>2</sup>	3
ED 4304	Curriculum and Methods in Mathematics <sup>2</sup>	3
ED 4305	Curriculum & Methods in Science & Environment <sup>2</sup>	3
ED 4306	Curriculum and Methods in Social Studies <sup>2</sup>	3
<i>Practical Component: Special Education</i>		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
ED 3328	Teaching Students with Significant Disabilities <sup>2</sup>	3

ED 3438	Transition and Collaboration for Adolescents with Disabilities <sup>2</sup>	3
ED 3452	Strategies for Teaching Exceptional Youth <sup>2</sup>	3
ED 3455	Legal Issues in Special Education <sup>2</sup>	3
ED 3457	Curricular Adaptations for Learners with Disabilities <sup>2</sup>	3
ED 4454	Curriculum, Methods, & Practicum for CCSE/ECSE <sup>2</sup>	4
ED 4479	Assessment Strategies for Diverse Learners <sup>2</sup>	3
ED 4487	Implementation Strategies in Special Education <sup>2</sup>	2
<i>Student Teaching Component (Take these courses in the same semester)</i>		
ED 4444	CCSE Student Teaching 1 <sup>2</sup>	6
ED 4447	CCSE Student Teaching 2 <sup>2</sup>	6
ED 4449	Portfolio Completion - Special Education <sup>2</sup>	1
<i>Lutheran (LCMS Members) Education Requirements</i>		
ED 2306	Teaching the Faith	3
REL 404	Lutheran Confessions	3
<i>Christian Teacher Certification Requirements</i>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 404	Lutheran Confessions	
REL 347	Law and Gospel in the Life of the Church	
REL 333	A Survey of Christian Thought	
PHIL 325	Christian Apologetics	
PHIL 334	Christ and Culture	

<sup>2</sup> Course Requires Upper Division Status.

## Early Childhood and Elementary Education Dual Major (M)

There are several aspects of our early childhood and elementary education department that are truly unique to CUW. In addition to the 121-credit requirement for public education majors, we have a variety of flexible options to increase marketability and prepare preservice educators to teach in multiple settings. Concordia offers a Lutheran Teacher Diploma for members of LCMS congregations who wish to teach in Lutheran schools and Christian Education Certification for members of other Christian churches who wish to teach in Christian schools. Along with your dual major in Early Childhood and Elementary Education, we also offer a variety of minors, concentrations, and certificates, including Urban Education, Adaptive Education, Special Education, and our Compassion Care Certificate, which includes work with our Compassion Care and Comfort Dogs. Thanks to our enhanced program, most students graduate in 3.5 to 4 years, and 99+ percent of them find jobs immediately.

Our early childhood and elementary education program also offers you the opportunity to student teach internationally or outside of the immediate CUW geographical area. Another unique offering is our STREAMS of Living Water Content Integration Model—an initiative implemented to support Science, Technology, Reading/ELA, Engineering, Arts and Mathematics with a more hands-on approach to learning. Additionally, our students have field placements in area schools each semester before student teaching. This makes you more classroom-

ready as you grow as a new teacher and feedback from your supervisors helps you set goals for continued improvement.

If your calling is to change a student's life from birth through 9th grade, our calling is to help get you there.

## Program Learning Outcomes

1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)

2. Learning Differences : The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)

3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)

4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment Strategies: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

## Curriculum

### Birth to 9<sup>th</sup> Grade

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		<b>48-51</b>
Early Childhood and Elementary Education Majors		73-79
<b>Total Hours</b>		<b>121-130</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

NOTE: Check with the Chair of the Early Childhood Education Department for possible changes in this major.

## Core Curriculum - 48-51 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3

Code	Title	Hours
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3

Liberal Arts Dimensions - 30 Credits

ENG 104	Introduction to Writing	3
Communication and Language Elective		3
Faith and Life Elective: Any course with REL prefix other than REL 100, 110, 201, 203, 204		3
ED 1102	Foundations of Education	3
HHP 100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art, Music, Theater, or Graphic Design activity course		3
MATH 119	Number Sense: Teaching Pre K-9	3
MATH 120	Data & Space: Teaching Pre K-9	3
SCI 110	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers	3

Note: Two writing intensive courses required for graduation. Other electives may be added to reach 120 credit minimum for graduation.

## Early Childhood & Elementary Education Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
<i>Experiential Component</i>		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
<i>Practical Component</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 2252	Best Practices in Engaging Adolescents in Literacy (OR)	3
MATH 313	Math in the Middle School	
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 3401	Instruction & Assessment of Reading <sup>2</sup>	3
<i>Practical Component: Early Childhood</i>		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2466	Health, Safety, and Fitness for the Young Child	3
ED 3359	Curriculum and Techniques in Early Childhood <sup>2</sup>	4
ED 3400	Creativity in Early Childhood <sup>2</sup>	2
ED 3356	STEM: Math in Early Childhood <sup>2</sup>	2
ED 3357	STEM: Science and Environment in Early Childhood <sup>2</sup>	2
ED 4478	Preschool Practicum and Synthesis <sup>2</sup>	3
ED 4479	Assessment Strategies for Diverse Learners <sup>2</sup>	3
<i>"The Block" - Take these courses during the same semester</i>		
ED 4301	Data Driven Analysis of Classroom Practice <sup>2</sup>	2
ED 4302	Collaborating with Families and Members of the Community <sup>2</sup>	1
ED 4303	Language Arts Methods <sup>2</sup>	3
ED 4304	Curriculum and Methods in Mathematics <sup>2</sup>	3
ED 4305	Curriculum & Methods in Science & Environment <sup>2</sup>	3
ED 4306	Curriculum and Methods in Social Studies <sup>2</sup>	3
<b>Student Teaching Component (Take these courses in the same semester)</b>		
ED 4412	Portfolio Completion - Elementary/Content Tests <sup>2</sup>	1
ED 4421	Gr K-9 Student Teaching 1 <sup>2</sup>	6
ED 4425	Early Childhood Student Teaching <sup>2</sup>	6
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
REL 404	Lutheran Confessions	3
ED 2306	Teaching the Faith	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following 3 credit courses:		
REL 404	Lutheran Confessions	

REL 347	Law and Gospel in the Life of the Church
REL 333	A Survey of Christian Thought
PHIL 325	Christian Apologetics
OR	
PHIL 334	Christ and Culture

- <sup>1</sup> SCI 110 Introduction to Life and Physical Sciences recommended  
<sup>2</sup> Course requires upper division status

## Early Childhood Regular and Special Education Dual Certification Program (M)

There are several aspects of our Early Childhood and Special Education dual major that are truly unique to CUW. In addition to the 121-credit requirement for public education majors, your studies in special education at CUW include a solid liberal arts foundation, a Christian emphasis, specialized coursework, and ample field experiences working alongside children with disabilities. Along with your dual major in Early Childhood and Special Education, we also offer a variety of minors, concentrations, and certificates, including an Urban Education concentration or our Compassion Care Certificate, which includes work with our Compassion Care and Comfort Dogs. Concordia offers a Lutheran Teacher Diploma for members of LCMS congregations who wish to teach in Lutheran schools and Christian Education Certification for members of other Christian churches who wish to teach in Christian schools. Thanks to our enhanced program, most students graduate in 4 years, and 99+ percent of them find jobs immediately.

The dual certification in Early Childhood Education and Early Childhood Special Education (Birth through age 8) major allows you to apply for two teaching licenses with the Wisconsin department of public instruction. CUW's special education department also sponsors organizations like Best Buddies to promote a greater understanding of disabilities throughout our campus community. In whatever discipline you decide, you'll start with an open heart and mind, and leave more prepared than ever to enrich the lives of children with disabilities in any school setting.

### Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline



accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment Strategies: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

## Curriculum

### Birth to Age 8

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		48-51
Major Requirements		73-79
Electives		
Minor: Optional		
<b>Total Hours</b>		<b>121-130</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

NOTE: Check with the Chair of the Special Education Department for possible changes in this major

## Core Curriculum - 48-51 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3
Liberal Arts Dimensions - 30 Credits		
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
Communication and Language Elective		
ENG 104	Introduction to Writing	3
Faith and Life Elective: Any course with REL prefix other than REL 100, 110, 201, 203, 204		
ED 1102	Foundations of Education	3
HHP 100	Stewardship of the Body	1
HHP Activity Course		
Human Creativity and Expression: Art, Music, Theater, or Graphic Design activity course		
MATH 119	Number Sense: Teaching Pre K-9	3
MATH 120	Data & Space: Teaching Pre K-9	3
SCI 110	Introduction to Life and Physical Sciences (or Life Science or Physical Science with at least one lab)	4
ED 1103	Human Relations for Teachers	3

Note: Two CUW - approved writing intensive courses are required for graduation.

## Early Childhood Regular/Special Education Curriculum

Code	Title	Hours
Early Childhood Regular/Special Education Curriculum		
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
<i>Education Seminars and Seminar Components (pass/fail)</i>		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
<i>Practical Component: Regular Education</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 3356	STEM: Math in Early Childhood <sup>2</sup>	2

ED 3357	STEM: Science and Environment in Early Childhood <sup>2</sup>	2
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 3359	Curriculum and Techniques in Early Childhood <sup>2</sup>	4
ED 3400	Creativity in Early Childhood <sup>2</sup>	2
ED 3401	Instruction & Assessment of Reading <sup>2</sup>	3
ED 2466	Health, Safety, and Fitness for the Young Child	3
ED 4478	Preschool Practicum and Synthesis <sup>2</sup>	3
<i>Practical Component: Special Education</i>		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 3328	Teaching Students with Significant Disabilities <sup>2</sup>	3
ED 4479	Assessment Strategies for Diverse Learners <sup>2</sup>	3
ED 4454	Curriculum, Methods, & Practicum for CCSE/ECSE <sup>2</sup>	4
ED 3455	Legal Issues in Special Education <sup>2</sup>	3
ED 3457	Curricular Adaptations for Learners with Disabilities <sup>2</sup>	3
ED 2484	Educational and Behavioral Management in Special Education	3
ED 4487	Implementation Strategies in Special Education <sup>2</sup>	2
<i>Student Teaching Component (Take these courses in the same semester)</i>		
ED 4449	Portfolio Completion - Special Education <sup>2</sup>	1
ED 4425	Early Childhood Student Teaching <sup>2</sup>	6
ED 4442	ECSE Student Teaching <sup>2</sup>	6
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 404	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		3
REL 404	Lutheran Confessions	
REL 347	Law and Gospel in the Life of the Church	
REL 333	A Survey of Christian Thought	
PHIL 325	Christian Apologetics	
PHIL 334	Christ and Culture	

<sup>2</sup> Course requires upper division status

## Elementary/Middle (M)

There are several aspects of our elementary education department that are truly unique to CUW. In addition to the reduced 120-credit requirement for education majors, we have a variety of flexible options to increase marketability and prepare pre-service teachers to teach in multiple settings. Concordia offers a Lutheran Teacher Diploma for members of LCMS congregations who wish to teach in Lutheran schools and Christian Education Certification for members of other Christian churches who wish to teach in Christian schools. Elementary Education majors can dual major in Early Childhood and Elementary or Elementary and Cross Categorical Special Education. We also offer a variety of minors, concentrations, and certificates, including our Compassion Care Certificate, which includes work with our Comfort Dogs. Thanks to our enhanced program, most students graduate in 3.5 to 4 years, and 99+ percent of them find jobs immediately.

Another unique offering is our STREAMS of Living Water content integration model—an initiative implemented to support the integration of Science, Technology, Reading/ELA, Engineering, the Arts, and Mathematics with a more hands-on approach to learning. Our elementary education department also offers the opportunity to teach internationally or outside of the immediate CUW geographical area. Additionally, our students have field placements in area schools each semester before student teaching. This makes you more classroom-ready as you grow as a new teacher and feedback from your supervisors helps you set goals for continued improvement. If your calling is to change a student's life in Grades 4K–9, our calling is to help get you there.

## Program Learning Outcomes

- **Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- **Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- **Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
- **Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)
- **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)
- **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)
- **Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

## Curriculum

(GRADES 4K-9)

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		<b>48-51</b>
<b>Lutheran/Christian Teacher Certification Major</b>		<b>57-60</b>
<b>Public Education Major</b>		<b>51-54</b>
<b>Minor</b>		<b>18-21</b>
+ Electives as needed to reach 120 credits		
<b>Total</b>		<b>120</b>
		<b>129</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

NOTE: Check with the Chair of the Elementary/Middle Education Department for possible changes in the major

## Core Curriculum - 48-51 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3
<b>Code</b>		
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
<i>Liberal Arts Dimensions - 30 Credits</i>		
ENG 104	Introduction to Writing	3
Communication and Language Elective		
Faith and Life Elective: Any course with REL prefix other than REL 100, 110, 201, 203, 204		3
ED 1102	Foundations of Education	3
HHP 100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 119	Number Sense: Teaching Pre K-9 <sup>3</sup>	3
MATH 120	Data & Space: Teaching Pre K-9	3
SCI 110	Introduction to Life and Physical Sciences <sup>1</sup>	4

ED 1103	Human Relations for Teachers	3
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Note: Two writing intensive courses are required for graduation. 0/3  
Electives may be added if under 120 credits.

## Elementary Education Curriculum

Code	Title	Hours
<b>Elementary Education Curriculum</b>		
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning <sup>3</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>2,3</sup>	3
<i>Seminar and Experiential Components (pass/fail)</i>		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar <sup>2</sup>	0
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
<i>Practical Component</i>		
ED 2204	The Art & Science of Teaching Reading <sup>3</sup>	3
ED 2252	Best Practices in Engaging Adolescents in Literacy (OR) <sup>3</sup>	3
MATH 313	MATH in the Middle School	
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 2358	Emergent Writing: Birth to Grade 3 <sup>3</sup>	2
ED 3401	Instruction & Assessment of Reading <sup>2,3</sup>	3
<i>"The BLOCK"</i>		
Take these courses during the same semester		
ED 4301	Data Driven Analysis of Classroom Practice <sup>2,3</sup>	2
ED 4302	Collaborating with Families and Members of the Community <sup>2,3</sup>	1
ED 4303	Language Arts Methods <sup>2,3</sup>	3
ED 4304	Curriculum and Methods in Mathematics <sup>2,3</sup>	3
ED 4305	Curriculum & Methods in Science & Environment <sup>2,3</sup>	3
ED 4306	Curriculum and Methods in Social Studies <sup>2,3</sup>	3
<i>Student Teaching Component</i>		
ED 4412	Portfolio Completion - Elementary/Content Tests <sup>2</sup>	1
ED 4421	Gr K-9 Student Teaching 1 <sup>2</sup>	6
ED 4422	Gr K-9 Student Teaching 2 <sup>2</sup>	6
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 404	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 404	Lutheran Confessions	
REL 347	Law and Gospel in the Life of the Church	
REL 333	A Survey of Christian Thought	
PHIL 325	Christian Apologetics	
PHIL 334	Christ and Culture	

- <sup>1</sup> SCI 110 Introduction to Life and Physical Sciences is recommended
- <sup>2</sup> Course Requires Upper Division Status
- <sup>3</sup> Course for the content GPA
- <sup>4</sup> ED 2252 Best Practices in Engaging Adolescents in Literacy and MATH 313 Math in the Middle School are part of the English, Social Studies, Math, and Science Minors and Concentrations.

## Wisconsin Department of Public Instruction Approved Minors

### Elementary/Middle Education (Grades 4K-9)

Elementary Education majors are strongly encouraged to complete at least one concentration, certificate, minor, or an additional licensable major. Students with an interest in teaching at the middle school level are strongly encouraged to select a concentration or minor for the subject area that they would prefer to teach in a middle school setting.

#### Concentrations

- K-9 English Concentration
- K-9 Mathematics Concentration
- K-9 Social Studies Concentration
- K-9 STEM Concentration
- Spanish Concentration
- Special Education Concentration
- Urban Education Concentration

#### Certificate

- Compassion Care Certificate

#### Minors

- Adaptive Education (licensable)
- English
- Mathematics
- Science
- Social Studies
- Theology

Alternatives to the concentrations, certificates, and minors listed above include an additional major in special education or early childhood (please see the Elementary/Middle Regular and Cross-Categorical Special Education Dual Certificate Program (p. 252) or Early Childhood and Elementary Education Dual Major (p. 245) requirements).

## Elementary/Middle Regular and Cross-Categorical Special Education Dual Certificate Program (M)

Your studies in special education at CUW include a solid liberal arts foundation, a Christian emphasis, specialized coursework and ample field experiences working alongside children with disabilities.

The dual certification in Elementary Education (Grades 4K-9) and Cross Categorical Special Education (Grades 4K-12) major allows you to apply for two teaching licenses with the Wisconsin department of public instruction. CUW's special education department also sponsors organizations like Best Buddies to promote a greater understanding of

disabilities throughout our campus community. In whatever discipline you decide, you'll start with an open heart and mind, and leave more prepared than ever to enrich the lives of children with disabilities in any school setting.

### Program Learning Outcomes

1. **Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
2. **Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
3. **Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
4. **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
5. **Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)
7. **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)
8. **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)
9. **Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

### Curriculum

Middle Childhood through Early Adolescence

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		<b>48-51</b>
<b>Major Requirements</b>		<b>80-87</b>
<b>Electives</b>		
Minor or Concentration: Optional		
<b>Total Hours</b>		<b>128-138</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

NOTE: Check with the Chair of the Special Education Department for possible changes in this major.

### Core Curriculum - 48-51 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3
<b>Code</b>		
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
Liberal Arts Dimensions - 30 Credits		
ENG 104	Introduction to Writing	3
Communication and Language Elective		
Faith and Life Elective: Any course with REL prefix other than REL 100, 110, 201, 203, 204		3
ED 1102	Foundations of Education	3
HHP 100	Stewardship of the Body	1
HHP Activity Course		
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 119	Number Sense: Teaching Pre K-9	3
MATH 120	Data & Space: Teaching Pre K-9	3
SCI 110	Introduction to Life and Physical Sciences (or Life Science or Physical Science with at least one lab)	4
ED 1103	Human Relations for Teachers (register with ED 1212)	3

Note: Two CUW - approved writing intensive courses are required for 3-6 graduation.

### Elementary/Special Education Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning (register with ED 1211)	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
<i>Experiential and Seminar Components (pass/fail)</i>		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
ED 1211	Discovery Clinical (register with ED 1275)	0
ED 1212	Cultural Clinical (register with ED 1103)	0
ED 1213	Special Education Clinical (register with ED 1230)	0
<i>Practical Component: Regular Education</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 2358	Emergent Writing: Birth to Grade 3	2
or ED 2432	Teaching Writing: Grades 4-12	
ED 3401	Instruction & Assessment of Reading <sup>2</sup>	3
<i>"THE BLOCK" - Take these courses during the same semester.</i>		
ED 4301	Data Driven Analysis of Classroom Practice <sup>2</sup>	2
ED 4303	Language Arts Methods <sup>2</sup>	3
ED 4304	Curriculum and Methods in Mathematics <sup>2</sup>	3
ED 4305	Curriculum & Methods in Science & Environment <sup>2</sup>	3
ED 4306	Curriculum and Methods in Social Studies <sup>2</sup>	3
<i>Practical Component: Special Education</i>		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
ED 3328	Teaching Students with Significant Disabilities <sup>2</sup>	3
ED 3438	Transition and Collaboration for Adolescents with Disabilities <sup>2</sup>	3
ED 3452	Strategies for Teaching Exceptional Youth <sup>2</sup>	3
ED 3455	Legal Issues in Special Education <sup>2</sup>	3
ED 3457	Curricular Adaptations for Learners with Disabilities <sup>2</sup>	3
ED 4454	Curriculum, Methods, & Practicum for CCSE/ECSE <sup>2</sup>	4
ED 4479	Assessment Strategies for Diverse Learners <sup>2</sup>	3
ED 4487	Implementation Strategies in Special Education <sup>2</sup>	2
<i>Student Teaching Component (Take these courses in the same semester)</i>		
ED 4421	Gr K-9 Student Teaching 1 <sup>2</sup>	6
ED 4444	CCSE Student Teaching 1 <sup>2</sup>	6
ED 4412	Portfolio Completion - Elementary/Content Tests <sup>2</sup>	1
<b>Lutheran (LCMS Members) Education Requirements</b>		
REL 404	Lutheran Confessions	3

ED 2306	Teaching the Faith	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 333	A Survey of Christian Thought	3
REL 347	Law and Gospel in the Life of the Church	
PHIL 325	Christian Apologetics	
PHIL 334	Christ and Culture	
REL 404	Lutheran Confessions	

<sup>2</sup> Course Requires Upper Division Status.

## Secondary Education (Grades 4 - 12) and K-12 Education Subject Area Majors and Minors (M)

Our program is so much more than lectures and classrooms; it's led by a nationally-recognized, award-winning faculty with extensive middle school and high school teaching experience. We've also produced a variety of scholarship work and have received numerous departmental awards. But the best part is what this all means for you: a more effective, flexible program you can finish in fewer semesters.

All of our secondary & k12 department programs prepare graduates for licensure in Wisconsin in Grades 4 through 12, or for kindergarten through 12 in specific subject areas. You could be among our graduates who advance to serve in a myriad of educational contexts as teachers, school administrators, and counselors in schools spanning the entire k12 spectrum. You also have a chance to expand your teaching experience in placements throughout the United States and globally. In fact, many of our students honed their skills in classrooms in Japan, Uruguay, Shanghai and the Czech Republic.

Teaching is an amazingly rewarding journey—take your first step with us at Concordia University Wisconsin.

- Art Education Major (M) (p. 253)
- Broad Field Science Major (M) (p. 255)
- Broad Field Social Studies Education Major (M) (p. 257)
- Business Education Major (M) (p. 259)
- English and Language Arts Education Major (M) (p. 261)
- Mathematics Education Major (M) (p. 262)
- Music Education Major (M) (p. 264)
- Physical Education Major (M) (p. 266)
- Spanish Education Major (M) (p. 268)

## Art Education Major (M)

Art provides the means to give physical form to all of human experience. You will learn the power of using faith as a part of education in both public and parochial settings. You will learn to promote engagement between art and theology, the importance of the spiritual as revealed in art objects, sacred spaces, and in artistic practice, and the connections between visual art and faith. You will learn how art affects the development of children from a physical, mental and spiritual perspective. This program is a licensable subject area major for those seeking a K-12 Education Bachelor's degree.

Our experienced faculty will guide you to explore your own skills in the arts and help communicate it effectively and engagingly with others. You will learn both the fundamentals of art and pedagogy. Coursework blends studio and education courses to fully prepare students for a rewarding career in art education. Upon successful completion of all coursework, including a semester of student teaching, art education majors earn full licensure by the State of Wisconsin to teach art at the elementary and secondary levels (K-12).

## Program Learning Outcomes

1. **Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
2. **Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
3. **Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
4. **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
5. **Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)
7. **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)
8. **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)
9. **Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school

professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

NOTE: Art Education is licensable as a K-12 program only.

Code	Title	Hours
Core Requirements (p. 28)		42
		-
		45
<b>Major Requirements</b>		31
		-
		37
<b>Major Subject Area</b>		49
<b>Total Hours</b>		<b>122-131</b>

NOTE: Check with the Chair of the Secondary Education Department for possible changes in this major.

## Core Curriculum - 42 - 45 Credits

Concordia Common Core -

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3
<b>Code</b> <b>Title</b> <b>Hours</b>		
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
Liberal Arts Dimensions		
ENG 104	Introduction to Writing	3
COMM 105	Public Speaking (or a Language course)	3
	or COMM 201 Interpersonal Communication	
Faith and Life Elective: Any course with REL prefix other than REL 100, 110, 201, 203, 204		
ED 1102	Foundations of Education	3
HHP 100	Stewardship of the Body	1
HHP Activity Course		
Human Creativity and Expression: Art (This requirement is satisfied within art coursework).		
MATH 125	Contemporary Math	3
	or MATH 128 College Algebra	

SCI 110	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers (register with ED1212)	3

Note: Two CUW - approved writing intensive courses are required for 3-6 graduation. Other Electives if under 120 credits:

## K-12 CURRICULUM - 31 - 37 credits

Code	Title	Hours
<i>Field Experience (clinical experiences are graded as pass/fail)</i>		
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 3318	The Art & Science of Planning <sup>2</sup>	3
ED 4337	The Art and Science of Assessment <sup>2,3</sup>	3
ED 4339	The Art and Science of Instruction <sup>2,3</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary <sup>2</sup>	1
ED 4433	Secondary Ed Student Teaching 1	12
& ED 4434	and Secondary Ed Student Teaching 2 <sup>2</sup>	
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 404	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 404	Lutheran Confessions	3
REL 347	Law and Gospel in the Life of the Church	
REL 333	A Survey of Christian Thought	
PHIL 325	Christian Apologetics	
PHIL 334	Christ and Culture	

<sup>2</sup> Course requires Upper Division Status

<sup>3</sup> ED4337 and ED4339 are taken concurrently the Fall prior to student teaching.

## Major Requirements - 49 credits

Code	Title	Hours
<b>Required Art Courses</b>		
ART 111	2-D Composition	3
ART 145	Drawing for Art Majors	3
ART 170	Ceramics I	3
ART 219	Creative Workshop I	3
ART 220	Creative Workshop II	3
ART 245	Drawing II: Assorted Media	3

ART 265	Painting I	3
or ART 246	Color & Media Dynamics	
ART 285	Art History I	3
ART 286	Art History II	3
<b>Technology Courses</b>		
GD 110	Graphic Design I	3
GD 111	Graphic Design II	3
<b>Required Art Education Courses</b>		
AE 235	Elementary Art Education: Theory and Practice	3
AE 335	Sec Methods Art Ed	3
AE 340	Curric Design in Art Ed	3
ART 450	Senior Portfolio/Exhibition	1
<b>Art Electives in a studio specialization</b>		<b>6</b>
ART 130	Digital Photography I	
ART 345	Drawing III	
ART 360	Special Topics in Photography	
GD 360	Web Design I	
GD 361	Web Design II	
<b>Total Hours</b>		<b>49</b>

## Broad Field Science Major (M)

The Broad Field Science Education major consists of a combination of the Natural Sciences major from the School of Arts and Sciences along with a Secondary Education major. Completers of this program will be licensed to teach all areas of science in grades 4 to 12. Students can select from three different emphases - Biology, Chemistry, or Physics.

### Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to

monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

**7. Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

**8. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

**9. Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**10. Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**11. Character/Faith Development:** All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

Code	Title	Hours
Core Requirements (p. 28)		45
		-
		48
<b>Secondary Curriculum</b>		<b>31</b>
		-
		37
<b>Major Subject Area</b>		<b>53</b>
<b>Total Hours</b>		<b>129-138</b>

NOTE: Check with the Chair of the Secondary Education Department for possible changes in this major.

## Core Curriculum - 45-48 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 201	Old Testament	3



REL 203	New Testament	3
REL 204	Biblical Theology	3
<b>Code</b>	<b>Title</b>	<b>Hours</b>
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
Liberal Arts Dimensions		
ENG 104	Introduction to Writing	3
COMM 105	Public Speaking (or a Language course)	3
or COMM 201	Interpersonal Communication	
Faith and Life Elective: Any course with REL prefix other than REL 100, 110, 201, 203, 204		3
ED 1102	Foundations of Education	3
HHP 100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 205	Statistics I ((Stats 1 for Biology Emphasis or College Algebra for Chemistry/Physics emphasis))	3
or MATH 128	College Algebra	
BIO 141	General Biology I	4
ED 1103	Human Relations for Teachers (register with ED 1212)	3

Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits: 3-6

## SECONDARY CURRICULUM - 31 - 37 credits

Code	Title	Hours
<i>Field Experience (clinical experiences are graded as pass/fail)</i>		
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 3318	The Art & Science of Planning <sup>2</sup>	3
ED 4337	The Art and Science of Assessment <sup>2,3</sup>	3
ED 4339	The Art and Science of Instruction <sup>2,3</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary <sup>2</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>2</sup>	12

### Lutheran (LCMS Members) Teacher Diploma Requirements

ED 2306	Teaching the Faith	3
REL 404	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 404	Lutheran Confessions	
REL 347	Law and Gospel in the Life of the Church	
REL 333	A Survey of Christian Thought	
PHIL 325	Christian Apologetics	
PHIL 334	Christ and Culture	

<sup>1</sup> ED4337, ED4339, and ED4376 are taken concurrently during the Fall prior to student teaching.

<sup>2</sup> Course requires Upper Division Status.

Code	Title	Hours
<b>Required Core Courses</b>		
BIO 141	General Biology I (Science with a Lab)	
MATH 205	Statistics I (MATH 205 for Biology Emphasis; MATH 128 for Chemistry/Physics Emphases)	
or MATH 128	College Algebra	
COMM 105	Public Speaking (Communication)	
or COMM 20	Interpersonal Communication	
ENG 104	Introduction to Writing	

### Courses Required for Secondary Education Students

ED 1102	Foundations of Education (Core Human Beings & Being Human requirement)	
ED 1103	Human Relations for Teachers (Core Society and Culture requirement)	
ED 4305	Curriculum & Methods in Science & Environment	

### Major Requirements

BIO 141	General Biology I (taken in core)	23
BIO 142	General Biology II	4
CHEM 141	General Chemistry I	4
CHEM 142	General Chemistry II	4
PHYS 151	General Physics I	4
or PHYS 171	University Physics I	
PHYS 152	General Physics II	4
or PHYS 172	University Physics II	
SCI 275	Cosmogony	3

Choose one environmentally-focused class (<https://catalog.cuw.edu/undergraduate/cuwcampus/education/majors/secondary-education-grades-6-12-licensable-subject-area-majors-minors/broad-field-science-education-major/#env>)

### Choose one of the following emphases: 9-17

Emphasis in Biology (<https://catalog.cuw.edu/undergraduate/cuwcampus/education/majors/secondary-education-grades-6-12-licensable-subject-area-majors-minors/broad-field-science-education-major/#bio>)

Emphasis in Chemistry (<https://catalog.cuw.edu/undergraduate/cuwcampus/education/majors/secondary-education-grades-6-12-licensable-subject-area-majors-minors/broad-field-science-education-major/#chem>)

Emphasis in Physics (<https://catalog.cuw.edu/undergraduate/cuwcampus/education/majors/secondary-education-grades-6-12-licensable-subject-area-majors-minors/broad-field-science-education-major/#phys>)

Major Electives (<https://catalog.cuw.edu/undergraduate/cuwcampus/education/majors/secondary-education-grades-6-12-licensable-subject-area-majors-minors/broad-field-science-education-major/#elect>)

**Total Hours** 51

<sup>1</sup> Requires Upper Division Status

## Environmentally-Focused Courses

Code	Title	Hours
BIO 156	Environmental Science	3-4
or PHYS 108	Introductory Astronomy	
or SCI 195	Meteorology	
or SCI 235	Earth Science	
or SCI 246	Oceanography	

## Emphasis in Biology

Code	Title	Hours
MATH 205	Statistics I (taken in core)	
BIO 146	Essentials of Anatomy and Physiology (If BIO 191 is chosen, BIO 192 must be selected as a major elective)	4
or BIO 191	Human Anatomy and Physiology I	
BIO 244	Botany	4
BIO 260	Biology of Microorganisms	4
BIO 348	Genetics	4
BIO 490	Biology Senior Seminar (fall semester)	1
<b>Total Hours</b>		<b>17</b>

## Emphasis in Chemistry

Code	Title	Hours
MATH 128	College Algebra (taken in core)	
CHEM 241	Organic Chemistry I	4
CHEM 242	Organic Chemistry II	4
CHEM 225	Analytical Chemistry	4
CHEM 425	Biochemistry	4
CHEM 491	Chemistry Senior Seminar I	1
<b>Total Hours</b>		<b>17</b>

## Emphasis in Physics

Code	Title	Hours
MATH 128	College Algebra (taken in core)	
PHYS 108	Introductory Astronomy (must be selected as environmentally-focused course)	
PHYS 171	University Physics I (must be selected as major requirement)	
PHYS 172	University Physics II (must be selected as major requirement)	
MATH 201	Calculus I (must be taken before PHYS 171)	4
MATH 202	Calculus II	4

CHEM 491	Chemistry Senior Seminar I	1
<b>Total Hours</b>		<b>9</b>

## Major Electives

7 elective credits are required for the biology/chemistry emphases, 15 for the physics emphasis. Major electives can be selected from any courses in the other emphases (Biology (p. 257), Chemistry (p. 257), Physics (p. 257)), additional courses from the environmentally-focused (p. 257) category, or selected from the following (prerequisites may apply):

Code	Title	Hours
CHEM 235	Descriptive Inorganic Chemistry	4
BIO 192	Human Anatomy and Physiology II	4
BIO 240	Zoology	4
BIO 321	Cell Biology	4
BIO 367	Ecology of the Tropics	3
BIO 368	Ecology of the Tropics-Lab	1
BIO 410	Ecology	4
Other courses approved by the chair of the Department of Life and Earth Sciences		

## Broad Field Social Studies Education Major (M)

The Broad Field Social Studies Education program entitles the applicant to teach all social studies courses in Grades 4-12. The Broad Field Social Studies Education program requires a History Major with a Social Science concentration alongside a major in Secondary Education.

### Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment Strategies: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

## Curriculum

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

Code	Title	Hours
Core Requirements (p. 28)		45
		-
		48
<b>Secondary Curriculum</b>		<b>31</b>
		-
		37
<b>Major Subject Area</b>		<b>54</b>
<b>Total Hours</b>		<b>130-139</b>

NOTE: Check with the Chair of the Secondary Education Department for possible changes in this major.

## Core Curriculum - 45-48 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 201	Old Testament	3

REL 203	New Testament	3
REL 204	Biblical Theology	3
<b>Code</b>	<b>Title</b>	<b>Hours</b>
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
Liberal Arts Dimensions		
ENG 104	Introduction to Writing	3
COMM 105	Public Speaking (or a Language course)	3
	or COMM 201 Interpersonal Communication	
Faith and Life Elective: Any course with REL prefix other than REL 100, 110, 201, 203, 204		3
ED 1102	Foundations of Education	3
HHP 100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 125	Contemporary Math	3
	or MATH 128 College Algebra	
SCI 110	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers (register with ED 1212)	3

Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits: 3-6

## Secondary Curriculum 31 - 37 credits

Code	Title	Hours
<i>Field Experience (clinical experiences are graded as pass/fail)</i>		
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 3318	The Art & Science of Planning <sup>2</sup>	3
ED 4337	The Art and Science of Assessment <sup>2,3</sup>	3
ED 4339	The Art and Science of Instruction <sup>2,3</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary <sup>2</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>2</sup>	12
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 404	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		

ED 2306	Teaching the Faith	3
Select one of the following:		3
REL 404	Lutheran Confessions	
REL 347	Law and Gospel in the Life of the Church	
REL 333	A Survey of Christian Thought	
PHIL 325	Christian Apologetics	
PHIL 334	Christ and Culture	

## Major Requirements- 54 credits

Code	Title	Hours
<b>Social Science Foundations</b>		
SOC 101	Introduction to Sociology	3
PSY 101	General Psychology	3
GEOG 220	Cultural Geography	3
ECON 200	Principles of Economics	3
POLS 201	American Government	3
<b>Historical Foundations (Select 5 courses)</b>		<b>15</b>
HIST 153	American Civilization (American History)	
HIST 208	History of Christianity (Western/European History)	
HIST 309	Early America: 1492-1800 (American History)	
HIST 351	Indus America: 1865-1920 (American History)	
HIST 352	US-World Power: 1920-Present (American History)	
HIST 358	Renaissance and Reformation in Europe (Western/ European History)	
HIST 475	The Reformations (Western/European History)	
HIST 380	The American Republic, 1800-1860 (American History)	
<b>History and Social Science: Integrative Approaches (Select 4 courses)</b>		<b>12</b>
HIST 163	Non-Western World (Non-Western/Global History)	
HIST 210	History of Food (Non-Western/Global History)	
HIST 235	Rats, Lice & Mice: Hist of Disease (Non-Western/ Global History)	
HIST 240	Ancient Civilizations (Non-Western/Global History)	
HIST 255	Empires: East & West (Non-Western/Global History)	
HIST 325/ SOC 255	The City & American Culture (American History)	
HIST 363	Women in America (American History)	
POLS 255/ HIST 464	Presidency (American History)	
ECON 315/ HIST 465	Macroeconomic Crises in History (Non-Western/ Global History)	
<b>Disciplinary Thinking (9 credits)</b>		
HIST 190	Western Historical Perspectives (Western/ European History)	3
HIST 385	Historical Methods	3
HIST 490	History Seminar	3
<b>Education Methods Course</b>		
ED 4373	Curriculum and Methods of Teaching Social Studies - Secondary <sup>2,3</sup>	3
<b>Total Hours</b>		<b>54</b>

<sup>1</sup> Students need to complete 15 credits of American History, 9 credits of non-Western/global History, and 6 credits of Western/European History courses, as well as HIST 385 Historical Methods and HIST 490 History Seminar in order to complete the requirements of the History major with an American emphasis.

<sup>2</sup> Requires Upper Division Status

<sup>3</sup> ED4337, ED4339, and ED4373 are taken concurrently during the Fall prior to student teaching.

## Business Education Major (M)

You will be prepared to confidently teach any area of business to your students. Any level of student can learn the basics of business fundamentals. Expand students' horizons with knowledge in accounting, economics, marketing, business law, and computer science.

### Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)
- 7. Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)
- 8. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

### Curriculum

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

NOTE: Business Education is licensable as a K-12 program only.

Code	Title	Hours
Core Requirements (p. 28)		45
		-
		48
<b>K-12 Curriculum</b>		<b>31</b>
		-37
<b>Major Subject Area</b>		<b>39</b>
<b>Electives</b>		<b>5</b>
<b>Total Hours</b>		<b>120-129</b>

NOTE: Check with the Chair of the Secondary Education Department for possible changes in this major.

### Core Curriculum - 45-48 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3
<b>Total Hours</b>		<b>15</b>

Code	Title	Hours
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3

Liberal Arts Dimensions - 27 Credits

ENG 104	Introduction to Writing	3
COMM 105	Public Speaking (or a Language course)	3

or COMM 201 Interpersonal Communication

Faith and Life Elective: Any course with REL prefix other than REL 100, 110, 201, 203, 204		3
ED 1102	Foundations of Education	3
HHP 100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 125	Contemporary Math	3
or MATH 128 College Algebra		
SCI 110	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers (register with ED 1212)	3

Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits: 3-6

### K-12 Curriculum - 31 - 37 credits

Code	Title	Hours
<i>Field Experience (clinical experiences are graded as pass/fail)</i>		
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 3318	The Art & Science of Planning <sup>2</sup>	3
ED 4337	The Art and Science of Assessment <sup>2,3</sup>	3
ED 4339	The Art and Science of Instruction <sup>2,3</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary <sup>2</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>2</sup>	12
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 404	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 404	Lutheran Confessions	
REL 347	Law and Gospel in the Life of the Church	
REL 333	A Survey of Christian Thought	
PHIL 325	Christian Apologetics	
PHIL 334	Christ and Culture	

## Major Requirements - 39 credits

Code	Title	Hours
<b>Required Courses</b>		
ACCT 203	Financial Accounting (requires sophomore standing)	3
ACCT 223	Managerial Accounting (requires sophomore standing)	3
BCOM 247	Business Writing	3
BUS 161	Business Essentials	3
BUS 210	Business Law I	3
CSC 150	Foundations of Computer Science	3
CSC 175	Theory and Fundamentals of Computer Science	3
ECON 200	Principles of Economics	3
MGMT 130	Management & Leadership	3
MGMT 360	Small Business Administration	3
MGMT 450	International Business	3
MKTG 131	Sales and Marketing	3
ED 4377	Curriculum and Methods of Teaching Business Education - Secondary <sup>2,3</sup>	3
<b>Total Hours</b>		<b>39</b>

<sup>2</sup> Course Requires Upper Division Status.

<sup>3</sup> ED4337, ED4339, and ED4377 are taken concurrently during the Fall prior to student teaching.

## English and Language Arts Education Major (M)

This degree focus will allow you to explore the language, literature, and expression of the Western canon in the context of education. Be ready to demonstrate your understanding of texts and ideas, because you'll regularly be asked to write analytically and creatively. Professors will motivate you to think critically about texts and consider them within a Christian context, applying their lessons to your day to day life so you can do the same for your students. This license allows graduates to teach English, Speech, and Journalism to students in grades 4 to 12.

### Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline

accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

**5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**6. Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

**7. Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

**8. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

**9. Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**10. Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**11. Character/Faith Development:** All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

### Curriculum

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		<b>39</b>
		-
		<b>42</b>
<b>Secondary Curriculum</b>		<b>31</b>
		-
		<b>37</b>
<b>Major Subject Area</b>		<b>54</b>
<b>Total Hours</b>		<b>124-133</b>

NOTE: Check with the Chair of the Secondary Education Department for possible changes in this major.

**Core Curriculum - 39 - 45 Credits**

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3

Code	Title	Hours
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3

Liberal Arts Dimensions

ENG 104	Introduction to Writing ((Satisfied by ENG190 in major subject area))	
COMM 105	Public Speaking (or a Language course (Satisfied in the major subject area)) or COMM 201 Interpersonal Communication	
	Faith and Life Elective: Any course with REL prefix other than REL 100, 110, 201, 203, 204	3
ED 1102	Foundations of Education	3
HHP 100	Stewardship of the Body	1
	HHP Activity Course	1
	Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course	3
MATH 125	Contemporary Math	3
	or MATH 128 College Algebra	
SCI 110	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers (register with ED 1212)	3

Note: Two CUW - approved writing intensive courses are required for 3-6 graduation. Other Electives if under 120 credits:

**Secondary Curriculum - 31 -37 credits**

Code	Title	Hours
<i>Field Experience (clinical experiences are graded as pass/fail)</i>		
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 3318	The Art & Science of Planning <sup>2</sup>	3
ED 4337	The Art and Science of Assessment <sup>2,3</sup>	3

ED 4339	The Art and Science of Instruction <sup>2,3</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary <sup>2</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>2</sup>	12
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 404	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 404	Lutheran Confessions	3
REL 347	Law and Gospel in the Life of the Church	3
REL 333	A Survey of Christian Thought	3
PHIL 325	Christian Apologetics	3
PHIL 334	Christ and Culture	3

**Major Requirements - 54 credits**

Code	Title	Hours
<b>Required Courses</b>		
COMM 105	Public Speaking (satisfies core requirement)	3
COMM 201	Interpersonal Communication	3
COMM 205	Advanced Public Speaking	3
COMM 265	Journalism	3
ENG 190	Intro to English Studies (satisfies core writing requirement)	3
ENG 245	Advanced Writing	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ENG 305	English Grammar and Usage	3
ENG 341	American Literature I	3
ENG 342	American Literature II	3
ENG 344	British Literature I	3
ENG 345	British Literature II	3
ENG 347	World Literature I	3
ENG 365	History of the English Language	3
ENG 465	Shakespeare	3
ENG 475	Literary Criticism	3
ED 2432	Teaching Writing: Grades 4-12	3
ED 4372	Curriculum and Methods of Teaching English - Secondary <sup>2,3</sup>	3
<b>Total Hours</b>		<b>54</b>

<sup>2</sup> Course Requires Upper Division Status.

<sup>3</sup> ED4337, ED4339, and ED4372 are taken concurrently during the Fall prior to student teaching.

**Mathematics Education Major (M)**

One of the reasons mathematics is so appealing is because it's irrefutable. In our program, you'll find satisfaction in discovering the best way to get your students to the right answer, all while enjoying the challenge of complicated problems. Throughout the program, you'll

learn how to use computers and computer systems in the classroom to enhance problem solving. You'll explore the relationship between a Christian worldview and a technological science. Every step of the way, you'll have experienced professors guiding you. And even though numbers may be your thing, you're certainly not a number at Concordia – you're a student who'll get to know your professors and receive meaningful mentorship, providing a workable model for the future relationships you'll form with your students.

## Program Learning Outcomes

1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)

2. Learning Differences : The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)

3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)

4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment Strategies: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school

professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

## Curriculum

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

Code	Title	Hours
Core Requirements (p. 28)		<b>42-45</b>
<b>Secondary Curriculum</b>		<b>31-37</b>
<b>Major Subject Area</b>		<b>43</b>
<b>Electives</b>		<b>4</b>
<b>Total Hours</b>		<b>120-129</b>

NOTE: Check with the Chair of the Secondary Education Department for possible changes in this major.

### Core Curriculum - 42 - 45 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3

Code	Title	Hours
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
Liberal Arts Dimensions		
ENG 104	Introduction to Writing	3
COMM 105	Public Speaking (or a Language course)	3
	or COMM 201 Interpersonal Communication	
Faith and Life Elective: Any course with REL prefix other than REL 100, 110, 201, 203, 204		3
ED 1102	Foundations of Education	3
HHP 100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
SCI 110	Introduction to Life and Physical Sciences	4
MATH 205	Statistics I ((Satisfies Core mathematics requirements))	
ED 1103	Human Relations for Teachers (register with ED 1212)	3



Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits:

### Secondary Curriculum- 31 - 37 credits

Code	Title	Hours
<i>Field Experience (clinical experiences are graded as pass/fail)</i>		
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
<i>Education Seminars (seminars are graded as pass/fail)</i>		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
<i>Theoretical &amp; Practical Components</i>		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 3318	The Art & Science of Planning <sup>2</sup>	3
ED 4337	The Art and Science of Assessment <sup>2,3</sup>	3
ED 4339	The Art and Science of Instruction <sup>2,3</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
<i>Student Teaching Component (Take these courses in the same semester)</i>		
ED 4414	Portfolio Completion-Secondary <sup>2</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>2</sup>	12
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 404	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 404	Lutheran Confessions	
REL 347	Law and Gospel in the Life of the Church	
REL 333	A Survey of Christian Thought	
PHIL 325	Christian Apologetics	
PHIL 334	Christ and Culture	

### Major Requirements - 43 credits

Code	Title	Hours
<b>Required Core Courses</b>		
MATH 205	Statistics I	3
<b>Required Courses</b>		
CSC 150	Foundations of Computer Science	3
MATH 201	Calculus I	4
MATH 202	Calculus II	4
MATH 203	Calculus III	4
MATH 220	Discrete Math	3
MATH 305	Statistics II	3
MATH 313	Math in the Middle School	3
MATH 321	Abstract Algebra	3
MATH 325	Linear Algebra and Differential Equations	4
MATH 331	Geometry	3
MATH 441	Real Analysis	3

ED 4374 Curriculum and Methods of Teaching Mathematics - Secondary<sup>2,3</sup> 3

**Total Hours** 43

<sup>2</sup> Course Requires Upper Division Status.

<sup>3</sup> ED4337, ED4339, and ED4374 are taken concurrently during the Fall prior to student teaching.

## Music Education Major (M)

As a music education student, you'll study music theory, composition, conducting, music history, and forms of the medieval, baroque, pre-classical, romantic, and 20th century periods from around the globe. With such a thorough background, you'll gain the skills and to share this knowledge with your own students.

Learn the ins and outs of all the instruments in an ensemble by becoming a teacher for K-12 band or orchestra. The K-12 Music Education curriculum teaches many levels of music theory and music history, conducting, and techniques for teaching brass, woodwinds, percussion, and strings. In addition to learning in the classroom, stay active in your instrumental skills by participating in an ensemble of your choice each semester.

Use your voice to inspire in more than one way by becoming a teacher for K-12 chorus. The K-12 Music Education curriculum will take you through different levels of music theory and music history, conducting, voice teaching techniques, along with participating in an ensemble of your choice each semester.

### Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to

monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

### Curriculum

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

NOTE: Art Education, Business Education, Music Education, Physical Education, and Spanish Education are licensable as K-12 programs only.

Code	Title	Hours
Core Requirements (p. 28)		45
		-
		48
<b>Major Requirements</b>		<b>31</b>
		-
		37
<b>Major Subject Area</b>		<b>54</b>
<b>Total Hours</b>		<b>130-139</b>

NOTE: Check with the Chair of the Secondary Education Department for possible changes in this major.

### Core Curriculum - 45 - 48 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		

REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3

Code	Title	Hours
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3

#### Liberal Arts Dimensions

ENG 104	Introduction to Writing	3
COMM 105	Public Speaking (or a Language course)	3
or COMM 201	Interpersonal Communication	

Faith and Life Elective: Any course with REL prefix other than REL 100, 110, 201, 203, 204 3

ED 1102	Foundations of Education	3
HHP 100	Stewardship of the Body	1
HHP Activity Course		1

Human Creativity and Expression: 3 credits of applied music 3

MATH 125 Contemporary Math 3

or MATH 128 College Algebra

SCI 110 Introduction to Life and Physical Sciences 4

ED 1103 Human Relations for Teachers (register with ED 1212) 3

Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits: 3-6

### K-12 Curriculum - 31 - 37 credits

Code	Title	Hours
<i>Field Experience (clinical experiences are graded as pass/fail)</i>		
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0

#### Theoretical & Practical Components

ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 3318	The Art & Science of Planning <sup>2</sup>	3
ED 4337	The Art and Science of Assessment <sup>2,3</sup>	3
ED 4339	The Art and Science of Instruction <sup>2,3</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3

Student Teaching Component (Take these courses in the same semester)

ED 4414	Portfolio Completion-Secondary <sup>2</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>2</sup>	12

#### Lutheran (LCMS Members) Teacher Diploma Requirements

ED 2306	Teaching the Faith	3
REL 404	Lutheran Confessions	3

#### Christian Teacher Certification Requirements

ED 2306	Teaching the Faith	3
Select one of the following:		3
REL 404	Lutheran Confessions	
REL 347	Law and Gospel in the Life of the Church	
REL 333	A Survey of Christian Thought	
PHIL 325	Christian Apologetics	
PHIL 334	Christ and Culture	

**Major Requirements - 52 credits**

Pending Wisconsin Department of Public Instruction approval

Code	Title	Hours
<b>Required Courses in the Creative Arts Core</b>		
Applied Music (3 credits worth in the Creative Arts Core)		
<b>Required Courses</b>		
Applied Music (11 credits in addition to the 3 credits from the Creative Arts Core) <sup>6</sup>		11
MUS 080	Concert/Recital Attendance <sup>1</sup>	0
MUS 240	Music Theory I	3
MUS 241	Music Theory II	3
MUS 242	Music Theory III	3
MUS 243	Music Theory IV	3
MUS 246	Aural Theory I	1
MUS 247	Aural Theory II	1
MUS 248	Aural Theory III	1
MUS 251	Aural Theory IV	1
MUS 250	Beginning Conducting	3
MUS 271	Music History I	3
MUS 272	Music History II	3
MUS 273	Music History III	3
MUS 315	Techniques of Teaching Voice	1
MUS 351	Advanced Conducting	3
MUS 356	Techniques of Teaching Brass	1
MUS 357	Techniques of Teaching Woodwinds	1
MUS 358	Techniques of Teaching Percussion	1
MUS 359	Techniques of Teaching Strings	1
MUS 499	Recital	1
Ensemble <sup>2</sup>		0
<b>Education Methods Courses</b>		
ED 3378	Curriculum and Methods of Teaching Choral Education <sup>3,4</sup>	2
or ED 3379	Curriculum and Methods of Teaching Instrumental Music	
ED 3403	Elementary General Music Methods	2
<b>Total Hours</b>		<b>52</b>

<sup>1</sup> All music majors are required to register for MUS 080. Not registering is the same as not passing. A music major must pass 7 of 8 semesters. If a student fails 2 consecutive semesters, the student will be required to attend a hearing with the music faculty.

<sup>2</sup> Participation in ensembles is required every semester while in residency. All music majors and minors audit ensembles.

<sup>3</sup> Music Education Majors take the corresponding Methods course (choral or instrumental) based on their desired emphasis (choral or instrumental).

<sup>4</sup> Requires Upper Division Status

<sup>5</sup> Demonstration of specific content knowledge is required for licensure. This includes a content-based portfolio along with a GPA of 3.0 in the above content classes or a score of 150 or better on the Praxis II examination 5113 Music: Content Knowledge.

<sup>6</sup> Minimum of 4 credits on secondary instrument.

<sup>7</sup> ED4337 and ED4339 are taken concurrently the Fall prior to student teaching.

## Physical Education Major (M)

To become a physical education teacher, there is a variety of coursework involved. You will have a better understanding of the human body with exercise physiology, motor development, anatomy, and physiology. You'll also learn the ins and out of health education with personal, family, and community health. To get to this point, you'll gain clinical experience and feel prepared to support learners with adaptive physical education needs. Upon completion of the program, you will receive a Physical Education, Health, Athletic Coaching, and Adaptive Physical Education license.

### Program Learning Outcomes

1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)

2. Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)

3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)

4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment Strategies: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build

skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

**Curriculum**

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

Code	Title	Hours
Core Requirements (p. 28)		<b>45</b>
		-
		<b>48</b>
<b>Major Requirements</b>		<b>31</b>
		-
		<b>37</b>
<b>Major Subject Area</b>		<b>39</b>
<b>Electives</b>		<b>5</b>
<b>Total Hours</b>		<b>120-129</b>

NOTE: Check with the Chair of the Secondary Education Department for possible changes in this major.

The Physical Education Major is licensable from Kindergarten to grade 12.

Students completing this program are also eligible for licensure in athletic coaching, adaptive physical education, and health education.

**Core Curriculum - 45 - 48 Credits**

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3
<b>Code Title Hours</b>		
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3

CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
Liberal Arts Dimensions - 27 Credits		
ENG 104	Introduction to Writing	3
COMM 105	Public Speaking (or a Language course)	3
	or COMM 201 Interpersonal Communication	
Faith and Life Elective: Any course with REL prefix other than REL 100, 110, 201, 203, 204		3
ED 1102	Foundations of Education	3
HHP 100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 125	Contemporary Math	3
	or MATH 128 College Algebra	
SCI 110	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers (register with ED 1212)	3

Note: Two CUW - approved writing intensive courses are required for 3-6 graduation. Other Electives if under 120 credits:

**K-12 Curriculum - 31 - 37 credits**

Code	Title	Hours
<i>Field Experience (clinical experiences are graded as pass/fail)</i>		
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 3318	The Art & Science of Planning <sup>2</sup>	3
ED 4337	The Art and Science of Assessment <sup>2,3</sup>	3
ED 4339	The Art and Science of Instruction <sup>2,3</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary <sup>2</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>2</sup>	12
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 404	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 404	Lutheran Confessions	
REL 347	Law and Gospel in the Life of the Church	
REL 333	A Survey of Christian Thought	

PHIL 325	Christian Apologetics
PHIL 334	Christ and Culture

## Footnotes

**Major Requirements - 39 credits**

Code	Title	Hours
<b>Required Courses</b>		
BIO 146	Essentials of Anatomy and Physiology	4
HHP 260	School and Community Health	3
HHP 265	Healthy Lifestyles	3
HHP 371	Exercise Physiology	3
HHP 373	Motor Development	3
HHP 375	Biomechanics	3
ED 3459	Measurement and Evaluation - Health and Physical Education <sup>2</sup>	3
ED 3475	Adaptive Physical Education <sup>2</sup>	3
ED 3476	Curriculum and Methods - Health Education <sup>2</sup>	3
ED 3486	Practicum in Adaptive PE <sup>2</sup>	0
ED 3381	Curriculum and Methods of Teaching PE - Elementary <sup>2</sup>	4
ED 4382	Curriculum and Methods of Teaching PE - Secondary <sup>2,3</sup>	3

**Major Electives**

Select two of the following:		4
HHP 281	Theory and Techniques of Coaching Softball	
HHP 282	Theory and Techniques of Coaching Basketball	
HHP 284	Theory and Techniques of Coaching Football	
HHP 286	Theory and Techniques of Coaching Track	
HHP 287	Theory and Techniques of Coaching Soccer	
HHP 290	Theory and Techniques of Coaching Wrestling	
HHP 288	Theory and Techniques of Coaching Volleyball	

**Total Hours** **39**

<sup>1</sup> Students who complete this major are also eligible for certification in athletic coaching, adaptive physical education, and health education.

<sup>2</sup> Course Requires Upper Division Status.

<sup>3</sup> ED4337, ED4339, and ED4382 are taken concurrently during the Fall prior to student teaching.

<sup>4</sup> CPR certification must include face-to-face instruction.

<sup>5</sup> Demonstration of specific content knowledge is required for licensure. This includes a content based portfolio along with a GPA of 3.0 in the above content classes OR a score of 150 or better on the Praxis II examination 5091 Physical Education: Content Knowledge and a score of 151 or better on the Praxis II examination 5551 Health Education.

<sup>6</sup> Physical education majors are required to attain First Aid & CPR certification prior to graduation.

## Spanish Education Major (M)

Through this program, you'll explore all areas of the Spanish language through a variety of activities and experiences, both on- and off-campus: interdisciplinary volunteer events, Spanish Table, Spanish Club on-campus, and other volunteer work and internships for hands-on experience in the Milwaukee community, throughout the U.S., and even abroad. Real-world experience that will lead to confidence in the

classrooms, with skills that won't just set you apart, they'll help you connect.

### Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)
- 7. Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)
- 8. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)
- 9. Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- 10. Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- 11. Character/Faith Development:** All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission

and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

### Curriculum

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

NOTE: Spanish Education is licensable as a K-12 program only.

Code	Title	Hours
Core Requirements (p. 28)		42
		-
		45
<b>Major Requirements</b>		31
		-
		37
<b>Major Subject Area</b>		30
<b>Electives</b>		17
<b>Total Hours</b>		<b>120-129</b>

NOTE: Check with the Chair of the Secondary Education Department for possible changes in this major.

### Core Curriculum - 42 - 45 Credits

Code	Title	Hours
Theology - Public Education		
REL 100	The Bible	3
REL 110	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 201	Old Testament	3
REL 203	New Testament	3
REL 204	Biblical Theology	3
<b>Code</b> <b>Title</b> <b>Hours</b>		
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
Liberal Arts Dimensions - 27 Credits		
ENG 104	Introduction to Writing	3
COMM 105	Public Speaking (or a Language course (Satisfied in Spanish coursework))	
or COMM 201	Interpersonal Communication	
Faith and Life Elective: Any course with REL prefix other than REL 100, 110, 201, 203, 204		
ED 1102	Foundations of Education	3
HHP 100	Stewardship of the Body	1
HHP Activity Course		
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		
MATH 125	Contemporary Math	3
or MATH 128	College Algebra	
SCI 110	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers (register with ED 1212)	3

Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits:

### K-12 Curriculum- 31 - 37 credits

Code	Title	Hours
<i>Field Experience (clinical experiences are graded as pass/fail)</i>		
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 3318	The Art & Science of Planning <sup>2</sup>	3
ED 4337	The Art and Science of Assessment <sup>2,3</sup>	3
ED 4339	The Art and Science of Instruction <sup>2,3</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary <sup>2</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>2</sup>	12
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 404	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 404	Lutheran Confessions	
REL 347	Law and Gospel in the Life of the Church	
REL 333	A Survey of Christian Thought	
PHIL 325	Christian Apologetics	
PHIL 334	Christ and Culture	

### Major Requirements - 30 credits

Code	Title	Hours
<b>Required Courses</b>		
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
SPAN 301	Spanish Conversation and Composition	3
SPAN 307	Linguistics	3
SPAN 331	Advanced Spanish Grammar	3
SPAN 351	Span&SpanAmCiv&Cul I (up 1800)	3
SPAN 352	Span&SpanAmCiv&Cul (after 1800)	3
SPAN 355	Span&SpanAm Lit (up to 1800)	3
SPAN 356	Span&SpanAm Lit II(after 1800)	3
SPAN 305	Spanish Immersion Experience (Semester Abroad)	0

ED 4310	Curriculum and Methods of Teaching Foreign Language <sup>2,3</sup>	3
<b>Total Hours</b>		<b>30</b>

- Social Studies Minor (M) (p. 273)
- Spanish Minor (M) (p. 273)
- Theology Minor (M) (p. 274)

<sup>1</sup> Teaching majors required to participate in a semester abroad in a country (other than the U.S.) in which Spanish is spoken. The study abroad experience must be approved by the Modern Language Department. (Spanish Education majors may take up to 9 credits of required Spanish courses abroad; a minimum of 3 credits are required during the study abroad experience.) A written paper is required upon return for SPAN 305.

<sup>2</sup> Course Requires Upper Division Status.

<sup>3</sup> ED4337, ED4339, and ED4310 are taken concurrently during the Fall prior to student teaching.

<sup>4</sup> Elementary, secondary, and K-12 majors are required to demonstrate their foreign language proficiency by either maintaining a 3.0 in the above content classes OR by receiving a score of intermediate high on the ACTFL Oral Proficiency Interview (OPI) and the ACTFL Writing Proficiency Test (WPT) from Language Testing International.

## Teacher Colloquy Program - LCMS (M)

The Teacher Colloquy is designed for members of the Missouri Synod who have received their teacher training at a non-Synodical college and would like to be certified for teaching in schools of the Synod. The program is available online through the Concordia University Education Network, CUENet ([www.cuenet.edu](http://www.cuenet.edu) (<http://www.cuenet.edu>)). For more information, contact the CUENet director at 1-800-238-3037 or write CUENet, 345 Cyber Drive, Bend, Oregon 97702. The program typically consists of 24 credit hours.

In 1989, the Provisional Endorsement for Lutheran Teaching (P.E.L.T.) Program was developed by the colleges and universities and the appropriate boards of the Lutheran Church-Missouri Synod. This program was developed in recognition of the many capable Lutheran teachers involved in the ministries of the LCMS Parochial School Systems who were non-synodically certified.

The initial vision was to offer these teachers an avenue to take steps toward synodical certification via the LCMS's Colloquy Program. It was an initial step because the candidate could only fulfill some of the course requirements via the extension model. The candidate then had to complete the colloquy course requirements through residence course work at one of the synodical colleges offering a bachelor's degree in teacher education. Since the Synodical Convention in Pittsburgh in 1992, it is possible to take the eight required courses to fulfill course work requirements for teach colloquy via the Theological Education by Extension Model. We have several extension locations in different parts of the country.

## Minors

- Adaptive Education Minor (M) (p. 270)
- Educational Studies Minor (Non-Licensable) (M) (p. 271)
- English/Language Arts Minor (M) (p. 271)
- ESL: English as a Second Language Minor (M) (p. 271)
- Mathematics Minor (M) (p. 272)
- Science Education Minor (M) (p. 272)

## Adaptive Education Minor (M)

Teachers who obtain this minor or concentration will grow in their ability to modify content, instructional strategies, and the learning environment for children with disabilities and special needs in the regular education setting. You will learn a variety of strategies to allow all of your students to shine in the classroom.

### Elementary, Secondary, and K-12 Education (license 1859)

This minor is available for students with an Elementary Education Major (Grades 4K - 9), Early Childhood and Elementary Dual Major (Birth- 9th Grade), Secondary Education Major (Grades 4-12) or a K-12 Education Major (Grades 4K - 12).

The concentration is available to all Education students. The concentration is not licensable, but will help you learn how to adapt content and the environment for all of your learners.

### Curriculum

Code	Title	Hours
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
ED 3328	Teaching Students with Significant Disabilities <sup>2</sup>	3
ED 3457	Curricular Adaptations for Learners with Disabilities <sup>2</sup>	3
ED 4479	Assessment Strategies for Diverse Learners <sup>2</sup>	3
ED 4487	Implementation Strategies in Special Education <sup>2</sup>	2
ED 4477	Practicum in Adaptive Education <sup>2</sup>	1
<b>Total Hours</b>		<b>18</b>

Note: Complete 12 or more credits in the minor before taking ED 4477 Practicum in Adaptive Education.

<sup>2</sup> Course requires upper division status

### Special Education Concentration Curriculum

Code	Title	Hours
ED 2484	Educational and Behavioral Management in Special Education	3
ED 3457	Curricular Adaptations for Learners with Disabilities <sup>2</sup>	3
<b>Electives: Select 2 of the following courses for a total of 6 credits. Elective courses cannot be in your major.</b>		<b>6</b>
ED 2327	Collaborating with Families and Professionals in a Diverse Society	
ED 3328	Teaching Students with Significant Disabilities <sup>2</sup>	
ED 4479	Assessment Strategies for Diverse Learners <sup>2</sup>	
EDG 5301	Trauma Informed Practices	
EDG 5302	Social Emotional Learning	
<b>Total Hours</b>		<b>12</b>

<sup>2</sup> Course requires upper division status

## Educational Studies Minor (Non-Licensable) (M)

This non-licensable minor is designed for students looking to get a background in the field of education.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ED 1102	Foundations of Education	3
<b>Electives: Choose at least 15 credits from the following courses or other approved courses.</b>		<b>15</b>
ED 1103	Human Relations for Teachers <sup>1</sup>	
ED 1209	Educational Psychology - Adolescent or ED 1275 Human Learning	
PSY 221	Child Development <sup>1</sup>	
ED 2204	The Art & Science of Teaching Reading	
ED 1230	Nature of the Exceptional Child	
ED 2293	The Urban Education Landscape	
ED 2294	Paradigms for Success in Urban Education	
ED 2306	Teaching the Faith	
ED 2327	Collaborating with Families and Professionals in a Diverse Society	
ED 2484	Educational and Behavioral Management in Special Education	
ED 3318	The Art & Science of Planning	
ED 4337	The Art and Science of Assessment	
ED 4339	The Art and Science of Instruction	
ED 4411	The Profession and Ethics of Teaching	
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> If PSY 221 Child Development or ED 1103 Human Relations for Teachers is not used to fulfill core requirement.

## English/Language Arts Minor (M)

Do you have a passion for reading and writing? As an Early Childhood Education or Elementary Education major, we encourage you to choose a concentration or minor in a subject you have a passion for and would love to teach. For those who love the beauty of the English language—crafting with words and reading great literature—this is the perfect minor to round out your education at Concordia. This minor is designed so that teachers-in-training who have a true love of the English language, books, and the written word, can pass that joy of English/Language Arts on to their students. The English/Language Arts Education minor includes 18 credits and the concentration includes 12 credits.

### Minor Curriculum

Code	Title	Hours
<b>Required Courses</b>		

Code	Title	Hours
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ED 2432	Teaching Writing: Grades 4-12	3
ENG 305	English Grammar and Usage	3
<i>Choose 3 credits of literature from the following list:</i>		<b>3</b>
ENG 341	American Literature I or ENG 342 American Literature II	
ENG 344	British Literature I or ENG 345 British Literature II	
ENG 347	World Literature I	
<b>Electives see list below</b>		<b>6</b>
<b>Total Hours</b>		<b>18</b>

### Electives

Code	Title	Hours
An American, English, or World Literature elective not chosen above		3
COMM 205	Advanced Public Speaking	3
COMM 250	Intro To Mass Communication	3
COMM 460	Cross-Cultural Communication	3
ENG 245	Advanced Writing	3
ENG 246	Creative Writing	3
ENG 355	Modern Fiction & the Tradition	3
ENG 356	Modern Poetry & the Tradition	3
ENG 365	History of the English Language	3
ENG 465	Shakespeare	3
THTR 261	Acting I: Introduction to Acting	3
THTR 350	20th Century American Drama	3

### Concentration Curriculum

Code	Title	Hours
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ED 2432	Teaching Writing: Grades 4-12	3
ENG 305	English Grammar and Usage	3
<i>Electives – May not be used to meet the CUW Core requirements. Choose any course with an ENG, COMM, or THTR prefix.</i>		<b>3</b>
<b>Total Hours</b>		<b>12</b>

## ESL: English as a Second Language Minor (M)

This minor may be taken with an Elementary Education (Grades 4K-9), Secondary Education (Grades 4-12), or 4K-12 Education major. Students with a Secondary Education Major (Grades 4-12) or with a 4K-12 Education Major (Early Childhood through Adolescence) may take this minor in addition to a subject area major. The developmental range of the license awarded depends upon the developmental range of the candidate's licensable major.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
Study of a Modern Foreign Language <sup>1</sup>		6-12
ED 2001	Cross Cultural Communication for Teachers of Language Learners	3



ED 2002	Accommodating Differences in Literacy Learners	3
ED 2003	Basic English Linguistics for Teachers of Language Learners	3
ED 3001	ELL Literacy: Reading, Writing, and Grammar Strategies	3
ED 3002	Methods of Teaching English as a Second Language	3
ED 3003	Observation, Analysis, and Practicum in ESL Classrooms	3
<b>Total Hours</b>		<b>24-30</b>

<sup>1</sup> With a minimum of 6 residence credits (Note: up to 6 retroactive credits may be earned in foreign language).

<sup>2</sup> Course Requires Upper Division Status.

## Mathematics Minor (M)

The Math Education Minor will help you inspire students with exercises and problems that help expand the mind. You will engage students with the early math fundamentals and teach skills that can be used for the rest of their lives. You will open their mind to new possibilities and introduce a new curiosity in numbers. You will also learn how to teach with computer systems in the classroom. Using technology effectively while managing your classroom is essential. You will be able to explore the Christian worldview in a technological society and be able to lead discussions with students about this relationship. Through a guided and intensive experience, the Mathematics Education Minor will give you mastery in the most important fundamentals of math, as well as other electives. The Mathematics Education minor includes 18-20 credits and the concentration includes 12 credits.

### Curriculum- Minor

#### Early Childhood and/or Elementary Education Majors (Birth - 9th Grade)

Code	Title	Hours
<b>Required Courses</b>		
MATH 197 or MATH 201	Applied Calculus Calculus I	3-4
MATH 205	Statistics I	3
CSC 150	Foundations of Computer Science	3
MATH 313	Math in the Middle School	3
<b>Minor Electives</b>		
<i>Select two of the following:</i>		6
MATH 125	Contemporary Math	
MATH 128	College Algebra	
MATH 150	Trigonometry	
MATH 202	Calculus II	
MATH 305	Statistics II	
MATH 321	Abstract Algebra	
MATH 331	Geometry	
Other approved course		
<b>Total Hours</b>		<b>18-19</b>

### Curriculum- Concentration

Code	Title	Hours
MATH 313	Math in the Middle School	3
Electives - Choose any courses with a MATH or CSC prefix. At least 6 credits must have a MATH prefix.		9
<b>Total Hours</b>		<b>12</b>

## Science Education Minor (M)

In physical sciences, you can help your students understand physics and chemistry so they can explore their role in the progress of humankind. You will be able to explain to others the study of matter, energy, and chemical interactions to inspire the use of technology and innovation for good. In life sciences, you will be able to teach about plants, animals, and human beings so students can understand the relationship between the spiritual and physical world and body. You will receive instruction in apologetics and faith integration with a nurturing and experienced faculty and will be able to lead discussions on how empirical knowledge and ideological beliefs interact. You will learn about using technology and science concepts in the classroom. The Science Education Minor includes 18-20 credits and the STEM concentration includes 12 credits.

### Curriculum- Minor

Code	Title	Hours
<b>Required Courses</b>		
MATH 313	Math in the Middle School	3
<b>Minor Electives</b>		
<i>Choose 4 courses to complete minor; must include at least one life and 15-16 at least one physical science course.</i>		
BIO 141	General Biology I	
BIO 142	General Biology II	
BIO 146	Essentials of Anatomy and Physiology (w/ lab)	
BIO 156	Environmental Science (w/ lab)	
BIO 240	Zoology	
BIO 244	Botany	
BIO 260	Biology of Microorganisms	
BIO 410	Ecology	
CHEM 105	Elements of General and Biological Chemistry (w/ lab)	
PHYS 108	Introductory Astronomy	
PHYS 151	General Physics I	
SCI 195	Meteorology	
SCI 246	Oceanography	
SCI 275	Cosmogony	
SCI 235	Earth Science (w/ lab)	
Other approved course		
<b>Total Hours</b>		<b>18-19</b>

## Curriculum- Concentration

### STEM Concentration

Code	Title	Hours
MATH 313	Math in the Middle School	3
Electives – May not be used to meet the CUW Core requirements. Select three courses with a BIO, CHEM, CSC, ENV, MATH, PHYS, or SCI prefix or ED 3356 STEM: Math in EC (2 cr) and ED 3357 STEM: Science in EC (2 cr). At least one course must be a science course with a lab.		9
<b>Total Hours</b>		<b>12</b>

## Social Studies Minor (M)

Through a blend of the social sciences, history, and humanities, you will learn to guide your students through a myriad of thinking types and social structures. You will get a stronger sense of contemporary and past viewpoints and be able to share insight with your classes into how people relate to the world around them. You will participate in and learn how to lead discourse on civic issues and organize around solutions. Your students can discover how we relate to each other, how we interact as groups, and how we organize our thoughts, religion, and government. You will be able to observe and study a wide range of human behavior and apply social and behavioral concepts for groups, institutions, power, government, cultural diversity, and identity. The Social Studies Education Minor or Concentration will ground you in historical methods, U.S. and European history, sociology, and cultural geography. The minor includes 18 credits and the concentration includes 12 credits.

### Curriculum- Minor

Code	Title	Hours
<b>Required Courses</b>		
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
European History		3
United States History		3
GEOG 220	Cultural Geography	3
Select one of the following:		3
SOC 101	Introduction to Sociology	
SOC 203	Contemporary Social Problems	
BCOM 300	Group Dynamics	
<b>Minor Electives</b>		
Select three credits		3
HIST 385	Historical Methods (recommended)	
Any U.S. History course		
Any European History course		
Any Non-western/Global History course		
Any Economics course		
Any Geography course		
Any Political Science course		
Any Psychology course		
Any Sociology course		
<b>Total Hours</b>		<b>18</b>

Minor Total = 18 credits beyond Core and Education requirements

## Curriculum- Concentration

Code	Title	Hours
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
Electives – May not be used to meet the CUW Core requirements. Select three courses.		9
3 credits History – Choose any course with a HIST prefix.		
3 credits Economics – Choose any course with an ECON prefix.		
3 credits Social Science – Choose any course with a PSY or SOC prefix.		
<b>Total Hours</b>		<b>12</b>

## Spanish Minor (M)

You will be able to communicate with native speakers globally and, with the rise of bilingualism, within your own community. You will be expected to use applied linguistics to solve language-related issues that present themselves in classroom scenarios. You will be able to approach Spanish grammar, literature and writing with confidence. With volunteer work and internships, and opportunities to travel within the U.S. or abroad, you will immerse yourself in Spanish experiences to better understand the culture and context within your field. Within the Spanish Minor or concentration, you will learn to master the tools of clear and meaningful communication with intensive conversation, literature and composition study. The Spanish Minor includes 18 credits and the concentration includes 12 credits.

### Curriculum- Minor

Code	Title	Hours
<b>Required Courses</b>		
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
SPAN 301	Spanish Conversation and Composition	3
SPAN 307	Linguistics	3
SPAN 331	Advanced Spanish Grammar	3
SPAN 305	Spanish Immersion Experience	0
ED 4310	Curriculum and Methods of Teaching Foreign Language <sup>1</sup>	3
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> Course requires upper division status

Note: Students who do not receive retroactive Spanish credit must also complete SPAN 101 Beginning Spanish I and SPAN 102 Beginning Spanish II.

### Curriculum- Concentration

Code	Title	Hours
SPAN 301	Spanish Conversation and Composition	3
SPAN 331	Advanced Spanish Grammar	3
Choose 1 Literature Course		3
SPAN 308	Master Literary Works of Spain	
SPAN 309	Master Literary Works of Latin America	
SPAN 355	Span&SpanAm Lit (up to 1800)	
SPAN 356	Span&SpanAm Lit II(after 1800)	
Choose 1 Culture Course		3
SPAN 351	Span&SpanAmCiv&Cul I (up 1800)	

SPAN 352	Span&SpanAmCiv&Cul (after 1800)	
SPAN 373	Hispanics in the United States	
<b>Total Hours</b>		<b>12</b>

## Theology Minor (M)

The theology major or minor gives you a strong understanding of the Christian faith that will support you in your chosen vocation. As a university of The Lutheran Church—Missouri Synod (LCMS), our courses are taught in accord with the Lutheran Confessions. The theology program is not intended to stand alone. Rather, it is intended primarily for those of you who are preparing for certification as professional church workers such as Lutheran School Teachers or Directors of Church Ministries (DCM). (That is why the internship is specific to your track.) If you aren't interested in the education or church ministries routes, we highly recommend checking out the Christian Thought program (<https://www.cuw.edu/academics/programs/christian-thought-bachelors/>).

You can expect to benefit from a well-rounded study of biblical and systematic theology, along with the application of that theology in your life within the Christian Church. You'll join renowned scholars as you delve into the Old and New Testaments, systematic doctrine, and practical theology (teaching and worship). We offer many theology electives, so you can explore and grow in the particular areas that interest you.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
Any REL course with a number above 204		
<b>Required Courses</b>		
REL 203	New Testament	3
<i>Theology/Philosophy Course</i>		
Select one of the following: 3		
REL 404	Lutheran Confessions (recommended for all church-work students)	
REL 347	Law and Gospel in the Life of the Church	
REL 333	A Survey of Christian Thought	
PHIL 325	Christian Apologetics	
PHIL 334	Christ and Culture	
<i>Office of Church Worker Course</i>		
ED 4411	The Profession and Ethics of Teaching (for education students)	3
or REL 312 Office of the Professional Church Worker		
<i>Internship Course</i>		
Select one of the following: 3		
REL 420	Church Ministries Internship	
ED 44XX Student Teaching (for education students)		
<i>Religious Education Course</i>		
Select one of the following: 3		
REL 229	Religious Education of Youth and Adults	

REL 233	Communicating Bible Messages	
ED 2306	Teaching the Faith (for education students)	
<i>Comparative Religion Course</i>		
REL 310	Religion in America Today	3
or REL 410 World Religions		
<b>Total Hours</b>		<b>18</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Certificates

- Compassion Care Certificate (M) (p. 274)
- Physical Education Certificate (M) (p. 274)

## Compassion Care Certificate (M)

Our world desperately needs compassionate caregivers to be the hands and feet of Jesus in a multitude of professional and personal vocations. This 12 credit certificate provides training in the art and skills of compassionate care for educators, athletic trainers, and other vocations. The program highlights include work with our Comfort Dogs, trauma-informed practices, social-emotional learning strategies, lessons of compassion from Jesus, our master teacher, and a practicum.

### Curriculum

Code	Title	Hours
EDG 5300	Comfort Dog Handler Training and Skill Development	3
EDG 5301	Trauma Informed Practices	3
EDG 5302	Social Emotional Learning	3
EDG 5303	Comfort Dog Practicum	3
<b>Total Hours</b>		<b>12</b>

## Physical Education Certificate (M)

You will have a better understanding of the human body with exercise physiology, motor development, and biomechanics. This certificate also covers the methodology of teaching K-12 Physical Education.

This certificate does not guarantee a license in Physical Education. If a student completes another of CUW's licensure programs in K-12 education, that student can then take the Praxis 2 test in PE. If that test is passed, then he or she can gain the PE license through the state of Wisconsin.

### Curriculum

Code	Title	Hours
HHP 371	Exercise Physiology	3
HHP 373	Motor Development	3
HHP 375	Biomechanics	3
ED 3381	Curriculum and Methods of Teaching PE - Elementary	4
ED 4382	Curriculum and Methods of Teaching PE - Secondary	3
<b>Total Hours</b>		<b>16</b>

## School of Health Professions (M)

The School of Health Professions (SHP) is comprised of a wide range of graduate, undergraduate, and certificate programs that support the mission of Concordia University. Our programs emphasize interprofessional education and community interaction.

### School Of Health Professions Mission

The School of Health Professions is dedicated to serving the diverse health needs of individuals and communities by providing a rigorous, experiential, collaborative education that prepares outstanding health professionals who integrate faith, professional excellence and service.

- Communication Sciences and Disorders Major (M) (p. 275)
- Diagnostic Medical Sonography (M) (p. 276)
- Radiologic Technology Major (M) (p. 279)
- Rehabilitation Science (M) (p. 281)
- Social Work Major (M) (p. 283)
- Social Work/Psychology Double Major (M) (p. 285)
- Communication Sciences Minor (M) (p. 287)
- Director of Church Ministries Minor for Social Work Majors (M) (p. 287)
- Social Science Minor for Social Work Majors (M) (p. 288)
- Social Work Minor (M) (p. 288)
- Diagnostic Medical Sonography Certificate (M) (p. 288)

## Majors

- Communication Sciences and Disorders Major (M) (p. 275)
- Diagnostic Medical Sonography (M) (p. 276)
- Radiologic Technology Major (M) (p. 279)
- Rehabilitation Science (M) (p. 281)
- Social Work Major (M) (p. 283)
- Social Work/Psychology Double Major (M) (p. 285)

## Communication Sciences and Disorders Major (M)

Students studying Communication Sciences and Disorders (CSD) acquire foundational knowledge in the bases of communication, hearing, swallowing, and normal development across the lifespan, and the clinical management of children and adults with communication disorders. The Communication Sciences and Disorders major leads to careers in either of two disciplines; Speech-Language Pathology or Audiology. Both of these career choices require successful completion of a graduate degree to enter clinical practice. Additionally, the CSD major can prepare students to become a speech-language pathology assistant for those individuals who choose not to pursue a graduate degree. For more information about career options associated with this major, go to [www.asha.org](http://www.asha.org) (<http://www.asha.org>).

### Mission Statement

The Speech-Language Pathology department is dedicated to the missions of Concordia University Wisconsin and the School of Health Professions and is focused on developing independent life-long learners with strong critical thinking and communication abilities. In addition,

the Speech-Language Pathology program aims to prepare students for the opportunities and rigors of a vocation positively impacting communicatively challenged individuals and their families by providing outstanding academic/clinical education, as well as community outreach. The Speech-Language Pathology program also aims to support the continuing education needs of practicing clinicians to ultimately have a positive impact on individuals with communication and/or swallowing challenges. This professional education is grounded in faith, excellence, and service to others.

### CSD Program Learning Outcomes

Upon successful completion of the CUW major in Communication Sciences & Disorders, students will have demonstrated:

- Effective knowledge and skills to incorporate the complex relationship between faith, learning, and practice in the areas of Communication Sciences and Disorders.
- Effective verbal and written professional skills.
- Knowledge in basic speech, language, communication, and swallowing processes.
- A functional understanding of evidence-based prevention, evaluation, and intervention practice for speech, language, hearing, communication, and swallowing disorders.
- Culturally competent, professional interaction skills with patients, families, and other health care professionals.
- Ethical and professional behavior in clinical care through service learning, clinical observation, and/or the provision of clinical services in the CUW Speech, Language and Hearing clinic.
- Completion of 25 required hours of clinical observation.

### Curriculum

The undergraduate major in Communication Sciences and Disorders requires successful completion of 120 credit hours. This degree requires 49 credit hours within the major (courses offered within the Speech-Language Pathology Department), 45 credit hours in the common core, and 27 credit hours for minor and/or electives. The required courses in the major are listed on the table below.

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>49</b>
<b>Electives</b>		<b>26</b>
Minor:Optional		
<b>Total Hours</b>		<b>120</b>

### Communication Sciences and Disorders Required Courses

Code	Title	Hours
CSD 100	Introduction to Communication Sciences and Disorders (elective, highly recommended-3 cr)	
CSD 210	Anatomy and Physiology of the Speech, Swallowing, and Hearing Mechanism	3
CSD 220	Clinical Phonetics	3
CSD 230	Foundations of Cognition and Language	3
CSD 240	Speech and Language Development	3
CSD 250	Hearing Science	3
CSD 260	Speech and Language Disorders in Children	3
CSD 270	Multicultural Populations	3
CSD 300	Kinesiology & Motor Learning	3

CSD 310	Audiology	3
CSD 320	Speech Science	3
CSD 330	Speech and Language Disorders in Adults	3
CSD 410	Aural Rehabilitation	3
CSD 420	Clinical Methods & Observation	3
CSD 430	Service Delivery & Ethics	3
CSD 460	School Methods	3
CSD 470	Neurological Bases of Communication	3
CSD 475	Senior Seminar	1
<b>Total Hours</b>		<b>49</b>

Communication Sciences and Disorders is a 120 credit major.

### Clinical Practice/Practicum

CSD 450 Clinical Practicum, a course that involves contact with actual clients in a clinical setting, is an elective course for selected seniors. Students wishing to enroll in CSD 450 Clinical Practicum must have completed a minimum of 90 credit hours and have a minimum overall GPA of 3.25 prior to enrollment in this course. Additionally, students must complete 25 ASHA-approved clinical observation hours prior to the start of CSD 450.

### Leveling Program

The Leveling Program is intended for students who possess a bachelor's degree in a major other than CSD and who are interested in qualifying for graduate study in Speech-Language Pathology. The Leveling Program in SLP is nationally recognized as a means of completing the requisite education to prepare a student for graduate study in SLP. The CUW Leveling Program requires interested students to complete 30 credit hours (10 courses) in the CSD major in one year of study prior to entering a graduate SLP program. Completion of the Leveling Program does not guarantee a student admission to a graduate program.

Code	Title	Hours
<b>Required Courses for Leveling Program</b>		
CSD 210	Anatomy and Physiology of the Speech, Swallowing, and Hearing Mechanism	3
CSD 220	Clinical Phonetics	3
CSD 230	Foundations of Cognition and Language	3
CSD 240	Speech and Language Development	3
CSD 250	Hearing Science	3
CSD 260	Speech and Language Disorders in Children	3
CSD 310	Audiology	3
CSD 320	Speech Science	3
CSD 330	Speech and Language Disorders in Adults	3
CSD 420	Clinical Methods & Observation	3
<b>Total Hours</b>		<b>30</b>

## Diagnostic Medical Sonography (M)

Diagnostic Medical Sonography (DMS) is a multi-specialty profession utilizing high frequency sound waves (ultrasound) to image the human body. Sonographers use their knowledge of anatomy, physiology and applied critical thinking to assess function and the presence of disease processes. Sonographers work under the guidance of an interpreting physician in a variety of health care settings. Concordia University Wisconsin (CUW) offers a Bachelor's Degree in Diagnostic Medical Sonography. The degree includes four or more semesters of pre-

professional course work to prepare and qualify the student to apply for the two-year professional DMS academic (didactic) and clinical training. Qualified candidates must apply to the DMS program(s). The following learning tracks/concentrations are available to CUW students: 1) General/Vascular Sonography and 2) Cardiac/Vascular Sonography. Students who choose to apply to the General/Vascular concentration are first considered by the CUW DMS program. Qualified candidates not selected by the CUW DMS program may be considered for placement with our accredited partner program. Students that choose the Cardiac/Vascular concentration will apply through our accredited partner program.

All DMS students who successfully meet DMS program requirements will graduate with a Bachelor of Science degree from CUW and are qualified to apply for national certification exams. Within the DMS program, students obtain the necessary preparation for their career through academic coursework and professional clinical experience in hospital and clinic settings.

### Accreditation

The DMS program at CUW and the professional affiliated clinical program (Aurora) are both accredited, upon recommendation of the Joint Review Committee on education in Diagnostic Medical Sonography (JRC DMS), by the Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)).

### Admission Requirement

Diagnostic Medical Sonography (DMS) students are accepted at CUW under the general admissions requirements to begin the pre-requisite coursework. **Students are encouraged to seek advising as soon as they are considering DMS as a major.** They will be required to complete all the pre-professional coursework and other requirements to apply to the professional phase of the major. Since the requirements are rigorous, students interested in the DMS program are strongly encouraged to obtain the required CNA license and work hours prior to starting their sophomore year at CUW.

### Pre-Professional Requirements

Diagnostic Medical Sonography (DMS) students complete the general CUW core courses. In addition, students are required to take additional courses required for the major (see required course list). Acceptance into the professional phase is not guaranteed. Requirements to apply for the DMS program include:

- Grade of B (3.0) or above required in the following courses: Communications, Math, Anatomy & Physiology, Medical Law & Ethics, Medical Terminology, and Pathophysiology.
- Grade of C (2.0) or higher in Physics.
- **ALL science courses** will be averaged. Students are required to have a 3.0 GPA in these courses.
- Students will only be allowed to retake a required course for the major one time.
- **Certified Nursing Assistant (CNA)** State License Exam with a minimum of 100 hours employed as a CNA before December 31 of application year. CNA Licensing criteria by state. (<https://www.nursinglicensure.org/cna/nursing-assistant.html>)
  - If you have patient care work experience different from CNA, please reach out to advising to determine eligibility.

- 8 hours of **Job Shadowing** before applying: 4 hours in General Sonography, 4 hours in Echocardiography
- Current **CPR for Healthcare Providers**—prior to start of program

## DMS Program Acceptance - Student Selection

The Diagnostic Medical Sonography (DMS) program is competitive and students are not guaranteed acceptance into the program(s). Students who complete their pre-professional requirements will apply for DMS program placement. In addition to the pre-professional course/grade requirements, DMS applicants will be considered based on a personal essay, letters of recommendation, hours worked as a Certified Nursing Assistant (CNA), hours shadowing in sonography, and an interview with the selection committee. Requirement and application forms are available in the Advising Office and students are encouraged to consult with advising as soon as they are considering this major. Qualified applicants will be invited to interview. Interview preparation is strongly encouraged as the interviews along with academic performance comprise a significant portion of the candidate's placement score. Students applying for the General/Vascular program are required to interview with the CUW DMS program first. Qualified candidates not selected by the CUW DMS program may be considered for placement with our accredited partner program. Students who choose the Cardiac/Vascular concentration will apply through our accredited partner program. If accepted, the DMS program is approximately 21 consecutive months in a full time format.

## Other Program Requirements

### Health Status

Accepted students must demonstrate compliance of all the following:

- Annual physical examination and updated health history
- Negative test for tuberculosis, as shown by a negative Mantoux test, a negative QuantiFERON-TB test (annually)
- Immunity to rubeola, mumps and rubella as shown by a positive titer or documented vaccine
- Immunity to varicella as shown by a positive titer, or evidence of two vaccinations
- Seasonal influenza vaccine (annually)
- Covid-19 vaccine

### Medical Insurance

### Background Check & Drug Screen

### Technical Standards

All applicants to the School of Diagnostic Medical Sonography are notified of the minimum requirements appropriate to the profession of sonography.

- Lift more than 50 pound routinely
- Push and pull routinely
- Bend and stoop routinely
- Have full use of both hands, wrists and shoulders
- Distinguish audible sounds
- Adequately view sonograms, including color distinctions
- Work standing on their feet 80% of the time
- Interact compassionately and effectively with the sick or injured
- Assist patients on and off examining tables

- Organize and accurately perform the individual steps in a sonographic procedure in the proper sequence

Students must be able to perform the essential functions of the profession and meet the academic and clinical standards of the curriculum. Students seeking reasonable accommodations to the professional technical standards should initiate a request with advising, department chair and/or program director.

## Tuition

Students in the Diagnostic Medical Sonography program will pay CUW tuition during the pre-professional and professional aspects of the major. Students in the professional aspect of the major pay for 4 semesters and do not pay for summer, or any overload tuition charges. If the student is attending an affiliate hospital-based program, a percentage of the tuition will be given to that program. Students will be charged CUW undergraduate tuition for the full program and receive all eligible institutional aid as long as the student is enrolled in 12 or more credits. Only one student per year will be eligible to utilize the Concordia tuition waiver or tuition exchange. No more than one student per site may be on tuition waiver and/or tuition exchange at a time. Students receiving tuition benefits who are interested in the CUW DMS program are encouraged to discuss options with advising and the imaging department chair.

## Program Learning Outcomes

- DMS students will apply Christian ethics to patient interactions. (GLO 1)
- DMS students will effectively provide patient care that recognizes and serves a diverse patient community. (GLO 2)
- DMS students will record, analyze, and process diagnostic data and other pertinent observations to provide high quality information for interpreting physicians. (GLO 3)
- DMS students will demonstrate critical thinking and judgment in the performance of sonographic and/or related diagnostic services. (GLO 4)
- DMS students will demonstrate strong interpersonal skills with patients, supervising staff, team members and interpreting physicians to improve patient outcomes and experience. (GLO 5)
- DMS students will integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results to improve patient outcomes. (GLO 6)

## CUW Diagnostic Medical Sonography program

The CUW Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited program. The program is full time conducted over 2 fall semesters, 2 spring semester, and 1 summer. Students enrolled in the DMS program will continue to pay Concordia tuition during the program for 2 fall and 2 spring semesters, no tuition is charged for summer. Students in the CUW DMS program will receive academic coursework and lab instruction by CUW faculty and participate in clinical rotations through affiliated hospitals and clinics. This CUW DMS program curriculum and course descriptions can be found in the catalog. Grades will be issued for each course in all academic and clinical portions of the program. Course grades and credits will be included in the student's CUW overall GPA.

Link to CUW DMS Program Outcomes ([https://www.cuw.edu/academics/programs/diagnostic-medical-sonography-bachelors/\\_assets/outcomes.pdf?v=082422](https://www.cuw.edu/academics/programs/diagnostic-medical-sonography-bachelors/_assets/outcomes.pdf?v=082422))

## Advocate Aurora St Luke's DMS Program

The Aurora St Luke's Medical Center Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited program. CUW students attending this program will receive academic coursework and lab instruction by Aurora-employed instructors and participate in clinical rotations through Aurora affiliated hospitals and clinics. Students attending this affiliate program will remain CUW students and pay CUW tuition for 2 fall and 2 spring semesters. The program director and instructors at the Aurora DMS program will determine assessments, standards and grades for CUW students enrolled in their program. **CUW students successfully completing all requirements for the semester will be identified as passing on the CUW transcript and be issued a pre-determined amount of credits based on semester.** Students that do not successfully complete all requirements as indicated by the program will be issued "no credit" on their CUW transcript. Students are encouraged to work with advising to outline their academic roadmap and review credit distribution.

Program Goals Link to Goals (<https://www.aurorahealthcare.org/education/diagnostic-sonography/program-facts/#Mission-and-Goals>)

Program Outcomes Link to Outcomes (<https://www.aurorahealthcare.org/education/diagnostic-sonography/program-facts/outcomes/#Exams-and-Credentials>)

## Pre-Professional Course Curriculum - DMS Major

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>19</b>
<b>Electives</b>		
Minor: Optional		
<b>Program Specific:</b>		<b>54-70</b>
CUW DMS Program <sup>3</sup>		
Aurora DMS Program <sup>4</sup>		
<b>Total Hours</b>		<b>118-134</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

Code	Title	Hours
<b>Concordia Common Core (18 credits required)</b>		
REL 100	The Bible (Bible Content)	3
REL 110	Christian Faith (Christian Doctrine)	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
<b>Liberal Arts Dimensions (27 credits)</b>		
<i>Faith &amp; Life (3 credits)</i>		
	Religion Elective REL above 204	3
<i>Society &amp; Culture (3 credits)</i>		
COMM 460	Cross-Cultural Communication	3

or GEOG 220	Cultural Geography	
or HIST 163	Non-Western World	
<i>Natural World (7 credits)</i>		
BIO 141	General Biology I	4
MATH 128	College Algebra (or higher (Mathematics)) <sup>1</sup>	3
<i>Communication &amp; Language (6 credits)</i>		
COMM 105	Public Speaking	3
	or COMM 201 Interpersonal Communication	
ENG 104	Introduction to Writing (Writing)	3
<i>Human Beings &amp; Being Human (5 credits)</i>		
HHP 100	Stewardship of the Body (Physical Development)	1
	HHP Activity (range 104-169)	1
PSY 101	General Psychology	3
<i>Human Creativity and Expression</i>		
Choice of Elective		3
<b>Required Courses for the Major (19 credits)</b>		
PHYS 151	General Physics I (W Lab) <sup>2</sup>	4
BIO 191	Human Anatomy and Physiology I <sup>1</sup>	4
BIO 192	Human Anatomy and Physiology II <sup>1</sup>	4
BIO 285	Pathophysiology <sup>1</sup>	3
RT 312	Medical Terminology	1
DMS 200	Medical Law & Ethics <sup>1</sup>	3
<b>Total Hours</b>		<b>64</b>

<sup>1</sup> A grade of B (3.0) or above is required

<sup>2</sup> A grade of C (2.0) or above is required

<sup>3</sup> <https://nextcatalog.cuw.edu/undergraduate/cuwcampus/health-professions/majors/diagnostic-medical-sonography-bs/#cuwprogramtext> (p. 277)

<sup>4</sup> Students attending the Aurora DMS program **may need an additional 3 credit elective course.** Students should discuss their individual academic plan with advising. Aurora DMS curriculum overview. (<https://www.aurorahealthcare.org/education/diagnostic-sonography/program-facts/curriculum/#Curriculum-Overview>)

## Additional Requirements

- Grade of B (3.0) or above required in the following courses: Communications, Math, Anatomy & Physiology, Medical Law & Ethics, Medical Terminology, and Pathophysiology.
- Grade of C (2.0) or higher in Physics I.
- ALL science courses** will be averaged. Students are required to have a 3.0 GPA in these courses.
- Students will only be allowed to retake a required course for the major/science course one time.
- Each student is required to become a **Certified Nursing Assistant (CNA)** and pass the State License Exam with a minimum of 100 hours employed as a CNA before December 31 of application year.
- 8 hours of **Job Shadowing** before applying: 4 hours in General Sonography, 4 hours in Echocardiography
- CPR for Healthcare Providers** prior to start of program. Classes are occasionally offered on campus for a fee
- AP Scores:** only scores of 4 or higher will be accepted as credit for all required *science courses* in this program, a score of 3 or higher is accepted for all other transfer-eligible coursework

## Curriculum

Code	Title	Hours
DMS 301	Superficial Sonography	2
DMS 311	Sonographic Principles and Instrumentation I	2
DMS 312	Sonographic Principles and Instrumentation II	2
DMS 321	Vascular Sonography I	3
DMS 322	Vascular Sonography II	2
DMS 323	Vascular Sonography III	2
DMS 331	Abdominal Sonography I	4
DMS 332	Abdominal Sonography II	3
DMS 333	Abdominal Sonography III	2
DMS 341	Ob & Gyn Sonography I	3
DMS 342	Ob & Gyn Sonography II	3
DMS 351	Case Reports 1	1
DMS 352	Case Reports 2	1
DMS 371	Clinical Practicum I	3
DMS 373	Clinical Practicum III	4
DMS 374	Clinical Practicum IV	3
DMS 403	Musculoskeletal Sonography	2
DMS 414	Sonography Principles and Instrumentation Review	1
DMS 424	Pediatric Sonography	2
DMS 443	Ob & Gyn Sonography III	3
DMS 444	Ob & Gyn Sonography IV	3
DMS 453	Case Reports 3	1
DMS 454	Case Reports 4	1
DMS 460	Professional Development in Sonography	1
DMS 475	Clinical Practicum V	6
DMS 477	Clinical Practicum VII	7
DMS 480	Registry Review	3

### Advocate Aurora St Luke's DMS Program

Course Descriptions Link to Course Descriptions (<https://www.aurorahealthcare.org/education/diagnostic-sonography/program-facts/curriculum/>)

## Radiologic Technology Major (M)

Radiologic Technologists (R.T.s., Rad Techs, X-ray) are medical professionals who perform diagnostic imaging examinations. They are educated in anatomy and physiology, disease processes, physics, radiation safety and patient care. Radiologic technologists are employed in various health care settings including hospitals or clinics, industry, research, administration or education.

This major is a four-year course of study leading to a Bachelor of Science degree in Radiologic Technology. The degree is structured as a 2 plus 2 program. The first 2 years are conducted at Concordia University, where core and pre-professional requirements are completed. Students receive a strong liberal arts education in a Christian setting. Near completion of the pre-professional requirements, the student will apply to our (JRCERT (<https://www.jrcert.org/>)) accredited, hospital-based partner programs in Radiologic Technology. Upon acceptance, student will complete the remaining 2 years (21-24 months) within this program. Upon successful completion of all program requirements, students will be awarded a

Bachelor of Science degree in Radiologic Technology from Concordia University Wisconsin.

Students who graduate with a BS in Radiologic Technology have an opportunity to specialize in the many, various fields of radiologic technology such as general/conventional radiology, interventional radiology (IR), computed tomography (CT), magnetic resonance imaging (MRI), and Mammography. Students graduate with a Bachelor of Science degree from Concordia University and are qualified to apply for the certification exams.

### Accreditation

The pre-professional studies at CUW are accredited by the Higher Learning Commission. The Radiologic Technology education within our hospital-based partner affiliates is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT (<https://www.jrcert.org/>)).

### Pre-professional Requirements

Students in the Radiologic Technology major complete the Concordia core courses, liberal arts dimensions and additional pre-requisite courses for the major. Students must maintain a minimum 2.5 overall GPA to qualify for application to the professional program. Acceptance into the professional phase is not guaranteed. A 3.0 or higher GPA is encouraged to be competitive. Students must achieve a minimum of C (2.0) or (C+ for Aurora applicants) in the following courses: Algebra (or higher), Communications, Computers, Medical Terminology and Anatomy & Physiology. Job Shadowing in radiologic technology is encouraged (minimum of 4 hours). Students are strongly encouraged to meet with Concordia advising and/or the Department Chair of Imaging if considering the RT major to discuss and prepare for requirements. Students are encouraged to review requirements on affiliated program websites for additional information.

### Tuition

Students in the Radiologic Technology (RT) Program will pay CUW tuition during the pre-professional and professional aspects of the major. Students in the professional aspect of the major pay for 4 semesters and do not pay for summer, or any overload tuition charges. If the student is attending an affiliate hospital-based program, a percentage of the tuition will be given to that program. Students will be charged CUW undergraduate tuition for the full program and receive all eligible institutional aid as long as the student is enrolled in 12 or more credits. Only one student per year will be eligible to utilize the Concordia tuition waiver or tuition exchange. No more than one student per site may be on tuition waiver and/or tuition exchange at a time. Students receiving tuition benefits who are interested in the CUW RT program are encouraged to discuss options with advising and the imaging department chair.

### Program Learning Outcomes

1. Students will demonstrate clinical competence
2. Students will be able to communicate effectively
3. Students will use critical thinking and problem solving skills
4. Students will evaluate the importance of professional growth and development
5. The program will graduate entry-level technologists



Students are encouraged to review each affiliate program webpage for any additional program learning outcomes.

CUW students will apply to the CUW affiliated accredited programs in radiologic technology. Students attending an accredited radiologic technology program will receive academic coursework and clinical education from instructors employed by the program and will participate in clinical rotations through their affiliated hospitals and clinics. Placement is not guaranteed. The application process is specific to each program. Students are encouraged to review the application process and work with their CU adviser in planning. The following JRCERT (<https://www.jrcert.org/>) accredited programs are affiliated with CUW:

### Aurora St Luke's Medical Center School of Radiologic Technology

Program Information (<https://www.aurorahealthcare.org/education/radiologic-technology/>)

Program Goals (<https://www.aurorahealthcare.org/education/radiologic-technology/program-facts/>)

Program Outcomes (<https://www.aurorahealthcare.org/education/radiologic-technology/program-facts/outcomes/>)

### Ascension St Joseph School of Radiologic Technology

Program Information (<https://wisconsinmeded.org/en/medical-training/school-of-radiologic-technology-st-joseph/>)

Program Goals (<https://wisconsinmeded.org/medical-training/school-of-radiologic-technology-st-joseph/>)

Program Outcomes (<https://wisconsinmeded.org/medical-training/school-of-radiologic-technology-st-joseph/>)

### Ascension All Saints School of Radiologic Technology

Program Information (<https://wisconsinmeded.org/en/medical-training/school-of-radiologic-technology-all-saints/>)

Program Goals (<https://wisconsinmeded.org/medical-training/school-of-radiologic-technology-all-saints/mission-statement-and-goals/>)

Program Outcomes (<https://wisconsinmeded.org/medical-training/school-of-radiologic-technology-all-saints/program-effectiveness-data/>)

### Froedtert School of Radiologic Technology

Program Information (<https://www.froedtert.com/health-care-professionals/radiologic-technology/>)

Program Goals (<https://www.froedtert.com/health-care-professionals/radiologic-technology/#:~:text=The%20mission%20of%20the%20Froedtert,high%20quality%2C%20compassionate%20medical%20imaging>)

Program Outcomes (<https://www.froedtert.com/health-care-professionals/radiologic-technology/>)

## Pre-Professional Course Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>16</b>
<b>Electives</b>		
Minor: Optional		
<b>Total Hours</b>		<b>61</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<b>Concordia Common Core (18 credits required)</b>		
REL 100	The Bible (Bible Content)	3
REL 110	Christian Faith (Christian Doctrine)	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
<b>Liberal Arts Dimensions (27 credits)</b>		
<i>Faith &amp; Life (3 credits)</i>		
REL above 204		3
<i>Society &amp; Culture (3 credits)</i>		
COMM 460	Cross-Cultural Communication	3
or GEOG 220	Cultural Geography	
or HIST 163	Non-Western World	
<i>Natural World (7 credits)</i>		
BIO 141	General Biology I	4
MATH 128	College Algebra (Mathematics) <sup>1,2</sup>	3
<i>Communication &amp; Language (6 credits)</i>		
COMM 105	Public Speaking (Communications) <sup>1</sup>	3
or COMM 201	Interpersonal Communication	
ENG 104	Introduction to Writing	3
<i>Human Beings &amp; Being Human (5 credits)</i>		
HHP 100	Stewardship of the Body (Physical Development)	1
HHP Activity (104-169)		1
PSY 101	General Psychology	3
<i>Human Creativity &amp; Expression (3 credits)</i>		
see Core Options		
<b>Required Courses for the Major (16 credits)</b>		
BIO 142	General Biology II	4
BIO 191	Human Anatomy and Physiology I <sup>1,2</sup>	4
BIO 192	Human Anatomy and Physiology II <sup>1</sup>	4
RT 312	Medical Terminology <sup>1,2</sup>	1
CSC 150	Foundations of Computer Science <sup>1</sup>	3
<b>Total Hours</b>		<b>61</b>

<sup>1</sup> A course grade of C (2.0) or higher. (C+ for Aurora RT program affiliate)

<sup>2</sup> Math, Medical Terminology and A&P I need to be completed by the end of the 3rd semester

## Additional Requirements

- Math, Medical Terminology and A&P 1 need to be completed by the time of application to the program.
- Overall 2.5 GPA required to qualify for application to the professional program. A 3.0 or higher GPA is encouraged to be competitive.
- Students must achieve a minimum of C (2.0) or C+ (2.5) for Aurora applicants in the following courses: Algebra (or higher),

Communications, Computers, Medical Terminology and Anatomy & Physiology courses.

- Shadowing of a Radiologic Technology in a healthcare setting is encouraged (minimum 4 hours)
- AP Scores: only scores of 4 or higher will be accepted as credit for all required science courses in this program, a score of 3 or higher is accepted for all other coursework.
- Students are encouraged to review requirements on affiliated program websites for additional information.
- Students are encouraged to have patient care or customer service experience.

## Curriculum - Clinical Education

CUW students attending an affiliate accredited radiologic technology program will receive academic coursework and lab instruction by the respective program's employed instructors and participate in clinical rotations through affiliated hospitals and clinics. Students attending affiliate RT programs will remain CUW students and pay CUW tuition for 2 fall and 2 spring semesters. The program director and instructors within the respective affiliate program will determine assessments, standards and grades for students enrolled in their program. **CUW students successfully completing all requirements for the semester will be identified as passing on the CU transcript and issued a pre-determined amount of credits per semester, 60 credits in total for the program.** Students who do not successfully complete all requirements as indicated by the program will be issued "no credit" on their CUW transcript. Students are encouraged to work with advising to outline their academic roadmap and review credit distribution.

### Course Descriptions by program

#### Ascension St Joseph School of Radiologic Technology

Course Curriculum (<https://wisconsinmeded.org/medical-training/school-of-radiologic-technology-st-joseph/curriculum-overview/>)

#### Ascension All Saints School of Radiologic Technology

Course Curriculum (<https://wisconsinmeded.org/medical-training/school-of-radiologic-technology-all-saints/course-description/>)

#### Aurora St Luke's Medical Center School of Radiologic Technology

Course Curriculum (<https://www.aurorahealthcare.org/education/radiologic-technology/program-facts/curriculum/>)

#### Froedtert School of Radiologic Technology

Course Curriculum (<https://www.froedtert.com/health-care-professionals/radiologic-technology/course-information/>)

## Rehabilitation Science (M)

The Bachelor of Science in Rehabilitation Science (BSRS) degree is intended to offer students an opportunity to receive a broad based education in rehabilitation while meeting the pre-requisites for the Occupational Therapy (OT) and Physical Therapy (PT) Programs at Concordia University Wisconsin (CUW). Students who are enrolled in BSRS may be eligible to apply for admission to the OT and PT programs at CUW.

### Mission

The mission of Concordia University's Bachelor of Science in Rehabilitation Science (BSRS) degree is to provide foundational

knowledge, skills, and a faith-based education that prepares students for employment in a health care field and for graduate-level education as a rehabilitation professional.

## General Academic Information

Students who choose to complete only the BSRS degree have an opportunity to explore a wide range of health care employment opportunities. A bachelor's degree in Rehabilitation Science can qualify an individual for positions in community public health, community mental health, wellness programs, managed care organizations, child-care facilities, adult day-care facilities, pharmaceutical sales, medical sales, assistive living/independent living centers, specialty Alzheimer's disease care centers, fitness programs, nursing homes and hospitals. Students should be aware that a BSRS degree alone does not meet the requirements to sit for the National Board of Certification in Occupational Therapy (NBCOT) exam to become an occupational therapist or the National Physical Therapy Exam (NPTE) for physical therapy.

## Program Outcomes

- Students will develop an understanding of health, function and disability as fundamental concepts for rehabilitation professionals;
- Students will demonstrate the ability to communicate in a professional manner;
- Students will explain the typical structure and function of the human body as a foundation for understanding clinical conditions;
- Students will understand and apply Christian perspectives as a guide to promote stewardship of the human body;
- Students will demonstrate the ability to consume scientific evidence as a foundation for rehabilitation services;
- Students will develop an awareness for cultural diversity, belonging, and accessibility for clinical populations;
- Students will explain the ethical implications of regulatory policies in rehabilitation.

## BSRS Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
Major Requirements		29
Electives		46
Fulfilled through OT/PT for students in Accelerated and Bridge		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Core Requirements

Code	Title	Hours
<i>Common Core Experience</i>		
REL 100	The Bible	3
REL 110	Christian Faith	3
CCE 110	Western Culture & Worldview	3
CCE 120	Western Thought & Worldview	3
CCE 130	Christian Citizen	3
CCE 140	Science & Humanity	3
<i>Faith and Life</i>		
Any REL course above 204		3

<i>Communication and Language</i>		
ENG 104	Introduction to Writing	3
COMM 201	Interpersonal Communication	3
<i>Human Creativity and Expression</i>		
Choice of Human Creativity and Expression Course		
3		
<i>Human Beings and Being Human</i>		
HHP 100	Stewardship of the Body	1
Choice of HHP Activity Course		
1		
PSY 101	General Psychology	3
<i>Natural World</i>		
BIO 191	Human Anatomy and Physiology I	4
MATH 205	Statistics I	3
<i>Society and Culture</i>		
COMM 460	Cross-Cultural Communication	3
<b>Total Hours</b>		<b>45</b>

## Major Courses

Code	Title	Hours
BIO 191	Human Anatomy and Physiology I (Satisfies core requirement)	
BIO 192	Human Anatomy and Physiology II	4
PSY 230	Life Span Development	3
RSC 106	Medical Terminology	1
RSC 200	Foundations of Rehabilitation Science	3
RSC 205	Evidence Based Practice and Basic Statistics	3
RSC 206	Ethical Considerations in Rehabilitation	3
RSC 302	Advanced Anatomy	4
RSC 304	Teaching and Learning in Rehabilitation	3
RSC 310	Culture and Rehabilitation	3
RSC 325	Clinical Conditions I	1
RSC 326	Clinical Conditions II	1
<b>Total Hours</b>		<b>29</b>

## Additional Pre-Requisites for Students Seeking a Physical Therapy Concentration

Code	Title	Hours
CHEM 141	General Chemistry I	4
CHEM 142	General Chemistry II	4
EXPH 442	Exercise Testing and Prescription	4
EXPH 470	Exercise Physiology	4
EXPH 471	Advanced Exercise Physiology	4
PHYS 151	General Physics I	4
PHYS 152	General Physics II	4
EXPH 480	Program Design and Application of Strength and Conditioning Principles	3

## Accelerated BSRS

Students in the BSRS program may focus on the concentrations of Occupational Therapy (MOT or OTD) or Physical Therapy (DPT). As students move through the BSRS curriculum at an accelerated rate, they may need to take courses during the summer term (at an extra charge) in order to enter the OT or PT program before they complete their BSRS

degree. Please note that when a BSRS student enters the OT or PT Program, she/he will be charged the graduate tuition rate.

## Occupational Therapy Concentration

BSRS students who choose to pursue a career in Occupational Therapy (OT) can apply for the graduate OT program (Master of Occupational Therapy - MOT or Occupational Therapy Doctorate - OTD) during their sophomore year. If accepted, they will start OT coursework during their junior year. Some OT coursework will be used to meet elective credits in the BSRS degree. The first 30 first time freshman students who submit a tuition deposit and have at least a cumulative GPA of 3.0 will be placed on a **guaranteed** OT admission list. If at any time in the first two years in the BSRS Program, a student's cumulative GPA falls below a 3.0, she/he will forfeit their guaranteed admission to the OT Program. In order to apply to the OT Program - Accelerated Track, students will need to have a cumulative GPA of 3.0 or higher across BSRS courses taken during the freshman/sophomore years and a B or higher in two of the three anatomy courses (BIO 191, BIO 192, or RSC 302) and Math 205 (Statistics) or RSC 205 (Evidence Based Practice & Basic Statistics). Students should reference the Graduate Catalog for full application information, including those who do not have guaranteed admission.

## Physical Therapy Concentration

BSRS students who choose to pursue a career in Physical Therapy (PT) may enter the PT program starting their senior year. For accelerated admission to the PT program students must earn a cumulative GPA of 3.0, a pre-requisite science course GPA of 3.45 (minimum of a "C" in each science pre-requisite course), have 40 hours of observation of physical therapists in clinical practice, and successfully complete a face to face interview during the Physical Therapy Program Early Decision visit day. First grades earned in science pre-requisite courses are used to calculate the science GPA. If a student desires to retake a science course to improve their grade in the course, they will need to transfer out of the BSRS degree and find an alternative major.

## Bachelor of Science in Rehabilitation Science - Bridge Track

### For Physical Therapist Assistants (PTA) and Occupational Therapy Assistants (OTA)

The Bridge Bachelor of Science in Rehabilitative Science (Bridge BSRS) degree is intended to offer Occupational Therapy Assistants (OTA) and Physical Therapist Assistants (PTA) an opportunity to receive a broad based education in rehabilitation while meeting the pre-requisites for the Occupational Therapy Program - Bridge Track and Bridge Physical Therapy Program at Concordia University Wisconsin (CUW). Students who are enrolled in the Bridge BSRS Program are prepared to apply for admission to the OT Program - Bridge Track and Bridge Program - Bridge Track at CUW as all pre-requisite courses are provided within the Bridge BSRS curriculum.

The Bridge program allows the OTA and PTA to continue their employment while completing an undergraduate degree in an online/ weekend format. Students meet one weekend per month (Friday 12-9pm; Saturday 8-5pm) on the **Mequon, WI campus** to complete labs. Students must meet GPA entrance requirements of the OT Program or PT Program Bridge Track

## General Academic Requirements

A student must be an OTA or PTA in order to enter the Bridge BSRS program. An OTA or PTA may complete an undergraduate degree (BSRS) at CUW. If an OTA or PTA already has an undergraduate degree they may

apply directly to the OT Program - Bridge Track or PT Program - Bridge Track.

### Bridge BSRS Admission Requirements - Physical Therapist Assistant (PTA)

- Licensed PTA working at least 80 hours per month as a PTA
- 3.0 cumulative GPA in PTA education
- At least a C or above in foundational science courses in PTA education
- 1 letter of recommendation from a current employer

### Bridge BSRS Admission Requirements - Occupational Therapy Assistant (OTA)

- Licensed OTA with at least 1 year of work experience
- Current resume
- Cumulative GPA of 3.0 or better from all previous institutions
- 8 credits of Anatomy & Physiology with a B or better
- A program-specific essay that describes your reasons for pursuing the BSRS Bridge to MOTOTD Bridge Programs.
- One letter of recommendation from a reference who can speak to the applicant's potential for success in the undergraduate and graduate Bridge Programs.
- Must meet transfer core requirements
  - Any courses not taken at CUW in the BSRS curriculum that are part of the BSRS degree or transfer core must be completed prior to enrollment.

## Application to OT and PT Programs

Students in the BSRS Bridge Program will be eligible to apply to the appropriate Bridge Track (Occupational Therapy or Physical Therapy) at CUW. These students should reference the Graduate Catalog for application and program information. They should also work with their undergraduate BSRS advisor on what they need to do to be prepared to apply to the graduate programs. Acceptance into the Bridge BSRS is not an acceptance into the graduate OT and PT programs; however, those enrolled students who meet the admissions requirements for the graduate OT and PT programs will have priority over outside applicants.

## Social Work Major (M)

### Mission

To prepare graduates for baccalaureate level, generalist, Social Work practice, within the context of faith, service and social justice.

The **context of faith** is important in the Department of Social Work. From a perspective of faith, we are able to draw energy and determination in teaching, and helping our students develop strong, competent Social Work skills that will provide a foundation for helping others. It reminds us (students and faculty) that our talents, abilities, and resources are all gifts from God that are to be used in the spirit of love, generosity, and forgiveness.

Our **faith-based** context also directs the manner in which we provide **service** to our clients. It means that Social Work students and faculty will utilize the expected professional practice knowledge and skills of the Social Work profession in their work with individuals, families, groups, communities, and governments. Our faith serves as a lens through which we see our Social Work education as a layer established upon Christian knowledge and values. It is a lens through which we see the world,

our careers, vocation, and the special calling we have to reach out as Christian Social Workers to those who need help.

The idea of **possibility** relates both to our work as Social Workers and in our commitment to social justice. The concept of possibility reminds us that there are a myriad of opportunities in the Social Work profession. As students and faculty we have the chance to discern the best fit for our talents and skills. Likewise, in the **pursuit of social justice**, we help our clients reach for the possibilities in their lives, and as Social Workers we confront the barriers that might prevent our clients from reaching the possibilities that fit their skills and abilities.

## History of Social Work at Concordia University

Concordia University Wisconsin (CUW) was founded in 1881 as a school of the Lutheran Church-Missouri Synod (LCMS). Over the course of the next century, CUW moved from Trinity Lutheran Church in downtown Milwaukee, to property on 31<sup>st</sup> street, and finally to the former campus of the School Sisters of Notre Dame in Mequon, Wisconsin.

For approximately eight decades, Concordia offered high school and the first two years of a liberal arts college program providing "classical, technical, and religious instruction to young men and students who desire to prepare themselves for the ministry of the Lutheran Church." In the 1960's and early 1970's, a lay ministry program was incorporated in the curriculum along with co-educational programs for those interested in becoming teachers, deaconesses, or Social Workers in the Lutheran Church. In 1978, Concordia became a 4-year accredited college providing education in teacher education, nursing, medical assistant, Social Work, and engineering. It was at this time that the current Social Work Program began as a cooperative effort with the University of Wisconsin – Milwaukee.

After officially becoming a university on August 27, 1989, the decision was made to establish an independent Social Work program at CUW. On June 16, 1997, the Council on Social Work Education (CSWE) granted initial accreditation for a Bachelor of Social Work (BSW) program at CUW. The program has grown and remained fully accredited since that time.

The Social Work Program at Concordia University is housed within the School of Health Professions (SHP) and is designed for undergraduates, leading to a Bachelor of Social Work Degree (BSW). There are currently four program areas including:

- A traditional BSW program on the Mequon (CUW) campus
- A traditional BSW program on the Ann Arbor (CUAA) campus
- An online accelerated BSW program
- An online Master of Social Work (MSW) program

## Accreditation

The Council on Social Work Education (CSWE) provides accreditation for Social Work programs at the bachelor and graduate level of education. Graduating from an accredited program is important for BSW students. An accredited program offers BSW graduates the opportunity to request *advanced standing* for an MSW degree in any University. The BSW program at CUW has been fully accredited by CSWE since 1997.

## Social Work Values

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships

- Integrity
- Competence

## Generalist Practice

All Social Work programs educate students in Generalist Practice. Generalist practice provides students with a social work professional foundation knowledge base. Undergraduate students receive this knowledge base during the junior and senior year. Graduate students receive this knowledge base at a somewhat advanced level during the first year of their graduate program.

## Definition of Generalist Practice

Generalist Social Work practitioners work with individuals, families, groups, communities, and organizations in a variety of Social Work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. Generalist practitioners engage in community and organizational development. Additionally, they evaluate service outcomes in order to improve the provision and quality of services most appropriate to client needs.

## Application Process

Students may declare a Social Work major as an arriving freshman or anytime while in good standing at Concordia University. They cannot enroll into upper level Social Work courses or begin a field placement until they have completed the application process to Upper Division Status and have been officially accepted by the BSW Program Director.

Students interested in the Social Work major should complete the two introductory Social Work courses, *SW 225 Social Work & Social Welfare* and *SW 235 Introduction to Child Welfare*, the prerequisites, *Math 205 Statistics*, and the core curriculum prior to beginning the upper level (300/400) Social Work courses. For traditional students, the upper-level courses start the fall semester of their junior year, so the requirements above should be completed by the end of the sophomore year. Students in the online accelerated program must complete the core and prerequisites before beginning the Upper Division courses.

This planning is necessary so students can matriculate through the program and take courses in sequence beginning with the Junior year, and graduate at the completion of the Senior year. Completing the core by the end of the sophomore year is strongly recommended.

## Field Education

Students begin the field instruction sequence in the first semester of the senior year, and spend both fall and spring semesters of the senior year in one field placement. During both semesters, a student will spend an average of 14-16 hours per week at the placement agency, for a total of at least 400 clock hours of field instruction. Students make a commitment to remain with the agency for two semesters, until the end of the academic year. During the spring semester, traditional students must remain in their field placement until at least May 1<sup>st</sup>.

## Service Learning and IPE Hour Requirements

Social Work students will complete the Service Learning and IPE requirements:

- Twenty (20) hours of Service Learning activities
- Twenty (20) hours of IPE activities. *Eight (8) IPE hours will be completed junior and senior year with the mandatory case discussions.*

Service learning and IPE have multiple functions. 1) Provide unique experiences that prepare you for the field internship; 2) Provide experiences that build your résumé and strengthen your competitiveness for employment; 3) Increase confidence in your ability to be a Social Worker; 4) Fulfill the Christian mission of developing in mind, body and spirit for service to Christ in the church and the world.

## Service Learning

Service learning is an opportunity for students to become involved with the Social Work community through a social service organization, learning first-hand some of the ins and outs of Social Work practice. Service learning is required because it gives students an opportunity to interact with a professional agency and gain insight into the work that Social Workers do. This insight helps students narrow down the area of Social Work for an internship. Students may begin accumulating service-learning hours when they become a CUW freshman. They must complete the hours before beginning their senior year, and their internship. It is advised that students complete the service learning hours freshmen and sophomore years, so that they can work on completing IPE hours junior and senior years.

Service Learning activities can include a variety of volunteer activities geared towards students' interests. Students can volunteer with homeless shelters, food pantries, Habitat for Humanity, social service agencies and other organizations that help disadvantaged populations. Students may also participate in a mission trip through their church or through CUWAA, be a camp counselor, bible school teacher, tutor, or find another option not listed. Although many options exist for Service Learning activities, students should double check with the Department of Social Work if they are unsure an activity will count.

## Interprofessional Education (IPE)

Interprofessional Education (IPE) is essential for students preparing for careers in the health and social care fields, as well as healthcare administration. IPE gives Social Work students an opportunity to expand their education and learn how Social Workers interface with other health care professionals, including occupational therapists, physical therapists, physician's assistants, pharmacists, nurses and more. Students obtain IPE experience by attending mandatory case discussion events junior and senior years, and through other activities coordinated by the School of Health Professions.

## Social Work Program Core Competencies

- Competency 1: Demonstrate Ethical & Professional Behavior.
- Competency 2: Advance Human Rights and Social, Racial, Economic & Environmental Justice.
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
- Competency 4: Engage in Practice-informed Research and Research-informed Practice.
- Competency 5: Engage in Policy Practice.
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

- Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities.
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

SW 426	Skills & Methods of Social Work Practice II	3
SW 436	Skills & Methods of Social Work Practice III	3
<b>Total Hours</b>		<b>45</b>

<sup>1</sup> Must receive a "C" or better

### Social Work Program Goals

The goals of the CUW/CUAA Social Work Program are to:

1. Prepare students for professional generalist practice.
2. Prepare students who have developed the behaviors associated with the nine (9) competencies established by CSWE.
3. Encourage students to draw on the foundations of Christianity in faith, service, and social justice, and to provide leadership in the provision of service and solidarity for all persons, especially marginalized or oppressed groups.
4. Develop students with strong practice skills built on the knowledge base of the profession.
5. Support students in their understanding of and ability to apply the NASW Code of Ethics when practicing, and in their understanding of the relationship between the code of ethics and Christianity.
6. Prepare students who can apply research and/or evidence-based practice in practice settings, and in evaluating the effectiveness of practice and programs.

### Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements</b>		<b>45</b>
<b>Electives / Minor - A Minor is required (Min 18 credits)</b>		<b>30</b>
Minor: Required		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
MATH 205	Statistics I (Counts as university core) <sup>1</sup>	
<b>Required Courses</b>		
All required Social Work (SW) courses require a grade of B- or better		
SW 225	Social Work & Social Welfare	3
SW 235	Introduction to Child Welfare	3
SW 306	Social Welfare Policy and Programs	3
SW 310	Research Methods I	3
SW 346	Human Behavior in the Social Environment I	3
SW 347	Human Behavior in the Social Environment II	3
SW 410	Research Methods II	3
SW 490	Senior Integrative Seminar	3
SW 327	Field Education I	3
SW 427	Field Education II	3
SW 328	Field Seminar I	3
SW 428	Field Seminar II	3
SW 326	Skills & Methods of Social Work Practice I	3

### Program Admission

#### Declaring Social Work as a Major

Students cannot enroll in upper division Social Work courses (SW 300 or SW 400 level) or begin a field placement until they have completed the application (below) and been accepted into the upper division program.

Prior to official acceptance into Upper Division Status, students are expected to take the two introductory social work courses, SW 225 (Social Work & Social Welfare) and SW 235 (Introduction to Child Welfare) during their freshman and sophomore years. Students also need to have completed Math 205 (Statistics I).

Complete an Application for Admission into Upper Division Status in the Social Work Major. A completed application includes:

- Completion of Application for Admission Form ([https://www.cuw.edu/academics/programs/social-work-bachelors/\\_assets/Application.pdf](https://www.cuw.edu/academics/programs/social-work-bachelors/_assets/Application.pdf))
- Completion of a Personal Narrative
- Submission of Current Academic Transcript and spring class schedule
- Interview with the Director of the Social Work Program and/or Social Work Admissions Committee.

Application materials are due the first Friday in February of the sophomore year. Upper Division classes will begin the fall semester of junior year and will take four semesters to complete.

### Social Work/Psychology Double Major (M)

The Social Work & Psychology double major applies the two disciplines to foster intellectual development and problem solving, and encourages students to serve others within the context of Christian faith. The social work and psychology programs are committed to cultivating multicultural awareness and appreciation for the magnificence of God viewed through human diversity. The program prepares students to pursue graduate study and work in the field of helping professions with a keen understanding of interdisciplinary treatment team approaches.

### Social Work Program Core Competencies

- Competency 1: Demonstrate Ethical & Professional Behavior.
- Competency 2: Advance Human Rights and Social, Racial, Economic & Environmental Justice.
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
- Competency 4: Engage in Practice-informed Research and Research-informed Practice.
- Competency 5: Engage in Policy Practice.
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

- Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities.
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

## Social Work Program Goals

The goals of the CUW/CUAA Social Work Program are to:

1. Prepare students for professional generalist practice.
2. Prepare students who have developed the behaviors associated with the nine (9) competencies established by CSWE.
3. Encourage students to draw on the foundations of Christianity in faith, service, and social justice, and to provide leadership in the provision of service and solidarity for all persons, especially marginalized or oppressed groups.
4. Develop students with strong practice skills built on the knowledge base of the profession.
5. Support students in their understanding of and ability to apply the NASW Code of Ethics when practicing, and in their understanding of the relationship between the code of ethics and Christianity.
6. Prepare students who can apply research and/or evidence-based practice in practice settings, and in evaluating the effectiveness of practice and programs.

## Psychology Outcomes

Goal 1: Knowledge Base in Psychology

- Describe key concepts, principles, and overarching themes in psychology
- Develop a working knowledge of psychology's content domains
- Describe applications of psychology

Goal 2: Scientific Inquiry and Critical Thinking

- Use scientific reasoning to interpret psychological phenomena
- Demonstrate psychology information literacy
- Engage in innovative and integrative thinking and problem solving
- Interpret, design, and conduct basic psychological research
- Incorporate sociocultural factors in scientific inquiry

Goal 3: Ethical and Social Responsibility in a Diverse World

- Apply ethical standards to evaluate psychological science and practice
- Build and enhance interpersonal relationships
- Adopt values that build community at local, national, and global levels

Goal 4: Communication

- Demonstrate effective writing for different purposes
- Exhibit effective presentation skills for different purposes
- Interact effectively with others

Goal 5: Professional Development

- Apply psychological content and skills to career goals
- Exhibit self-efficacy and self-regulation
- Refine project-management skills

- Enhance teamwork capacity
- Develop meaningful professional direction for life after graduation

## Curriculum

Code	Title	Hours
Core Requirements (p. 28) <sup>1</sup>		45
<b>Major Requirements (45 Social Work, 34 Psychology)</b>		<b>79</b>
<b>Electives</b>		
Minor: Optional		
<b>Total Hours</b>		<b>124</b>

- <sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

Code	Title	Hours
<i>Social Work Requirements</i>		
SW 225	Social Work & Social Welfare <sup>2</sup>	3
SW 235	Introduction to Child Welfare <sup>2</sup>	3
SW 310	Research Methods I	3
SW 326	Skills & Methods of Social Work Practice I	3
SW 346	Human Behavior in the Social Environment I	3
SW 347	Human Behavior in the Social Environment II	3
SW 306	Social Welfare Policy and Programs	3
SW 410	Research Methods II	3
SW 426	Skills & Methods of Social Work Practice II	3
SW 327	Field Education I	3
SW 328	Field Seminar I	3
SW 436	Skills & Methods of Social Work Practice III	3
SW 427	Field Education II	3
SW 428	Field Seminar II	3
SW 490	Senior Integrative Seminar	3
<b>Total Hours</b>		<b>45</b>

- <sup>2</sup> SW 225 and SW 235 replace SW 100 and SW 205

Code	Title	Hours
<i>Psychology Requirements</i>		
COMM 201	Interpersonal Communication	3
PSY 101	General Psychology	3
PSY 221	Child Development (Developmental Course: 222 or 230 also accepted)	3
PSY 205	Theories of Learning	3
PSY 310	Theories of Personality	3
PSY 315	Social Psychology	3
PSY 350	Experimental Psychology	3
PSY 425	Abnormal Psychology	3
PSY 485	Research Proposal	1
PSY 490	Psychology Senior Seminar	3
Electives (Upper Level Psychology Courses)		6
<b>Total Hours</b>		<b>34</b>

- If prerequisites are met, students may take PSY 310 Theories of Personality, PSY 315 Social Psychology and/or SW 306 Social

Welfare Policy and Programs during their sophomore year. Students must be on track to complete the core by the end of their sophomore year.

- SW 327 Field Education I & SW 328 Field Seminar I replace PSY 450 Psychology Practicum
- Two PSY 300/400 level electives are needed

## Minors

- Communication Sciences Minor (M) (p. 287)
- Director of Church Ministries Minor for Social Work Majors (M) (p. 287)
- Social Science Minor for Social Work Majors (M) (p. 288)
- Social Work Minor (M) (p. 288)

## Communication Sciences Minor (M)

A minor in Communication Sciences requires 21 credit hours in CSD courses (18 credit hours of required coursework + 3 credit elective). Coursework required for the minor is listed on the table below:

Code	Title	Hours
CSD 100	Introduction to Communication Sciences and Disorders	3
CSD 210	Anatomy and Physiology of the Speech, Swallowing, and Hearing Mechanism	3
CSD 240	Speech and Language Development	3
CSD 250	Hearing Science	3
CSD 320	Speech Science	3
CSD 470	Neurological Bases of Communication	3
<i>Electives (pick one)</i>		
CSD 230	Foundations of Cognition and Language (elective (3 cr.))	
CSD 260	Speech and Language Disorders in Children (elective (3 cr.))	
CSD 270	Multicultural Populations (elective (3 cr.))	
CSD 300	Kinesiology & Motor Learning (elective (3 cr.))	
CSD 310	Audiology (elective (3 cr.))	
CSD 460	School Methods (elective (3 cr.))	
<i>Total Hours</i>		<i>21 (18+3 elective)</i>

## Director of Church Ministries Minor for Social Work Majors (M)

The Theology Department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for

purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

Students who fulfill a major in a field compatible with church ministries, such as social work, and who wish to be certified through The Lutheran Church - Missouri Synod may be certified after completing the Church Ministries Minor for Related Majors. This program equips men and women to serve as a Director of Church Ministries (DCM) in congregations where the church worker solicits, trains and deploys lay people within the congregation to serve in a variety of service capacities.

Because of the nature of this work all church ministries students must demonstrate good human relations skills and a life of Christian example. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church – Missouri Synod with the designation "Minister of Religion Commissioned – Director of Church Ministries (DCM)." Concordia University Wisconsin is the only synod school at which this program is offered.

## Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 201	Old Testament	
REL 204	Biblical Theology	
Any REL course with a number above 204		
<b>Required Courses</b>		
REL 203	New Testament	3
REL 312	Office of the Professional Church Worker	3
REL 404	Lutheran Confessions	3
SW 327	Field Education I (3 credits of which double as a requirement for Director of Church Ministries Minor)	3
<b>Minor Courses</b>		
REL 229	Religious Education of Youth and Adults	3
or REL 227	Youth Ministry: Theology and Practice	
Select one of the following:		
REL 298	Faith and Culture	3
REL 310	Religion in America Today	
REL 410	World Religions	
REL 311	Church in Mission (or REL XXX - any mission or evangelism)	3
REL XXX (any upper level Bible course)		3
<b>Total Hours</b>		<b>24</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Program Admission

Application involves steps in addition to application to the university. Applicants for the Church Ministries Minor should contact the Church Ministries office for application information.



## Social Science Minor for Social Work Majors (M)

### Minor Requirements

27 credits, 9 credits apply to Core

Code	Title	Hours
<b>Required Courses</b>		
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
ECON 222	Macroeconomics	3
or ECON 200	Principles of Economics	
<i>Select one of the following Political Science courses:</i>		3
POLS 101	Introduction to Political Science	
POLS 201	American Government	
POLS 285	American Politics and Health Care Policy	
COMM 105	Public Speaking	3
COMM 201	Interpersonal Communication	3
PSY 230	Life Span Development	3
SW 375	Understanding Death and Dying	3
Select a PSY or SOC course		3
<b>Total Hours</b>		<b>27</b>

## Social Work Minor (M)

The Social Work Minor is for students who are interested in learning more about the vast field of social work. This minor will benefit students who are interested in serving individuals, families, communities, and/or organizations and advocating for social justice.

The Social Work minor is open to all majors (with the exception of Social Work Majors.)

### Curriculum

Code	Title	Hours
SW 225	Social Work & Social Welfare	3
SW 235	Introduction to Child Welfare	3
SW 346	Human Behavior in the Social Environment I	3
<b>Elective Credits (choose 3 courses for 9 credits)</b>		<b>9</b>
SW 306	Social Welfare Policy and Programs	
SW 347	Human Behavior in the Social Environment II	
SW 360	Trauma: Prevalence, Impact, and Coping	
SW 365	Drugs, Society, and Human Behavior	
SW 375	Understanding Death and Dying	
SW 392	Ageing and the Social Environment	
POLS 285	American Politics and Health Care Policy	
<b>Total Hours</b>		<b>18</b>

## Certificates

- Diagnostic Medical Sonography Certificate (M) (p. 288)

## Diagnostic Medical Sonography Certificate (M)

Diagnostic Medical Sonography (DMS) is a multi-specialty profession utilizing high frequency sound waves to image the human body. Sonographers use their knowledge of anatomy, physiology and applied critical thinking to assess function and the presence of disease processes. Sonographers work under the guidance of an interpreting physician in a variety of health care settings.

**The Diagnostic Medical Sonography Certificate is a 21 month continuous full time program** providing designed to provide students with the academic (didactic) and clinical education required to learn sonography. The program offers hands-on experience through the on-campus ultrasound lab as well as diverse clinical rotations encompassing a variety of specialties in Abdominal, Superficial, Obstetrics & Gynecology and Vascular sonography.

This certificate award option is available to qualified candidates meeting the required pre-requisites (see program admission tab (p. 289)). In addition to a transcript evaluation, qualified candidates must be invited to participate in an interview with the selection committee in order to be placed in the program. Students applying for the certificate are encouraged to discuss requirements and placement availability with CUW admission counselors and the Department Chair for Imaging.

All DMS students who successfully meet DMS program requirements will earn a certificate of completion and are qualified to apply for national certification exams.

### Accreditation

The professional and clinical programs affiliated with CUW are accredited, upon recommendation of the Joint Review Committee on education in Diagnostic Medical Sonography (JRCDMS), by the Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)).

### Program Learning Outcomes

- DMS students will apply Christian ethics to patient interactions. (GLO 1)
- DMS students will effectively provide patient care that recognizes and serves a diverse patient community. (GLO 2)
- DMS students will record, analyze, and process diagnostic data and other pertinent observations to provide high quality information for interpreting physicians. (GLO 3)
- DMS students will demonstrate critical thinking and judgment in the performance of sonographic and/or related diagnostic services. (GLO 4)
- DMS students will demonstrate strong interpersonal skills with patients, supervising staff, team members and interpreting physicians to improve patient outcomes and experience. (GLO 5)
- DMS students will integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results to improve patient outcomes. (GLO 6)

### CUW Diagnostic Medical Sonography program

The CUW Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited program. The program is full time conducted over 2 fall semesters, 2 spring semester, and 1 summer. Students enrolled

in the DMS program will continue to pay Concordia tuition during the program for 2 fall and 2 spring semesters, no tuition is charged for summer. Students in the CUW DMS program will receive academic coursework and lab instruction by CUW faculty and participate in clinical rotations through affiliated hospitals and clinics. This CUW DMS program curriculum and course descriptions can be found in the catalog. Grades will be issued for each course in all academic and clinical portions of the program.

Link to CUW DMS Program Outcomes ([https://www.cuw.edu/academics/programs/diagnostic-medical-sonography-bachelors/\\_assets/outcomes.pdf?v=082422](https://www.cuw.edu/academics/programs/diagnostic-medical-sonography-bachelors/_assets/outcomes.pdf?v=082422))

## Curriculum

Code	Title	Hours
DMS 301	Superficial Sonography	2
DMS 311	Sonographic Principles and Instrumentation I	2
DMS 312	Sonographic Principles and Instrumentation II	2
DMS 321	Vascular Sonography I	3
DMS 322	Vascular Sonography II	2
DMS 323	Vascular Sonography III	2
DMS 331	Abdominal Sonography I	4
DMS 332	Abdominal Sonography II	3
DMS 333	Abdominal Sonography III	2
DMS 341	Ob & Gyn Sonography I	3
DMS 342	Ob & Gyn Sonography II	3
DMS 351	Case Reports 1	1
DMS 352	Case Reports 2	1
DMS 371	Clinical Practicum I	3
DMS 373	Clinical Practicum III	4
DMS 374	Clinical Practicum IV	3
DMS 403	Musculoskeletal Sonography	2
DMS 414	Sonography Principles and Instrumentation Review	1
DMS 424	Pediatric Sonography	2
DMS 443	Ob & Gyn Sonography III	3
DMS 444	Ob & Gyn Sonography IV	3
DMS 453	Case Reports 3	1
DMS 454	Case Reports 4	1
DMS 460	Professional Development in Sonography	1
DMS 475	Clinical Practicum V	6
DMS 477	Clinical Practicum VII	7
DMS 480	Registry Review	3
<b>Total Hours</b>		<b>70</b>

## Program Admission

Candidates must already hold a Bachelor of Science degree with documentation of the following specified college level courses:

- **Anatomy & Physiology** (Grade B or higher)
- **Medical Terminology** (Grade B or higher)
- **Pathophysiology** (Grade B or higher)
- **Medical Law & Ethics** (Grade B or higher)
- **College Math, Algebra of higher** (Grade B or higher)

- **Interpersonal communication** (Grade B or higher)
- **General Physics** (Grade C or higher)

## Additional Requirements

- Documentation of 100 hours worked in health care profession or in direct patient care environment.
  - If applicant does not have patient care experience, they will be required to complete Certified Nursing Assistant (CNA), pass the State License Exam and complete a minimum of 100 hours worked as CNA.
- Job Shadowing before applying: 4 hours in General Sonography
- CPR for Healthcare Providers (if accepted)

## Other Program Requirements

### Health Status

Accepted students must demonstrate compliance of all the following:

- **Annual** physical examination and updated health history
- Negative test for tuberculosis, as shown by a negative Mantoux test, a negative QuantiFERON-TB test (**annually**)
- Immunity to rubeola, mumps and rubella as shown by a positive titer or documented vaccine
- Immunity to varicella as shown by a positive titer, or evidence of two vaccinations
- Seasonal influenza vaccine (**annually**)
- Covid-19 vaccine

### Medical Insurance

### Background Check & Drug Screen

### Technical Standards

All applicants to the School of Diagnostic Medical Sonography are notified of the minimum requirements appropriate to the profession of sonography.

- Lift more than 50 pound routinely
- Push and pull routinely
- Bend and stoop routinely
- Have full use of both hands, wrists and shoulders
- Distinguish audible sounds
- Adequately view sonograms, including color distinctions
- Work standing on their feet 80% of the time
- Interact compassionately and effectively with the sick or injured
- Assist patients on and off examining tables
- Organize and accurately perform the individual steps in a sonographic procedure in the proper sequence

Students must be able to perform the essential functions of the profession and meet the academic and clinical standards of the curriculum. Students seeking reasonable accommodations to the professional technical standards should initiate a request with advising, department chair and/or program director.

## Tuition

Students in the Diagnostic Medical Sonography Program (**Certificate Award**) will pay 4 semesters of tuition (2 fall and 2 spring) and do not pay for summer, or any overload tuition charges. Students will be charged the current per semester certificate tuition for the specified academic year.

## School of Nursing (M)

**Our mission:** *The School of Nursing is dedicated to providing a rigorous Christ-centered education that develops and inspires highly skilled professionals who are prepared to serve diverse communities by promoting health and healing with excellence, integrity and compassion.*

Your decision to become a nurse - or advance your nursing education - is among the most important choices you will ever make. Concordia University School of Nursing offers a rigorous education that can help you reach your goal - at whatever educational level that is! Our courses, hands-on clinical rotations, and skills and simulation labs are taught by highly qualified nurse educators with extensive experience in hospitals and healthcare settings.

Our program includes a wide variety of undergraduate, accelerated, certificate and graduate professional programs to meet the needs of students at every step of their educational journey.

- Nursing: Traditional Bachelor of Science in Nursing (M) (p. 290)

## Majors

- Nursing: Traditional Bachelor of Science in Nursing (M) (p. 290)

## Nursing: Traditional Bachelor of Science in Nursing (M)

The Traditional Undergraduate Nursing program at Concordia University is committed to helping students develop in mind, body, and spirit. Though a rigorous curriculum, our students are well-prepared to sit for the NCLEX-RN Licensure Exam at the culmination of their studies.

With a foundation in Christ, our nursing students receive a well-rounded liberal arts core as well as the art and science of nursing. Skillfully integrated into our program of study are concepts related to interprofessional communication, collaboration, professionalism and leadership.

Sessions with our high-fidelity manikins and skills team will prepare you for your clinical experiences. Through collaboration with area healthcare partners, you will have multiple opportunities to apply the theoretical concepts and skills you learn during clinical. We are dedicated to your success, and look forward to helping you reach your goal of becoming a professional nurse.

### Program Highlights

- Clinical courses begin second semester of sophomore year. Our program offers more specialty clinicals than many others.
- Global health experience is available.
- Fall and spring program admission.
- Individualized attention and faculty guided tutoring.
- 24/7 access to skills lab.
- Multi-bed high-fidelity simulation lab and hands-on skills lab.
- Active Student Nurses Association and Sigma Theta Tau Honor Society.
- Financial assistance and scholarships are available.
- Opportunity to continue your education at the graduate level.

### Accreditation

Concordia University is accredited by the Higher Learning Commission ([hlcommission.org](http://hlcommission.org)), a regional accreditation agency recognized by the U.S. Department of Education.

The baccalaureate degree in nursing at Concordia University Wisconsin is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

### Program Learning Outcomes

The Traditional Undergraduate Nursing curriculum is based on Program Outcomes that reflect the standards for undergraduate nursing education established by the American Association of Colleges of Nursing.

Upon graduation the Bachelor of Science in Nursing student will be able to:

1. Apply liberal arts education and scientific background information into practice.
2. Apply organizational and leadership principles in practice to improve quality and patient safety.
3. Apply current evidence into professional nursing practice.
4. Use informatics and healthcare technologies to inform decision-making regarding quality patient care and safety.
5. Demonstrate knowledge of healthcare policy, finance, and regulatory environments.
6. Communicate and collaborate in an interprofessional healthcare environment to deliver safe, high quality patient care.
7. Apply knowledge of health promotion and disease prevention to improve individual and population health.
8. Demonstrate professionalism and professional values within the context of a Christian perspective.
9. Engage in the professional roles of the nurse as care provider, care manager/coordinator, lifelong learner and member of the profession.

### Program Admission

#### Admission: Traditional Freshman Students

Concordia University **pre-nursing students** who meet **all** of the following minimum requirements are eligible for direct admission to the traditional undergraduate nursing program. The number of students accepted into the program is dependent on available clinical space and the student's ranking based on the criteria below:

- Minimum **cumulative GPA**  $\geq 2.75$
- Minimum **science GPA**  $\geq 2.75$  with  $\geq C$  in the following courses:
  - Microbiology (BIO 149 or higher level microbiology course with lab section)
  - Anatomy & Physiology 1 (BIO 191 or higher level human anatomy & physiology course with lab section)
  - Anatomy & Physiology 2 (BIO 192 or higher level human anatomy & physiology course with lab section)
  - Chemistry General & Biological Chemistry (CHEM 105 or higher level chemistry course with lab section)
- **Minimum grade of C** in college algebra (Math 128) or higher level math course (statistics, pre-calculus or calculus) **OR**

- Waiver with an AP score of 4 or 5 on AP Statistics or AP Calculus Exam, **OR**
- CLEP credits for college algebra.
- English as Second Language, language test score:
  - TOEFL  $\geq$  75 **OR**
  - IELTS  $\geq$  6.5

### Admission: Direct Entry Transfer Students

- Transcript review.
- Letter of Good Standing from the institution where the student was most recently enrolled.
- Minimum cumulative GPA  $\geq$  3.0.
- Minimum Science GPA  $\geq$  2.75 with  $\geq$  C in the following courses:
  - Microbiology (BIO 149 or higher level microbiology course with lab section)
  - Anatomy & Physiology 1 (BIO 191 or higher level human anatomy & physiology course with lab section)
  - Anatomy & Physiology 2 (BIO 192 or higher level human anatomy & physiology course with lab section)
  - Chemistry General & Biological Chemistry (CHEM 105 or higher level chemistry course with lab section)
- Minimum grade of C in college algebra (Math 128) or higher level math course (statistics, pre-calculus or calculus) **OR**
  - Waiver with an AP score of 4 or 5 on the AP Statistics or AP Calculus Exam, **OR**
  - CLEP credits for college algebra.
- English as Second Language test score:
  - TOEFL  $\geq$  75 **OR**
  - IELTS  $\geq$  6.5
- Transfer students are required to contact the admissions transfer counselor for Concordia's application process and timeline. All applications must be submitted to the Admissions Office by August 1st for the fall semester or December 1st for the spring semester.
- Applications will be reviewed and prioritized by the School of Nursing.
- The number of students accepted will be dependent on available clinical spots.

### Additional Admission Requirements:

- Current **American Heart Association BLS for Healthcare Providers** (BLS). Certification must be kept current throughout the program.
- Current state certification as a Nurse Aide (**CNA**).
- A clear background check.
- Students will be required to undergo a urine drug screen prior to their first clinical course (Sophomore 2 semester).
- All nursing courses (courses with a NURS prefix) **must be taken at CUW**. The traditional BSN program will not accept nursing courses transferred from other institutions.
- Transfer courses must have been completed within five years prior to admission.
- To attend clinicals, students must adhere to **all** requirements set forth by CUW Healthcare Partners, including the COVID-19 vaccination.

### Progression Policy

- Sophomore, junior and senior students must receive a **minimum grade of 79%** in all nursing courses (courses with a NURS prefix) in order to progress in the program.

- Additional information on progression policies is available in the *Traditional Undergraduate Nursing Student Handbook/Clinical Resource Guide*.

## School of Pharmacy

CUW's School of Pharmacy educates pharmacists, scientists, and public health professionals to be servant leaders, dedicated to improving the health of our communities through excellence in teaching, research, service, and practice throughout their careers. Our degree programs at Concordia's School of Pharmacy are built for students who want to make a difference in the lives of others. We offer the balance you need to engage in a world-class education, cutting-edge research, and pivotal clinical experiences while still maintaining a focus on family and self-care. We offer an inspired, supportive atmosphere that develops each student as an individual.

For information on the graduate Pharmacy (PharmD) program please see the graduate catalog.

- Public Health (M) (p. 291)
- Public Health (M) (p. 292)
- Interprofessional Education Undergraduate Certificate (M) (p. 293)
- Undergraduate Research Certificate (M) (p. 293)

## Majors

- Public Health (M) (p. 291)

## Public Health (M)

This degree offers a mission-focused perspective on public health and prepares you to serve as a globally minded citizen working to protect and promote the public's health. It is an engaging, multidisciplinary educational program filled with practical application opportunities to prepare you to be a strong, competitive candidate in the public health sector. In this degree program, you will have the opportunity to personalize your path depending on your interest. Regardless of which concentration you choose, all undergraduate students will complete a minimum of 120 credits, including 45 credit hours of general education core curricula, 25 credit hours of required public health coursework, and 3 credit hours of a culminating/capstone project. Students may choose to enroll in one of the following two concentrations:

### Community health concentration:

This concentration integrates many disciplines and allows you to tailor your study with selectives from programs such as environmental studies, communication, nutrition, social work, sociology, psychology, political science, public policy, health and human performance, etc. to create an educational experience unique to you. You will be prepared to enter the public health field in numerous professional and community settings such as non-profit organizations, hospitals and health systems, governmental agencies, schools, and private businesses. A bachelor's in public health also provides the foundation for future graduate degrees, such as a masters' in public health, social work, occupational therapy, or healthcare administration.

### Pre-clinical concentration:

This concentration provides the undergraduate public health student with a strong foundation in the basic sciences and is most relevant

for students who may want to continue their education by pursuing a graduate degree in a health profession, such as medicine, pharmacy, physical therapy, physician assistant, or other clinical program.

## Program Learning Outcomes

Through this degree program, all graduating students will be able to:

- Demonstrate the concepts and core values of public and population health
- Employ Christian service by protecting and promoting the public's health
- Apply teamwork, leadership, and professionalism principles to address health-related needs and concerns of populations
- Locate, use, evaluate, and synthesize public health information
- Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences

### The community health concentration will also prepare you to:

- Discuss the diversity and unique public health-related needs of specific populations in the context of achieving health equity
- Build trust and rapport with communities served
- Outline strategies to build individual and community capacity

### The pre-clinical concentration will also prepare you to:

- Demonstrate a robust understanding of various science and math concepts and how they relate to public health knowledge and skills
- Compare and contrast individual health approaches and population-based public health approaches to care
- Prepare to advocate for public health issues within the healthcare context

## Curriculum

Code	Title	Hours
<b>Core Requirements</b>		<b>45</b>
<b>Major Requirements</b>		<b>28</b>
<b>Concentration Requirements</b>		<b>24-32</b>
<b>Electives</b>		<b>15-23</b>
<i>Community Health Concentration</i>		
Community Health Concentration Selectives (32 credits) and Electives (15 credits)		
<i>Pre-clinical Concentration</i>		
Pre-clinical Concentration Required Courses (24 credits) and Electives (23 credits)		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
BIO 146	Essentials of Anatomy and Physiology <sup>1</sup>	
BIO 191	Human Anatomy and Physiology I <sup>2</sup>	
MATH 205	Statistics I	
PHIL 350	Bioethical Dilemmas in Contemporary Society	
<b>Required Major Courses</b>		
PH 105	Introduction to Public Health	3
PH 205	A Public Health Perspective on Community, Culture, and Advocacy	3
PH 210	Public Health Research, Evaluation and Ethics	3

PH 300	Introduction to the U.S. Health Care System	3
NURS 340	Community Wellness Theory	3
PH 305	Public Health Communication	3
PH 310	Public Health Interventions and Program Planning	3
PH 320	Navigating Public Health Careers	3
IPE 490	Understanding IPE through the Experiences of Working Professionals	1
PH 350	Baccalaureate Project in Public Health	3
<b>Required Concentration Courses</b>		<b>24-32</b>
<i>Community Health Concentration Selectives (32 credits) <sup>3</sup></i>		
<i>Pre-clinical Concentration Required Courses (24 credits)</i>		
BIO 151	Functional Human Biology I	
BIO 152	Functional Human Biology II	
CHEM 141	General Chemistry I	
CHEM 142	General Chemistry II	
CHEM 241	Organic Chemistry I	
PHYS 151	General Physics I	
<b>Electives</b>		<b>15-23</b>
<b>Total Hours</b>		<b>75</b>

<sup>1</sup> Required for the Community Health Concentration

<sup>2</sup> Required for the Pre-clinical Concentration

<sup>3</sup> Courses will be selected in consultation with your advisor. Selectives may include, but are not limited to, courses from BIO, COMM, CSC, CSLL, ENV, EXPH, HCM, HHP, MGMT, NURS, PHIL, POLS, PSY, RSC, SOC, SW

## Minors

- Public Health (M) (p. 292)

## Public Health (M)

This 21-credit undergraduate Minor in Public Health will provide students with coursework focused on the core principles of public health: prevention and health equity, to improve health and well-being on a population level. Through these courses, students will build the foundational knowledge of how to prevent the spread of disease, promote healthy behaviors, and ensure access to health services using global, national, community, and local perspectives. The Public Health Minor is open to all undergraduate students from other programs of study.

Our public health courses emphasize multidisciplinary, collaborative strategies to promote health and prevent disease in populations, which prepares students for both advanced study and diverse careers.

## Curriculum

Code	Title	Hours
<b>Required Courses (15 credit hours)</b>		
PH 105	Introduction to Public Health	3
PH 205	A Public Health Perspective on Community, Culture, and Advocacy	3
PH 210	Public Health Research, Evaluation and Ethics	3
PH 305	Public Health Communication	3
PH 310	Public Health Interventions and Program Planning	3

<b>Two Elective Courses (choose in consultation with your advisor) <sup>1</sup></b>	<b>6</b>
<b>Total Hours</b>	<b>21</b>

<sup>1</sup> Courses will be selected in consultation with your advisor. Selectives may include, but are not limited to, courses from BIO, COMM, CSC, CSSL, ENV, EXPH, HCM, HHP, MGMT, NURS, PHIL, POLS, PSY, RSC, SOC, SW

## Certificates

- Interprofessional Education Undergraduate Certificate (M) (p. 293)
- Undergraduate Research Certificate (M) (p. 293)

## Interprofessional Education Undergraduate Certificate (M)

The IPE Undergraduate Certificate creates meaningful opportunities for students to become “job-ready” as they enter a marketplace that demands interprofessional and collaborative skills for person-centered care. The Undergraduate Certificate is an important extension of our campus-wide vision and mission for IPE @ CUW to develop health and social care professionals in mind, body and spirit. Many pre-pharmacy, nursing, pre-medical, pre-health professional, and business students are on track (or eligible) to complete this undergraduate certificate.

### Curriculum

Code	Title	Hours
<b>CERTIFICATE REQUIREMENTS INCLUDE 5 PARTS (listed below) plus 15 Capstone for a minimum of 15 credits:</b>		
<b>PART 1: Introductory Pathway</b>		
BSN / BSW students: Attend four campus wide IPE events (min 8 hours)		
IPE 100	Introduction to Inter-professional Education (all other majors besides BSN students)	
<b>PART 2: IPE Reinforcement - at least one course from the following:</b>		
RSC 106	Medical Terminology (1 credit)	
COMM 201	Interpersonal Communication (3 credits)	
NURS 203	Professional Core Foundations (3 credits)	
NURS 213	Foundational Nursing Skills 1 (1 credit)	
NURS 222	Nursing Pathophysiology (3 credits)	
NURS 250	Nursing Pharmacology I (2 credits)	
NURS 255	Nursing Pharmacology 2 (2 credits)	
PHIL 221	Human Dignity (3 credits)	
REL 287	Christian Care Giving (3 credits)	
SW 425	Social Work Practice in Health Care (3 credits)	
BCOM 300	Group Dynamics (3 credits)	
other / public health courses as approved by IPE office		
<b>PART 3: IPE Advanced - at least one course from the following:</b>		
RSC 310	Culture and Rehabilitation (3 credits)	
MGMT 340	Organization Behavior (3 credits)	
SW 346	Human Behavior in the Social Environment I (3 credits)	
SW 347	Human Behavior in the Social Environment II (3 credits)	

SW 426	Skills & Methods of Social Work Practice II (3 credits)
PHIL 350	Bioethical Dilemmas in Contemporary Society (3 credits)
REL 376	Christian Ethics (3 credits)
BCOM 390	Conflict Management (3 credits)
BUS 398	Special Topics in Business (3 credits (IPE / Healthcare related course))
NURS 440	Leadership and Management in Healthcare Systems Theory (3 credits)
NURS 452	Global Education Mexico (3 credits)
NURS 453	Global Education Costa Rica Immersion (3 credits)
NURS 477	Introduction to Integrative and Complementary Therapies (1 credit)
Other / public health courses as approved by IPE office	

### PART 4: Clinical / internship / advanced study

*Nursing / Social Work students take one of the following:*

NURS 404	Alterations in Adult Health 3 Clinical (2.5 credits)
NURS 441	Leadership and Management Practicum: In an Evolving Healthcare System (2.5 credits)

400 level Social Work (SW) course for 1-6 credits

*All other majors take one of the following:*

Special topics or approved internship within major - travel study may apply. IPE office approval required

Undergraduate Research Course (499)

Experiential learning in an IPE health or social care setting (e.g. service-learning; volunteering; observation; shadowing, etc.)

### PART 5: IPE co-curricular activities - 10+ hours required

AHEC Scholars program

AHEC Case Competition

Veteran's Stand Down: Intake + Patient Education

CIMTUMS: Chronic Disease Patient Education Experience / Milwaukee

Mind-Body Spirit Health and Wellness Fair

Children's Wisconsin CUW Respite Event

Milwaukee County Drug Court Nontraditional IPE

MCIP Student organization: officer-level participation

Participation in non-CUW IPE-centric conference (e.g., OCON, PSW, WNA, etc.)

Medical mission work (US or abroad) / global health trip

Other / advisor approved activity

### IPE Capstone Course required for all

IPE 490	Understanding IPE through the Experiences of Working Professionals (IPEC Competencies - Junior or Senior standing recommended)
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## Undergraduate Research Certificate (M)

The CUWAA UGR Certificate will allow students to demonstrate proficiency and competency for conducting ethical research within their specific program/major. Upon completion of all UGR Certificate requirements, the CUWAA Registrar will designate certificate completion on final transcripts. The UGR Certificate is available to students through participating programs (e.g., Biology, Chemistry, Psychology, Theatre,

Exercise Physiology, etc.). Any CUWAA student can contact the Office of IPE @ CUW (ipe@cuw.edu) or their Major Advisor for more information. By completing the certificate, a student will strengthen research methods in their particular field, while learning to integrate disciplinary knowledge, enhance critical thinking and creative problem solving as well as improve communicative fluency through dissemination of research findings.

## Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
	CITI Training (online) - Pass/Fail	0
	IPE 110: Introduction to Undergraduate Research Methods - Pass/Fail	1
	CCE 140 Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
	Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail	
	Final presentation of research to UGR committee/faculty/CUAA community (required), upload presentation materials to Blackboard organization - Pass/Fail	
	Attend academic presentation/events (3 or more) - Pass/Fail	

Choose one of the Undergrad Research Tracks Below - Chemistry, Biology, Exercise Physiology, Psychology, or Theatre.

Code	Title	Hours
<b>CHEMISTRY</b>		
Research Foundations		
	Undergrad Reinforcement Coursework - Choose at least 6 credits:	6
	CHEM 142 General Chemistry II	
	CHEM 225 Analytical Chemistry	
	CHEM 235 Descriptive Inorganic Chemistry	
	CHEM 242 Organic Chemistry II	
	Discipline Specific Coursework - Choose at least 6 credits:	6
	CHEM 341 Physical Chemistry I	
	CHEM 426 Advanced Biochemistry	
	CHEM 435 Advanced Organic Chemistry	
	CHEM 445 Advanced Inorganic Chemistry	
	CHEM 455 Instrumental Analysis	
	BIO 499 Undergraduate Research or CHEM 499 Undergraduate Research or PHYS 499 Undergraduate Research or ENV 499 Advanced Applied Field Research	
	Advance Study Experience - 2 or more credits required:	2
	BIO 499 Undergraduate Research or CHEM 499 Undergraduate Research or PHYS 499 Undergraduate Research or ENV 499 Advanced Applied Field Research	
	CHEM 492 Chemistry Senior Seminar II	
	PSY 485 Research Proposal	

PSY 490	Psychology Senior Seminar
THTR 490	Senior Capstone in Theatre
IPE 550	Special Topics
EXPH 495	Senior Seminar

**Total Hours** **14**

Code	Title	Hours
<b>BIOLOGY</b>		

Research Foundations		
	Undergrad Reinforcement Coursework - Choose at least 6 credits:	6
	BIO 152 Functional Human Biology II	
	BIO 240 Zoology	
	BIO 260 Biology of Microorganisms	
	ENV 220 Water Quality and Aquaponics	

Additional Courses highly recommended, not required:		
	PHIL 240 Environmental Ethics	
	PHIL 350 Bioethical Dilemmas in Contemporary Society	

Discipline Specific Coursework - Choose at least 6 credits: 6

	CHEM 426 Advanced Biochemistry	
	BIO 499 Undergraduate Research or CHEM 499 Undergraduate Research or PHYS 499 Undergraduate Research or ENV 499 Advanced Applied Field Research	

Additional Courses highly recommended, not required:		
	PHIL 460 Research Ethics	

Advance Study Experience - 2 or more credits required: 2

	BIO 499 Undergraduate Research or CHEM 499 Undergraduate Research or PHYS 499 Undergraduate Research or ENV 499 Advanced Applied Field Research	
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	CHEM 492 Chemistry Senior Seminar II	
	PSY 485 Research Proposal	
	PSY 490 Psychology Senior Seminar	
	THTR 490 Senior Capstone in Theatre	
	IPE 550 Special Topics	
	EXPH 495 Senior Seminar	

**Total Hours** **14**

Code	Title	Hours
<b>PSYCHOLOGY</b>		

Research Foundations		
	Undergrad Reinforcement Coursework - Choose at least 6 credits:	6
	PSY 222 Adolescent Development	
	PSY 205 Theories of Learning	

Additional Courses highly recommended, not required:		
	PHIL 240 Environmental Ethics	
	PHIL 350 Bioethical Dilemmas in Contemporary Society	

Discipline Specific Coursework - Choose at least 6 credits: 6

	PSY 350 Experimental Psychology	
	PSY 421 Human Sexuality	
	PSY 341 Cognitive Psychology	

Additional Courses highly recommended, not required:		
	PHIL 460 Research Ethics	

Advance Study Experience - 2 or more credits required:	2
BIO 499 Undergraduate Research or CHEM 499 Undergraduate Research or PHYS 499 Undergraduate Research or ENV 499 Advanced Applied Field Research	
PSY 485 Research Proposal	
PSY 490 Psychology Senior Seminar	
THTR 490 Senior Capstone in Theatre	
IPE 550 Special Topics	
EXPH 495 Senior Seminar	

**Total Hours 14**

**Code Title Hours**  
**THEATRE**

Research Foundations	
Undergrad Reinforcement Coursework - Choose at least 6 credits:	6
THTR 120 Orientation to Theatre	
THTR 231 Stagecraft I: Intro Stagecraft	
THTR 254 Producing Children's Theatre	
THTR 269 Musical Theatre and Dancing	

Additional Courses highly recommended, not required:	
PHIL 240 Environmental Ethics	
PHIL 350 Bioethical Dilemmas in Contemporary Society	

Discipline Specific Coursework - Choose at least 6 credits:	6
THTR 340 Theatre in Education	
THTR 350 20th Century American Drama	
THTR 371 Stage Directing	
THTR 400 Special Topics in Theatre	
THTR 463 Acting III: Advanced Acting	

Additional Courses highly recommended, not required:	
PHIL 460 Research Ethics	

Advance Study Experience - 2 or more credits required:	2
BIO 499 Undergraduate Research or CHEM 499 Undergraduate Research or PHYS 499 Undergraduate Research or ENV 499 Advanced Applied Field Research	
PSY 485 Research Proposal	
PSY 490 Psychology Senior Seminar	
THTR 490 Senior Capstone in Theatre	
IPE 550 Special Topics	
EXPH 495 Senior Seminar	

**Total Hours 14**

**Code Title Hours**  
**EXERCISE PHYSIOLOGY**

Research Foundations	
Undergrad Reinforcement Coursework - Choose at least 6 credits:	6
EXPH 225 Introduction to Exercise Science	
HHP 280 Psychology of Sport	
HHP 342 Nutrition for Wellness and Performance	

Additional Courses highly recommended, not required:	
PHIL 240 Environmental Ethics	
PHIL 350 Bioethical Dilemmas in Contemporary Society	

Discipline Specific Coursework - Choose at least 6 credits:	6
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EXPH 470 Exercise Physiology	
EXPH 471 Advanced Exercise Physiology	
EXPH 475 Seminar in Exercise Physiology	
EXPH 494 Exercise and Chronic Disease	

Additional Courses highly recommended, not required:	
PHIL 460 Research Ethics	

Advance Study Experience - 2 or more credits required:	2
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BIO 499 Undergraduate Research or CHEM 499 Undergraduate Research or PHYS 499 Undergraduate Research or ENV 499 Advanced Applied Field Research	
PSY 485 Research Proposal	
PSY 490 Psychology Senior Seminar	
THTR 490 Senior Capstone in Theatre	
IPE 550 Special Topics	
EXPH 495 Senior Seminar	

**Total Hours 14**

## Code of Student Conduct

**CONCORDIA UNIVERSITY**

**Code of Student Conduct**

*"Be devoted to one another in brotherly love. Honor one another above yourselves." (Romans 12:10)*

## Important Student Information

**Emergency Contact Information:** All students are encouraged to provide emergency contact information on an annual basis to the Office of Campus Safety and keep the emergency contact information current



throughout their enrollment at the University. This information is recommended for students' health and well-being

To enter or update the emergency contact information, go to the portal (<http://my.cuw.edu> or <http://my.cuaa.edu>). Once logged in to the portal, click on the Student Services tab. At the top of that tab in the center column there is a large "Concordia University Safety Net" logo. "Add my Emergency Contact Information" is the middle link available.

**Email Communication:** It is the student's responsibility to regularly (daily) read his/her Concordia University (CU) provided email. All pertinent information from a University Official/Office will be sent via the Concordia provided email. Failure to read ones email does not excuse a student from being responsible for the content provided in the communications and will not be considered as exigent circumstances in the student conduct process.

**Online Communities:** Concordia University and its faculty and staff do not monitor online communities and e-communication. Further, the University does not forbid faculty, staff and students from joining and participating in online communities as individuals not acting as agents of the University. However, any behavior that violates the Code of Student Conduct which is brought to the attention of a University official will be treated as any other violation and will be referred through channels outlined in the code.

**Responsible Employee Policy:** Any member of the University community, guest or visitor who believes that the policy on Equal Opportunity, Nondiscrimination, Sexual Harassment, and Other Forms of Harassment has been violated should contact the Title IX Coordinator, or any Assistant Coordinator. It is also possible for employees to notify a supervisor, or for students to notify an administrative adviser or faculty member, or any member of the community may contact Campus Safety. The University website also includes more information on reporting at [www.cuw.edu/consumerinformation](http://www.cuw.edu/consumerinformation) (<http://www.cuw.edu/consumerinformation/>).

All employees receiving reports of a potential violation of University policy are expected to promptly contact the Title IX Coordinator or any Assistant Coordinator within 24 hours of becoming aware of a report or incident. All initial contacts will be treated with the maximum possible privacy: specific information on any complaints received by any party will be reported to the Title IX Coordinator or Assistant Coordinator, but, subject to the University's obligation to redress violations, every effort will be made to maintain the privacy of those initiating a report of the responding party. In all cases, the University will give consideration to the responding party with respect to how the responding party is pursued, but reserves the right to investigate and pursue a resolution when the reporting party chooses not to initiate or participate in a formal complaint.

## Article 1 - Overview

### A. Mission, Vision and Philosophy

Concordia University is an educational institution of the Lutheran Church-Missouri Synod and is dedicated to fostering and building a Christian community in mind, body and spirit for service to Christ in the Church and the world. As members of this community, students will interact with other students, staff, faculty and administrators. Therefore, it is essential that students understand that the Lord calls each person to: "Be devoted to one another in brotherly love. Honor one another above yourselves." (Romans 12:10).

Honor and respect go hand in hand. Honoring others leads to respect for the rights of others. Therefore, students are required to engage in responsible social conduct that reflects credit upon the University community and models good Christian citizenship. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the University, or with the rights of other members of the University, cannot be tolerated. We focus on our Honor One Another (H1A) goals:

1. **Honor Others:** One value of learning lies in understanding what knowledge can contribute to the community. It is expected that students will be open to learning, including learning about and respecting persons and cultures different from their own. Members of the campus community must act out of Christian charity and mutual respect to establish an atmosphere of trust. Therefore, Concordia University expects its members to behave towards one another with civility, sensitivity, consideration, understanding, tolerance and an active concern for the welfare of others. The University is particularly concerned that its members show respect for others regardless of race, creed, gender, disability or nationality, and avoid all forms of harassing or offensive behavior.
2. **Honor the Community:** Concordia University wishes to develop and foster a sense of community among the members of its Christian society. Behaviors which undermine the mission of the University, undermine any department or segment within the University, and/or adversely affect the educational goals of this community are counterproductive. Therefore, CU expects its members to value membership in this community and to honor the community with a high degree of respect. The University also wishes to be a good neighbor to the communities near which we reside. The actions of Concordia University students in these communities directly reflect on the image of the University and of all students attending Concordia. Therefore, the University expects its students to conduct themselves within the laws of the neighboring municipalities, the state and the nation. Students whose behavior (on or off campus) is judged to reflect negatively on the image of the University or who violate municipal, state and/or federal laws will be subject to all the disciplines and sanctions contained in this code.
3. **Honor Oneself:** Concordia University values all of its students and is deeply concerned with their total development. Concordia expects that students will care for their physical and mental well-being (self-care). Therefore, it is appropriate for the University to set expectations for personal integrity with the aim of encouraging students to appreciate their own talents, take responsibility for their behavior and actions, and enhance the quality of their lives. This translates into honoring oneself. When the student's behavior becomes self-destructive and/or affects the education and lives of other members of the community, the Dean of Student's office is empowered to respond appropriately as outlined in this Code. Students who engage in such self-destructive behavior or demonstrate an inability and/or unwillingness to provide for self-care may be required to submit to an assessment and/or comply with directions which will protect the student's and/or others' well-being. Students engaging in such behaviors are also encouraged to seek help from University resources (e.g., counseling, health services, and academic support services)

### B. General Rights and Responsibilities

1. **The Right to Fundamental Fairness:** The University is committed to a fundamentally fair conduct process that affords each student alleged to have violated any policy notice of the allegations and a hearing

before the designated University official(s). The university also allows for appeals by certain parties, as outlined in the appellate procedures below.

2. **The Right to Review Records:** Consistent with the Family Educational Rights and Privacy Act (FERPA) as amended, the Act assures students "the right to inspect any and all official records, files, and data directly related..." to themselves, and assures the student an opportunity for debate or correction of inaccurate, misleading, or otherwise inappropriate data in the student's file.
3. **Parental Notification:** CU reserves the right to notify parents, in accordance with FERPA, when it determines the circumstances warrant such notification.
  - a. According to CU policy we will notify parents/legal guardians of students following the first violation of the CU drug policy.
  - b. According to CU policy we will notify parents/legal guardians of students following the second violation of the CU alcohol policy.
  - c. For any students, regardless of age, that is in a situation that is threatening to their own health or safety situation or placed another in a situation that is threatening to their health or safety, the parents, legal guardians, and any "emergency contact" may be notified. This may include any referral to any wellness center for an alcohol or drug assessment.
  - d. When the Chief Student Affairs Officer (CSAO) or designee determines that circumstances exist where it is in the best interest of the student and University to notify the parent, CU will notify the parents/legal guardians.
  - e. If it is deemed by the CSAO or designee that it may be counter-productive to notify a parent, then the procedures may be altered as necessary.
4. **Anti-Discrimination Statement**
  - a. Concordia University fully subscribes to all federal and state civil rights laws banning discrimination in private, church-affiliated institutions of higher education. CU will not illegally discriminate against any employee, applicant for employment, student or applicant on the basis of race, color, sex, pregnancy, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, gender, veteran or military status, predisposing genetic characteristics, domestic violence victim status, sexual orientation, or any other protected category under applicable local, state or federal law. However, CU is a Christian educational institution operated by The Lutheran Church-Missouri Synod and, in compliance with Title VII of the Civil Rights Act of 1964, reserves the right to give preference in employment based on religion. Gender discrimination and sexual harassment (including sexual assault) are prohibited by Title VII of the Civil Rights Act of 1964 as amended and Title IX of the Education Amendments of 1972.
  - b. **Accommodations for Students with Disabilities:** Concordia University is committed to full compliance with the Americans With Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal and state laws pertaining to individuals with disabilities. Under the ADA and its amendments, a person has a disability if he or she has a physical or mental impairment that substantially limits a major life activity. The ADA also protects individuals who have a record of a substantially limiting impairment or who are regarded as disabled by the institution whether qualified or not. A substantial impairment is one that significantly limits or restricts

a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, or caring for oneself.

- i. Concordia University is committed to providing qualified students with disabilities with reasonable accommodations and support needed to ensure equal access to the programs and activities of the University.
- ii. All accommodations are made on a case-by-case basis. A student requesting any accommodation should first contact the Academic Resource Center which coordinates services for students with disabilities. The director reviews documentation provided by the student and in consultation with the student, determines which accommodations are appropriate to the student's particular needs and programs. It is then the student's responsibility to make direct requests for accommodations to the appropriate staff.

### C. Statement of Reporting Party and Responding Party Rights

1. To be treated with respect by University officials.
2. To take advantage of campus support resources, such as Counseling, the Office of Campus Ministry, and University Health Services for students, etc.
3. To experience a safe living, educational, and work environment.
4. To have an advisor during this process.
5. To be free from retaliation.
6. To have complaints heard in substantial accordance with these procedures.
7. To be informed in writing of the outcome/resolution of the complaint.

## Article 2 - Policies General

**Note:** Communication to students regarding violations of this code and information concerning this code will be through the students' University email account. It is the students' responsibility to regularly check their email account daily. Failure to check a students' account will not be considered as an exigent circumstance for complying with this code.

### A. Jurisdiction

This Code applies to any behaviors that take place on the campuses of Concordia University Wisconsin, Concordia University Ann Arbor and all other satellite campuses of the University and at University-sponsored events on or off campus. This code may also apply off-campus and to actions online when the CSAO or designee determines that the off-campus conduct affects a substantial University interest. A substantial University interest is defined to include:

1. Any action that constitutes criminal offense as defined by federal or state law. This includes, but is not limited to, single or repeat violations of any local, state or federal law committed in the municipality where the University is located;
2. Any situation where it appears that the accused individual may present a danger or threat to the health or safety of him/herself or others;
3. Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder;
4. Any situation that is detrimental to the interests of the University/ College; and/or

5. Any online postings or other electronic communication, including, but not limited to, cyber-bullying, cyber-stalking, cyber-harassment, etc.

### B. Standard of Proof

In all cases of alleged violations of University policy, the standard of proof is the preponderance of the evidence (e.g., more likely than not). This standard is also employed when making determinations regarding interim restrictions/actions.

### C. Definitions

1. The term "University" means Concordia University Wisconsin, Concordia University Ann Arbor and all other satellite campuses of the University.

2. The term "student" means any person who is admitted, enrolled or registered for study at the University for any academic period and/or those who may attend other educational institutions and reside in a University residence hall or attend University classes. Persons who are not officially enrolled for a particular term but who have a continuing student relationship with, or an educational interest in the University are considered "students." A person shall also be considered a student during any period while the student is under suspension from the institution or when the person is attending or participating in any activity preparatory to the beginning of school including, but not limited to, orientation, placement testing, and residence hall check-in, preseason athletic camps, summer student employees. This would include but is not limited to undergraduate, graduate, accelerated learning, e-learning, part-time, and full-time students.

3. The term "University official" includes any person employed by the University, performing assigned administrative or professional responsibilities including student employees (e.g., RAs) acting within the scope of his/her assigned position.

4. The term "member of the University community" includes any person who is a student, faculty member, University official or any other person employed by the University. A person's status in a particular situation shall be determined by the Chief Student Affairs Officer or designee.

5. The term "University premises" includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University including adjacent streets, parking lots, and sidewalks, including sites utilized by Accelerated Learning/ Graduate Programs.

6. The term "organization" means any number of persons who have complied with the formal requirements for University recognition as a student organization (e.g., student clubs/organizations, intramural/intercollegiate teams, music/drama groups).

7. The "Chief Student Affairs Officer" (CSAO) is that person designated by the University President to be responsible for the administration of the Code of Student Conduct. Any question of interpretation or application of the Code of Student Conduct shall be referred to the CSAO or his or her designee for final determination.

8. The term "business day" includes all days that the regular business of the University is ongoing. This may include days and

times that academic classes are not in session but the University is open for business.

9. Reporting Party: A person that makes a complaint, alleges a violation of University policy, or files a formal allegation against another person.

10. Responding Party: A person alleged to have violated University policy.

11. Advisor: See "Advisor" section for the role and expectations of advisors.

12. Abbreviations used in this code:

CSAO: Chief Student Affairs Officer (at CUAA or at CUW)

CU: Concordia University (includes both CUAA and CUW)

CUAA: Concordia University Ann Arbor

CUW: Concordia University Wisconsin

DOS: Dean of Students

FPH: Formal Panel Hearing

FAH: Formal Administrative Hearing

RFA: Request for Appeal

SCA: Senior Conduct Administrator

SCO: Student Conduct Officer

### D. Sexual Misconduct Policy

Prohibited behavior, the adjudication process, sanctioning parameters, as well as other information can be found at the following sites:

- University Portal: [my.cuw.edu](https://my.cuw.edu) (<https://my.cuw.edu>) or [my.cuaa.edu](https://my.cuaa.edu) (<https://my.cuaa.edu>) under Resources tab, Title IX Compliance channel
- University Web Site: [www.cuw.edu](https://www.cuw.edu/about/offices/title-ix/) (<https://www.cuw.edu/about/offices/title-ix/>) Title IX or [www.cuaa.edu](https://www.cuaa.edu/about/offices/title-ix-sexual-harassment-policies/) (<https://www.cuaa.edu/about/offices/title-ix-sexual-harassment-policies/>) Title IX

### E. Residence Hall Policies

(Applies to resident students and guests in residence halls)

**1. Abandoned Property and Confiscated Items:** University officials have the right to confiscate any item(s) which violate University policy. These item(s) may be disposed of or held by the Office of Residence Life or the Office of Campus Safety until the end of the semester in which they were confiscated. For these held items, students must reclaim them the day they leave the halls/campus for the semester. Items not reclaimed will be considered abandoned property.

Items left in a student's room or residence hall after the student leaves the hall are considered abandoned property. Items will be disposed of after five business days if no contact is made by the student and/or the student misses an appointment to collect the item(s). Students who abandon property and cause the University additional labor to deal with this property may be charged for this work.

Left items not considered to be abandoned property include but are not limited to trash cans, toiletries, food items, cleaning supplies, small quantities of office supplies, and coins. These items will be disposed of immediately without notification.

All alcohol and tobacco products will be discarded immediately. Weapons will be held by Campus Safety and disposed of or returned at the discretion of that office. Road signs will be returned to the municipal highway department.

**2. Appliances:** Only University-approved appliances are permitted in the residence halls. For questions about any appliance or device, see the Residence Life staff. A list of appliances can be found at:

CUW: [https://www.cuw.edu/life/residence-life/student-resources/\\_assets/appliances.pdf](https://www.cuw.edu/life/residence-life/student-resources/_assets/appliances.pdf)

CUSA: <https://www.cuaa.edu/life/residence-life/what-to-bring.html>

It is impossible to list all electrical appliances which are hazardous for use in the residence halls, although a general guideline is that an appliance is prohibited if it is rated over six amps (700 watts), if it has an exposed heating element, or if it is not UL listed. (Level A or B)

**NOTE:** Use of personal grills are not permitted on campus, unless permitted by Student Life office. Only grills provided by the University in their designated locations will be permitted.

**3. Balconies:** Throwing or hanging items from a balcony is prohibited. Grills are prohibited on the balconies. (Level A or B)

**4. Break Period Housing:** Use of residence halls without permission when closed is prohibited. (Level B or C)

**NOTE:** No one is allowed to live in the residence halls during break periods (as specified in the Residence Hall and Food Service Agreement) without official written permission from the Office of Residence Life. Overnight guests are prohibited.

**5. Candles:** Candles, incense, incense burners, flammable liquids (e.g., gas/oil), or other items that present a fire hazard are prohibited. For questions about any device, see the Residence Life staff. (Level B)

**6. Cooking:** Cooking in a residence hall room using anything other than the University-approved appliances is prohibited. Leaving food cooking unattended in a residence hall kitchen is prohibited. (Level B)

**7. Displays:** The following displays are prohibited:

- a. Any alcohol containers (e.g., beer cans, liquor bottles);
- b. Any drug substance, drug-related paraphernalia or drug-related images, inc.;
- c. Any display that would constitute a hostile work and/or educational environment for students and/or staff in the building including something contrary to the doctrine of the Lutheran Church-Missouri Synod.
- d. Any poster/signage of alcohol, drug-related materials, or provocative images. (Level A)

**8. Entry and Search of Rooms:** Failure to give access to a residence hall room when requested to do so by a University official is prohibited. (Level C)

a. The University recognizes residents' desire for privacy, particularly in the context of their living situation, and will do all it can to protect and guarantee their privacy. However, the University's designated staff member reserves the right to enter a resident's room at any time for the following purposes:

- i. To determine compliance with all relevant health and safety regulations (e.g., fire alarms, lock downs, health and safety checks, etc.);
- ii. To provide cleaning and/or pest control;
- iii. To conduct an inventory of University property;
- iiii. To silence unattended loud alarms and music;
- v. Where there is an indication of danger to life, health, and/or property;
- vi. Where there is a reasonable cause to believe that a violation of University policy(s) is occurring or has occurred;
- vii. To search for missing university or student property; and/or
- viii. To perform maintenance work. For most maintenance concerns, prior notice will be given whenever possible.

b. For a search to take place, conditions for room entry must exist, and permission from the Director of Residence Life, Residence Hall professional staff, the CSAO, Dean of Students, Director of Campus Safety or a designee will be obtained. A room check may be done by a member of Residence Life or Campus Safety where warranted, per the Housing Agreement Terms. Items that violate university or housing regulations may be confiscated.

**9. Furniture:** The following are prohibited: (Level B)

- a. The arrangement of furniture and other items which restricts the efficient egress from a room;
- b. The stacking of university furniture (except as designed by manufacturer) ;
- c. Having more than two beds bunked on one fixture;
- d. Removing any university-issued furniture from a room; and
- e. The construction of any loft, partition, or mounted shelves.

**10. Guest Responsibility & Cohabitation:** Resident students are expected to register their guests each time with Campus Safety. A guest is anyone not officially assigned to the room by the Office of Residence Life. Guests may spend up to three nights total per month on campus. The host resident is personally and financially responsible for all the actions and behaviors of all of her/his guest(s). The host is responsible for informing guest(s) of the policies and procedures of campus housing. Guests must abide by University and residence hall policies and procedures at all

times. The host is accountable and may be subject to disciplinary action if her/his guest violates a policy or procedure. Guests who exhibit inappropriate behavior as determined by Residence Hall staff or Campus Safety, may be required to leave campus at their own expense or at the expense of the host resident. Students are accountable for any and all violations their guests may commit while visiting them. (Level B or C)

**NOTE 1:** Cohabitation (i.e., spending the night) by members of the opposite sex is prohibited.

**NOTE 2:** Students who permit another person or student who has been expelled, suspended, removed from housing or otherwise banned from the residence halls or any campus access to the building or a room will be subject to immediate removal from housing and possible additional sanctions.

**11. Laundry Room:** The use of residence hall laundry rooms by nonresident students is prohibited. (Level A or B)

**12. Network/Computing:** In addition to the University Computing Policy, residence hall students are prohibited from installing any hubs, wireless access points, switches or other devices that may affect network activity. For questions about any device, see the IT staff. (Level B or C)

**13. Noise/Quiet Hours:** Failure to observe quiet hours is prohibited. This includes but is not limited to loud verbal and physical behavior, playing music/radio, television or other audio equipment such that the noise is disruptive to others. Playing sports in the halls is also prohibited. Please note the Visitation Hours in #16 are different from Quiet Hours. (Level A or B)

**Quiet Hours are as follows:** Sunday-Thursday: 10:00 p.m. – 9:00 a.m.

Friday-Saturday: Midnight – 9:00 a.m.

**NOTE 1:** Each resident of the hall has the right to live (study, sleep, etc.) in a quiet environment, thus courtesy hours are in effect 24 hours a day. During courtesy hours, any noise that infringes upon the students’ right to a quiet and peaceful environment shall be a violation of quiet hours. Any student disturbed by noise during courtesy hours should first communicate with the person responsible for the source of the noise.

**NOTE 2:** Continuous quiet hours are in effect during finals week each semester beginning Sunday at 10:00 pm and ending Friday at 10:00 am. A daily break period will be set by Residence Life staff. During the break period, noise levels may be a bit louder, but courtesy hours still apply.

**14. Odor:** Any aroma of such intensity that it becomes apparent to others is prohibited. (Level A, B, or C)

**15. Room/Hall Change:** Unauthorized room or hall changes are prohibited. Residents must receive official authorization from the Office of Residence Life to occupy or change rooms. Any student who occupies a room without prior written authorization will be considered in violation of this policy and may incur a fee. (Level B + return to original room)

**NOTE:** Alterations of a resident hall room and/or facility, including but not limited to painting, building partitions, altering electrical/cable boxes and outlets are prohibited. (Level B + cost of repairs)

**16. Visitation:** Presence of an opposite gender person (including non-students) in a residence hall at times different from the established visitation hours or giving access to a person of opposite gender to a residence hall or room at times different from the established visitation hours is prohibited. Visitation hours apply to some resident hall lounges. (Level A: for up to 30 minutes after/before visitation hours; Level B: for violations occurring more than 30 minutes after or before visitation hours)

**NOTE 1:** Resident students may have visitors in their room/hall at times specified below. The University reserves the right to restrict any nonresident student to Visitation Hours.

**NOTE 2:** Visitation Hours also apply during all break periods and summer months.

**Visitation Hours are as follows:** Sunday – Thursday: 8:00 a.m. – 1:00 a.m.

Friday – Saturday: 8:00 a.m. – 2:00 a.m.

**17. Windows:** Tampering with, blocking or opening windows that require tools to open is prohibited. Throwing or dropping items from any window is prohibited. Hanging items outside windows without prior permission is also prohibited. Removing screens or damaging screens is prohibited. (Level B + cost of repairs)

**E. University Policies** (applies to ALL students)

**18. Aiding or Abetting:** Attempting, aiding, abetting, or being an accessory to an act is prohibited by the University shall be considered the same as a completed violation. Students who anticipate or observe a violation of the Code of Student Conduct are expected to remove themselves from association or participation and bystanders are encouraged to report the violation. (Level A, B, C, or D)

**19. Alcohol:** Students are expected to comply with all University policy, state and local laws.

**NOTE:** As Christians, we view the care of our bodies as part of our total context for life. God in His Word, gives life and sustains it (Genesis 1:27). He affirms the proper and good care of our bodies as His temple (1 Corinthians 6:19-20). As such, He forbids misuse, overuse, and abuse of substances that are harmful for our bodies (2 Corinthians 7:1). Further, God invites and commands us to care for each other, assisting our neighbor in avoiding the abuse of any drug or substance that harms the body and the mind (John 13:34-35). **Therefore, Concordia University is a drug-free and dry campus.**

Please refer to the Resource List at the end of this document to read state alcohol laws.

a. Use, possession, manufacturing, distribution of alcoholic beverages, and possession of alcohol containers on University premises is prohibited.

**NOTE 1:** The University will also consider ALL individuals found in a location where an alcoholic beverage is present to be in possession of an alcoholic beverage. This would include locations off campus (e.g., underage students drinking in a bar or at a house party).

**NOTE 2:** The University reserves the right to, as a condition of enrollment 1) require an offender to enter a University drug or alcohol program, 2) require an offender to get a drug or alcohol assessment and, if deemed appropriate, complete an approved rehabilitation program, and/or 3) ask participants of co-curricular activities to submit to drug testing, which may be at the student's own expense (failure to comply with this request will result in the participant being barred from further participation in that activity).

**NOTE 3:** Alcohol includes beverages of low-alcohol content (e.g., "near" beer, cooking sherry/wine).

**NOTE 4:** Any person who is encountered by Campus Safety and is suspected of having consumed alcohol will be subject to a Preliminary Breath Test (PBT) for the purpose of determining if alcohol has been used by the student. Any student who refuses to provide a PBT breath sample will be considered in violation of this alcohol policy.

**NOTE 5:** Drinking paraphernalia that contributes to over and mass consumption including beer pong tables, beer bong, or shot glasses.

- b. Possession or consumption of alcohol by anyone under the age of 21 is prohibited.
- c. Providing alcohol or access to alcohol to anyone under the age of 21 is prohibited. Students hosting (e.g. name is on lease or rental agreement) off-campus events will be considered in violation of providing alcohol and/or access to alcohol if persons under the legal drinking age are present.
- d. Violating any provision of the Code of Student Conduct while under the influence of alcohol constitutes a violation of this policy.
- e. Common containers (e.g., kegs) are prohibited on campus.
- f. Operating a motor vehicle under the influence of drugs or alcohol (DUI/OWI) on campus or off campus is prohibited.

**NOTE:** Underage students who possess alcohol and/or drugs and/or drink while operating a motor vehicle will be considered driving under the influence.

- g. Amnesty: In certain circumstances, students may qualify for amnesty. See the Medical Amnesty Policy as outlined in Article III.

**20. Animals/Pets:** Pets are not allowed in the resident halls with the exception of fish. The capacity of the fish tank cannot exceed 15 gallons. Animals are prohibited from the campus and at University-sanctioned events off campus. All service animals or emotional-support animals must be approved by the University, per its CU Policy and Guidelines for Emotional-Support Animals.

**NOTE:** The University is committed to compliance with state and federal laws as the laws relate to individuals with disabilities. See the University's "Emotional-Support Animal Policy."

**21. Arrest Policy:** Students who are arrested or taken into custody by any law enforcement agency are required to inform the Dean of Students or other appropriate university official (e.g., program director, coach) within 48 hours of their release. Students arrested may be subject to University disciplinary action when their conduct violates University standards. (Level B)

**22. Bicycles:** Bicycle riding, skateboarding, roller skating, rollerblading, scooter riding, Hoverboards (see note below), shoes with wheels (e.g., "heelies"), remote control toy cars, or other similar behavior within the hallways, rooms, or within the buildings of the University is prohibited. (Level A)

**NOTE:** Possession or use of Hoverboards is prohibited on campus.

**23. Computer/Technology Misuse:** The theft or other abuse of computer time/resources is prohibited. This includes but is not limited to: (Level B, C, D, E)

- a. Unauthorized entry into a computer to use, read or change the contents, or for any other purpose;
- b. Unauthorized transfer of a file;
- c. Unauthorized use of another individual's identification or password;
- d. Use of computing facilities to interfere with the work of another student, faculty member or University official;
- e. Use of computing facilities to send obscene, harassing, or abusive messages;
- f. Use of computing facilities to view pornographic material;
- g. Use of computing facilities and resources to interfere with normal operation of the University computing system;
- h. Use of computing facilities and resources in violation of copyright laws;
- i. The reproduction (still picture, motion picture or video) without permission from the Marketing office or President/Vice President of the University of any University icon, facility, and/or landmark which is posted electronically in a public venue may be subject to disciplinary action as outlined in this section; and/or
- j. Any violation of the University's "Acceptable Use Policy." (see here (<https://www.cuw.edu/about/offices/compliance/privacy-policy/acceptable-use-policy.html>))

**NOTE 1:** This includes, and is not limited to, acts originating on University-owned computers in and out of student labs and privately owned computers in the resident hall rooms using University networking. All students are required to sign and follow an acceptable use policy annually.

**NOTE 2:** The University and its faculty and staff do not monitor online communities and e-communication. Further, the University does not forbid faculty, staff and students from joining and participating in online social communities as individuals not acting as agents of the University. However, any behavior that violates this Code which is brought to the attention of a University official will be treated as any other violation and will be referred through channels outlined in this Code.

**24. Damage to Property:** Damage to or destruction of property or actions that have the potential for such damage or destruction is prohibited. Conduct which threatens to damage, or creates hazardous conditions such as dropping, throwing, or causing objects or substances to fall from windows, doors, ledges, balconies or roofs is also prohibited. This includes, but is not limited to, unauthorized application of graffiti, paint, etc. to property or removal of window restrictors, security screens, etc. (Level A-D + cost of repairs)

**25. Disruptive Activity:** No person or organization may interfere with, disrupt normal activity and operations of, or promote the interference or disruption of students, faculty, administration, staff, or the educational mission of the University or its buildings, equipment or facilities. Any form of expression that materially interferes with such activities and operations or invades the rights of persons is prohibited. (Level A, B, C, or D)

- a. Non-compliance with reasonable time, place, or manner restrictions on expression is considered a violation of this section. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program.
- b. To remain in the vicinity of activity that is disrupting normal University functions when requested to leave by a University official is prohibited. Bystanders, if their presence incites or adds to the disruption, may be in violation of this policy as well.
- c. No student shall engage in disrespectful or uncivil behavior directed toward a University official, regardless of whether the official is on duty or off, or CU students, including but not limited to verbal statements or written communication (including social media).

**26. Dress:** As Christians, we view the care of our bodies as part of our total context for life. God in His Word, gives life and sustains it (Genesis 1:27). He affirms the proper and good care of our bodies as His temple (1 Corinthians 6:19-20). Inappropriate dress such that the attire could be considered provocative or would make others uncomfortable is prohibited. Recognizable gender parts must be covered at all times in public areas. (Level A or B)

**NOTE:** Please remember that shoes must be worn in all academic, administrative, and campus food service locations.

**27. Drugs:** Students are expected to comply with all University policies as well as all federal, state and local laws.

**NOTE:** As Christians, we view the care of our bodies as part of our total context for life. God in His Word, gives life and

sustains it (Genesis 1:27). He affirms the proper and good care of our bodies as His temple (1 Corinthians 6:19-20). As such, He forbids misuse, overuse, and abuse of substances that are harmful for our bodies (2 Corinthians 7:1). Further, God invites and commands us to care for each other, assisting our neighbor in avoiding the abuse of any drug or substance that harms the body and the mind (John 13:34-35). Therefore, **Concordia University is a drug-free and dry campus.**

- a. The unauthorized possession, use, manufacture, sale, or distribution of any counterfeit, illegal, dangerous, "designer," or controlled drug or other substance is prohibited. This includes prescription medications. Violating any other provision of the Code of Student Conduct while under the influence of any illegal or illegally obtained drug is also a violation of this policy. The possession of drug paraphernalia is also prohibited. A diluted, late, missed, forged, or failed university required drug screen will constitute a violation of this policy.
- b. Amnesty: In certain circumstances, students may qualify for amnesty. See the Medical Amnesty Policy. (see Article III for complete policy)

**NOTE 1:** The University will also consider ALL individuals found in a location where a drug is present to be in possession of a drug. This would include locations off campus (e.g., underage students drinking in a bar or at a house party). The University reserves the right to, as a condition of enrollment 1) require an offender to enter a University drug or alcohol program, 2) require an offender to get a drug or alcohol assessment from a licensed agency and, if deemed appropriate, complete an approved rehabilitation program, and/or 3) ask participants of co-curricular activities to submit to drug testing, which may be at the student's own expense (failure to comply with this request will result in the participant being barred from further participation in that activity).

**NOTE 2:** Students who test positive to an athletic drug screen will be referred to the Dean of Student's office for possible violations of the code of student conduct.

**NOTE 3:** Occasionally, local, state, and/or federal laws do not align. When that is the case, the University must establish a position that best allows its mission to be fulfilled in the University community. For example, the University does not recognize medical marijuana as an exception to its drug policy.

**28. Failure to Comply:** Students and student organizations are expected to comply with and respond appropriately to the reasonable requests of University (including but not limited to such things as new or temporary guidelines) as well as its officials in the performance of their duties. Students are expected to appear at conduct hearings to respond to allegations or testify as a witness. A failure to properly comply with or complete a sanction or obligation resulting from a conduct hearing or adjudication may also be

considered failure to comply with an official request. (Level A, B, C, or D)

**29. Fire Alarms/Safety Equipment:** No person shall make, or cause to be made, a false fire alarm or emergency report of any kind. No person shall tamper with, damage, disable or misuse fire safety equipment including, but not limited to, fire extinguishers, fire hoses, fire alarms and fire doors. Tampering with or disabling any fire safety equipment in a residence hall may result in a student's immediate removal from University Housing and a fine. Students are required to evacuate any University building when a fire alarm is sounding and/or when instructed to do so in an emergency or drill by University staff. (Level A, B, C, D + municipal fee for MFD response)

**NOTE 1:** No lights or decorations may be hung across ceiling or on door.

**30. Fraud/Lying:** Lying or fraudulent behavior in, or with regard to, any transaction with the University, whether oral or written, is prohibited, including but not limited to misrepresenting the truth before a hearing of the University or knowingly making a false statement orally or in writing to any University official. (Level B, C, D + retraction when appropriate)

**31. Gambling:** The University prohibits gambling, as defined by state law. (Level A, B, C)

**32. General Laws:** Students or student organizations involved in alleged violations of any federal, state, or local laws may be subject to disciplinary action. These allegations will be adjudicated using the University standard of proof and procedure. Disciplinary action imposed by the University may precede and/or be in addition to any penalty imposed by an off-campus authority. (Level A, B, C, D, E)

**33. Harassment (and Bias-related Incidents):** Conduct that creates or attempts to create an intimidating, hostile, or offensive environment for another person is prohibited. Such conduct includes, but is not limited to, action(s) or statement(s) (including social media) that threaten, harm or intimidate a person, or any other form of unwanted contact. (Level A, B, C, or D)

**NOTE:** Bias-related incidents are behaviors that constitutes an expression of hostility against a person or property of another due to the targeted person's race, religion, sexual orientation, ethnicity, national origin, gender, age, marital status, political affiliation, or disability. These acts or behaviors may not rise to the level of a crime, or a violation of state or federal law, but may contribute to creating an unsafe, negative, or unwelcome environment for the targeted person. Bias is a broad category of behaviors including discrimination, harassment, and other actions which demean or intimidate individuals or groups because of personal characteristics or beliefs or their expression.

**34. Harm to Person(s):** Actions which result in physical harm, have the potential for physically harming another person, which create conditions that pose a risk of physical harm to another, or which cause reasonable apprehension of physical harm are prohibited. Conduct that threatens to cause harm to persons, or creates hazardous conditions for persons, is also prohibited.

Harm to person(s) includes but is not limited to:

- a. physical fights; physical altercations
- b. pranks which injure or have the potential of injury to another person
- c. health and safety (such as exposure to something harmful)

**NOTE:** Fighting is considered a form of "Harm to Person(s)." The University expects that students will withdraw from situations that may result in fighting. Students always have the option of contacting a University official to assist with a situation. Therefore, the University will charge both/all students who participate in fighting. The burden of proof will fall upon the student to demonstrate that he/she took reasonable measures to withdraw from the situation.

**35. Hazing:** An act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy and/or complicity in the presence of hazing are not neutral acts; they are violations of this policy.

Hazing includes, but is not limited to:

- a. All forms of physical activity deemed dangerous or harmful;
- b. The application of foreign substances to the body;
- c. Scavenger hunts involving illegal activities, kidnapping, or ditching a member of the community;
- d. Depriving students of sleep;
- e. Not providing decent and edible foods;
- f. Depriving students' means of maintaining personal hygiene;
- g. Forcing, coercing, pressuring, or requiring students to consume alcohol or foreign or unusual amounts of substances;
- h. Nudity or forcing students to dress in a degrading manner; and/or
- i. Psychological hazing: any act which is likely to compromise the dignity of a student; cause embarrassment or shame to a student; cause a student to be the object of ridicule or malicious amusement; or inflict psychological or emotional harm.

**36. Host Responsibility:** Students are accountable for any and all violations their guests may commit while visiting the University student. (Level A, B, C)

**NOTE 1:** Current students may not host persons banned from the campus or any facility (e.g., Fieldhouse, academic buildings, residence halls), including but not limited to individuals whose housing agreements have been cancelled or revoked for any reason. Resident students may not host banned persons in the residence halls.

**NOTE 2:** Hosting a relative or non-relative child without parental supervision is prohibited (i.e., baby-sitting). Exceptions to this policy may be granted by a University



official tasked with the supervision of a given facility (e.g., Resident Director for a residence hall, Director of Athletics for the Fieldhouse, Coordinator for Student Activities for the Student Center).

**37. Interference/Obstruction of the Conduct Process:** Interfering in any manner with the student conduct process is prohibited. Examples of violating this policy include, but are not limited to: (Level C, D, or E)

- a. Failing to participate in a hearing or investigation;
- b. Colluding with or intimidating witnesses;
- c. Intimidating any member of a student conduct panel or hearing board; and
- d. Providing false information or intentionally omitting relevant information from an investigation or hearing.

**38. Littering:** Littering on University premises is prohibited, including but not limited to the improper disposal of personal garbage (e.g., placing trash in non-designated areas). (Level B + clean-up costs)

**39. Misuse of Documents:** Forgery, alteration, or misuse of any document, record, or officially- issued or legal identification is prohibited. (Level B, C, D, E)

**40. Misuse of Student Identifications:** Providing access to unauthorized persons, allowing another person to use your university issued student ID, failing to present a Student ID card when requested by a University official acting in the performance of his or her duties, or possessing or using a fraudulent ID card, may subject the owner and/or the holder to disciplinary action. (Level A, B, C, or D)

**41. Misuse of Keys:** No person may use or possess any University key without proper authorization. No student is allowed under any condition to have a University key duplicated. (Level A, B, C, D, or E)

**42. Motor Vehicles:** Operating a motor vehicle on University property in a manner that causes or might potentially cause physical harm to an individual or property is prohibited. Failure to register a vehicle with Campus Safety, parking a vehicle in unauthorized parking lots or in unauthorized areas (e.g., parking outside striped double parallel lines and in restricted parking areas), driving or parking a vehicle on the grass or in an unsafe manner anywhere on campus is prohibited. Driving on University-owned or controlled property without a valid driver's license is prohibited. (Level A, B, or C)

**NOTE:** After multiple parking tickets within one year, the student may be subject to referral to the student conduct system. Habitual offenders may be subject to having their car towed at the owners'/students' expense.

**43. Posting:** Publication and/or dissemination of materials on campus which have not been previously approved by Concordia University representatives are prohibited. (Level A)

**44. Retaliation:** Retaliation is defined as any adverse action taken against a person participating in a protected activity because of his/her participation in that protected activity. (see sanctioning grid)

**NOTE 1:** Retaliation against an individual for alleging harassment or discrimination, supporting a complainant, or for assisting in providing information relevant to a claim of harassment or discrimination is a serious violation of University policy and will be treated as an instance of harassment or discrimination.

**NOTE 2:** Acts of alleged retaliation should be reported immediately to the Title IX Coordinator, to the CSAO, Dean of Students and/or Campus Safety and will be promptly investigated. The University will take all appropriate actions to protect individuals who fear that they may be subjected to retaliation.

**45. Searches:** Failing to comply with a reasonable request to search is a violation of this policy, including events held on University premises or at off-campus University-sponsored functions. Students who are in possession of a bag, purse, backpack, or any other container where contraband, weapons, alcohol, or any other prohibited substance could be contained is subject to search by a University official. This includes, but is not limited to, vehicles parked on University premises, or at off-campus University sponsored events, when there is reason to believe the vehicle contains any prohibited item. (Level B, C, or D)

**46. Sexual Behavior:** Consensual sexual behavior outside of marriage is prohibited. Because sexual behavior can involve a wide range of behavior the Dean of Students (or the Dean's designee) is charged to evaluate each case individually. (Level A, B, C, D, or E)

**NOTE 1:** As Christians, we embrace the proper place of sexuality within God's plan, viewing sex as part of our total personality and part of the total context of life. As His good gift to humanity, God in His Word affirms sexual union only in the marriage relationship of one man and one woman where their sexual intimacy performs various functions, including the building of the relationship through physical and emotional communication and sharing. (Genesis 2:18-25; Matthew 19:4-6) This physical, sexual sharing is only one part of a total relationship in a lifelong process which also involves emotional, social, spiritual and intellectual aspects, getting to know one another as total persons, developing in all of these areas. (Ephesians 5:19-33) As each person grows and matures, there is always more to learn about him or her. Therefore, sharing one's self sexually (e.g., sexual intercourse) outside of marriage would be inappropriate and unhealthy. (Colossians 3:1-17)

Students are expected to comply with all University policies as well as all federal, state and local laws.

**NOTE 2:** Pornography. The viewing and/or possession of pornography (in any form) will also be considered a violation of this policy. The focus of pornography is purely sexual and thus does not promote individuals getting to know one another within the context of a healthy Christian relationship or promote individuals in developing their own Christian moral fiber.

**NOTE 3:** Sexual Misconduct. See Title IX information:

<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/index.html> (<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/>)

**47. Theft:** Theft or attempted theft of any kind, including seizing, receiving, or concealing property with knowledge that it has been stolen, is prohibited. Sale, possession, or misappropriation of any property or services without the owner's permission is also prohibited. (Level B for assessed value of property up to \$100; Level C for assessed value of property > \$101 - \$2499; Level D for assessed value of property \$2500 and above)

**48. Tobacco/Smoking:** Concordia promotes a healthy, Tobacco-Free Campus Community. Use of smoking/inhalant/vaping materials within all rooms and buildings and outside within 100 feet perimeter of any building except within designated and posted areas is prohibited, including but not limited to cigarettes, electronic cigarettes, cigars, pipes, hookahs, personal aromatherapy devices and smokeless/chewing tobacco. (Level A + clean-up costs as appropriate)

**NOTE:** Possession of electronic cigarettes/vape pens are prohibited in the residence halls.

**49. Unauthorized Presence in or Use of University Facilities or Property:** Unauthorized entry into, presence in, or use of University facilities, residence halls, equipment or property (includes parking lot, table space, and outside green space) that has not been reserved or accessed through appropriate University officials is prohibited. (Level A, B, C, D, or E)

**NOTE:** Recognized groups are through our Student Government Association and Student Life Office.

**50. Unmanned Aircraft Systems (sUAS):** The use or operations of unmanned aircraft systems (sUAS) on campus is prohibited. This includes un-crewed aerial devices and drones. Students seeking exceptions for use of such devices for recreational or university-related purposes may apply to Student Life for limited approval. Any use of these devices must comply with local, state, and federal regulations and requires the prior filing and approval of an operating plan.

**NOTE:** Approval forms can be found in the Forms Repository under the Resource Tab in the Portal, the Student Life office, or the Campus Safety office.

**51. Weapons/Explosives:** The unauthorized possession or use of firearms, ammunition, or weapons of any other kind (including but not limited to five-inch blade knives, slingshots, metal knuckles, straight razors, paintball guns, BB guns, air pistols, Tasers, stun guns, batons, brass knuckles, folding knives with lock blades) is prohibited. Look-alike weapons are also prohibited. The ignition or detonation of anything which could cause damage to persons or property or disruption by smoke, explosion, noxious odors, stain, corrosion or similar means is prohibited. Possession of anything in the nature of fireworks, explosives or chemical explosives is prohibited on any property owned or operated by the University or off-campus University-sponsored events without prior University authorization. (see Violence sanctioning grid)

**NOTE 1:** Food preparation knives and safety (disposable) razors for the purpose of shaving, are exempt from this policy.

**NOTE 2:** Any student who violates this section of the Student Conduct Code shall be notified of the violation and will be referred to the Office of Student Conduct. CU may also refer the matter to the local police for prosecution. Any weapon on campus in violation of this Policy may be confiscated by Campus Safety and turned over to the local police.

**NOTE 3:** Any student with a reasonable basis for believing another person is in possession of a firearm, ammunition or weapon of any kind in violation of this Policy is required to report the suspected act immediately. Reports should be made to the Police Department (9 + 911 from a campus phone), or Campus Safety CUW: (262-243-4344); CUAA (734-995-7371). Students may be asked to provide a written statement regarding the weapon incident to Campus Safety within 24 hours of the incident. Any student who makes such a report in good faith will not be subjected to retaliation of any kind; however, failure to report such activity may result in a referral to the Office of Student Conduct. A student may choose to remain anonymous by using the Campus Safety Tip Line Call CUW: (262-243-2200); CUAA (734-995-7371) when making the initial report to Campus Safety.

## Article 3 - Policies Student Welfare

### A. University Medical Amnesty Policy (MAP) – “CALL FIRST”

**Purpose:** The purpose of the policy is to facilitate access and remove barriers to students who require medical assistance in drug or alcohol related emergencies, and to provide the opportunity for caring, non-punitive interventions in response to such incidents.

**Policy:** The Medical Amnesty Policy (MAP) is a key component of the University's comprehensive approach to reducing the harmful consequences caused by the use of drugs or excessive consumption of alcohol. The MAP represents the University's commitment to informed decision making and promotion of healthy behaviors. In order to achieve these goals, the MAP mandates that discretion be exercised, including the possibility of conversations with supportive people such as the Dean of Students, Resident Director, etc. and may involve some educational programming to support a transition to a healthy lifestyle. All of this can be possible as permitted under the University's Code of Student Conduct, as follows:

1. Students are expected to contact Resident Hall Staff or Campus Safety when they believe that assistance for an impaired student is needed. *Also see Contact Protocol below.*
2. At the discretion of the Department of Campus Safety, the Department will assist intoxicated individuals by facilitating transport to medical facilities.
3. In cases of concern for the health and safety of an individual, students should utilize one of the following options: notifying Resident Life Staff, notifying Campus Safety Staff, or by calling 911 for assistance by City Rescue Squad - then notify Campus Safety or Resident Hall Staff.
4. Students seeking assistance for drug or alcohol related emergencies will not be referred through the University's student conduct system. However, a student will not be granted protection under this policy if campus officials (e.g., Resident Hall Staff, Campus Safety) intervene beforehand.

5. Students who seek emergency assistance on behalf of a person(s) experiencing drug or alcohol-related emergencies will not be referred through the University's student conduct system. However, a student will not be granted protection under this policy if campus officials (e.g., Resident Hall Staff, Campus Safety) intervene beforehand.

6. Records of all requests for assistance under this policy shall be maintained by the Office of the Dean of Students. Participation in any program as a result of this policy shall not be noted on the student's conduct record.

7. This policy does not preclude disciplinary action regarding other violations of the University Code of Student Conduct, such as causing or threatening physical harm, sexual abuse, damage to property, harassment, hazing, etc. Students should also be aware that this policy does not prevent action by local and state authorities.

8. Nothing in this policy shall prevent an individual who is obligated by state or federal law to do so from reporting, charging or taking other action related to the possible criminal prosecution of any student.

9. Students who may have violated the Code of Student Conduct when s/he became a victim of sexual misconduct shall be granted Amnesty. Therefore, an alcohol/drug violation will not be applied to a student who reports that s/he was under the influence at the time of a sexual assault or harassment incident.

#### B. University Missing Student Policy

In compliance with the "Higher Education Opportunity Act, P.L. 110-315, sec. 488, 122 Stat. 3301 (2008)" Missing Student Notification Policy and Procedures, it is the policy of the Office of Campus Safety to actively investigate any report of a missing resident who is enrolled at the University and residing in on-campus housing. Each resident will be notified of the Missing Student Notification Policy and Procedures via this Code.

For purposes of this policy, a student may be considered to be a "missing person" if the person's absence is contrary to his/her usual pattern of behavior and unusual circumstances may have caused the absence. Such circumstances could include, but not be limited to, a report or suspicion that the missing person may be the victim of foul play, has expressed suicidal thoughts, where there are concerns for drug or alcohol use, is in a life-threatening situation, or has been with persons who may endanger the student's welfare.

Each resident, on or before checking into his/her assigned room, has the option to identify the name and contact number of the individual(s) who are a primary contact to be notified in case of an emergency or in the event that the resident is reported missing (see Emergency Contact Information at the beginning of this document). In the event the resident is under the age of 18 or is not emancipated, the University is required to have the primary emergency contact be a custodial parent or guardian.

If a member of the University community has reason to believe that a student is missing, Campus Safety should immediately be notified.

**Note:** This notification can be made anonymously.

Upon receiving notification, Campus Safety, through the Vice President of Student Life/Dean of Students, will make reasonable efforts to

locate the student to determine his or her state of health and well-being. These efforts may include, but are not limited to, checking the resident's room, class schedule, friends, ID card access, locating the resident's vehicle, and calling his/her reported cell phone number. As part of the investigation, the University reserves the right to contact the individual(s) whom the student has identified as his/her emergency contacts person(s) to help determine the whereabouts of the resident.

If, upon investigation by Campus Safety and concurred by the Vice President of Student Life/Dean of Students, that the resident has been determined to be missing for at least 24 hours, the following will occur. A University representative will contact the resident's designated emergency contact and the Director of Campus Safety or his designee who will contact the Local Police Department and request a missing person report initiating a police investigation. Even if a student has not registered a contact person, the local law enforcement agency will be notified that the student is missing. Investigation will continue in collaboration with law enforcement officers as appropriate.

#### C. University Emotional Support Animal Policy & Procedures:

Concordia University is committed to compliance with state and federal laws as the laws relate to individuals with disabilities. The use of an Emotional-Support Animal (ESA) is determined in accordance with these applicable laws and regulations regarding whether such an animal is a reasonable accommodation for a disability. This determination will be made on a case-by-case basis. Concordia University enforces a no-animal policy in its residence halls and campus facilities. ESA's must be registered through the Academic Resource Center - Accessibility Services office. You must register an ESA with Accessibility Services within five (5) business days of beginning classwork, co-curricular involvement, or other school activity. This is an addendum to the student housing contract only. Abiding by this housing addendum policy protects Concordia University students and ensures the safety of the student and their emotional-support animal. For more information contact your campus Accessibility Services office:

CUW at - [www.cuw.edu \(https://www.cuw.edu/accessibility-services/\)](https://www.cuw.edu/accessibility-services/)

CUAA at - [www.cuaa.edu \(https://www.cuaa.edu/accessibility-services/\)](https://www.cuaa.edu/accessibility-services/)

#### University Service Dog Statement:

Concordia University recognizes some students with disabilities may require the use of a service animal. The University defines service animals as dogs that are individually/specifically trained to perform certain tasks for people with disabilities. The task that the dog has been trained to provide must be directly related to the person's disability in order for that dog to qualify as a service animal. Dogs whose sole function is to provide emotional assistance do not qualify as service animals under the Americans with Disabilities Act. For more information contact your campus Accessibility Services office.

#### D. Poster and Posting Policies

1. Student organizations, Faculty and Staff are allowed to post signs, posters, or fliers in designated areas in buildings and residence halls in compliance with established posting procedures. All information must first be entered onto the Campus Calendar and approved for posting by Student Life.

2. Regulations:

a. Posters and fliers may not exceed 11 x 17 inches in size. Any sign bigger than this must receive special approval from Student Life.

b. The name of the sponsoring group must appear on each item approved for display. It is preferred to have the name spelled out (acronyms and logos may be used if they are easily recognizable and easily identify the sponsor).

c. Sponsoring groups shall remove all posters after the advertised event. Signs without a Student Life stamp, those left after the expiration date, or those posted in an unauthorized area will be removed.

d. Signs may not be posted on walls (interior or exterior), trees or shrubs, trash cans, elevators, or any other area other than specific bulletin boards. Any signs posted in unapproved areas will be removed. Only one poster per event is allowed on each bulletin board.

e. Any CU sponsored events that require lawn signs must be approved by the Campus Safety office. Such signs are restricted to use on the day of the event.

f. Guidelines for Approval: It is difficult to set definitive standards for the approval of the content contained in posters. Therefore, CU sets forth in writing these guidelines in order to give students general notice of appropriate conduct. The regulations should be interpreted broadly and are not designed to define posting conduct in exhaustive terms. The following are examples of content (explicit or implied) which are inappropriate:

i. Any poster/posting which is not compatible with the Mission of the University and/or the doctrines of the Lutheran Church-Missouri Synod;

ii. Words or images which demean the University, any office/organization/entity of the University, or student organization of the University;

iii. Words or images which demean an individual/group by targeting an individual/group's race, gender, and/or religion;

iiii. Words or images which are sexually suggestive; or

v. Words or images of alcohol or drugs.

g. Students who identify themselves as a student of the University (explicitly or implied) or a member of a University organization on the internet (e.g., student organization, athletic team, choir) and/or electronic social networks (e.g., Facebook, YouTube) assume the responsibility for the content posted and are subject to sanctions contained in the Student Conduct Code for failure to abide by the posting guidelines directly above.

**Note:** For reporting violations of the sexual misconduct policy, follow the link below:

<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/index.html> (<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/>)

2. Reporting an allegation of a violation of policy:

a. Anyone who believes a policy of the University has been violated should contact the office identified in the Resource List at the end of this document.

b. For more information on reporting requirements of the University, see the University's Clergy and Responsible Employees policies.

#### B. Statement on Confidentiality

1. In some cases, the confidentiality of a reporting party may not be able to be kept. In cases where this is requested, the Investigator, CSAO, Dean or designee will take all steps to protect a victim.

#### C. Policy on Student Withdrawals with Pending Disciplinary Action

1. Concordia University may place a hold on a student's account and/or Student ID Card if that student has a complaint pending for violation of Code of Student Conduct or any CU policy. Should a student decide to leave and not participate in an investigation and/or hearing, the process will nonetheless proceed in the student's absence to resolution and that student will not be permitted to return to Concordia University unless all sanctions have been satisfied.

**NOTE:** The University reserves the right to place a Student Life hold on the student's account until investigations have been completed and/or the disciplinary sanctions have been satisfied.

#### D. Investigations by the Dean of Students' Office

1. Following receipt of notice or a complaint, the Dean or designee of the Student Conduct Office will promptly investigate the complaint. The individual(s) designated are hereinafter referred to as the "Investigator" (e.g., Campus Safety, Resident Hall Staff).

2. In some instances (e.g., housing violations and minor conduct violations), these investigations will be comprised of an interview with the reporting party and the person(s) alleged to have violated the policy (the "Responding Party"). In other instances, more in-depth investigation may be required.

#### E. Investigations by Title IX Office

**Note:** For more information, follow the link below:

<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/index.html> (<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/>)

#### F. Resolution Options

**NOTE:** Should a student fail to appear for an Initial Administrative Resolution meeting, Formal Administrative Hearing, Formal Panel Hearing, Appeal Hearing, or Title IX Process Meeting, that student may be

## Article 4 - Procedures & Hearings

### A. Reporting

1. Concordia University will investigate all official reports of alleged violations of University policy.

considered as having waived his/her right to be present for the hearing and a decision will be made in his/her absence.

1. **Initial Administrative Resolution:** The Responding Party accepts the findings of the Investigation and, if appropriate, sanctions, as explained by the Investigator. (Not applicable in Title IX cases)
2. **Formal Administrative Hearing:** In certain cases, the Dean of Students may desire a formal hearing that does not involve the full Formal Hearing Panel (due to timing, sensitivity, or seriousness of incident). In these cases, a Formal Administrative Hearing will be convened with a single administrator, typically the Dean of Students. (Not applicable in Title IX cases)
3. **Formal Panel Hearing:** A formal hearing before the Formal Hearing Panel is to determine if a policy has been violated and sanctions, if appropriate. For more information on the procedures, see the "Formal Hearing Procedures." (Not applicable to Title IX cases)

#### G. Investigation Findings

1. **Not Responsible (not a violation of policy):** In these cases, the Investigator has determined that insufficient evidence exists for a finding of Responsible for the allegation(s). The case is closed and a record of the Not Responsible finding(s) is retained.
2. **Responsible (a violation of policy):** The Investigator determines that sufficient evidence exists for a finding of Responsible for the violation(s). In this case, the Responding Party may opt to resolve the case and acknowledge both the finding and sanctions.
3. **Referral to Formal Hearing:** When the Investigator determines that there is sufficient evidence for a finding of "Responsible" for any of the allegations, and the Responding Party does not acknowledge/accept the finding and/or sanctions – in whole or in part – then the case may be referred for a Formal Hearing.

#### H. Formal Hearing Procedures Prior to the Hearing

1. The Formal Panel Hearing (FPH) shall consist of three-five members. The FPH is a pool of students, faculty and staff selected by the CSAO or designee and trained to deliberate on cases that involve allegations of violations of University policies.

##### 2. Notice of Allegations and Hearing

The Student Conduct Office will send a letter to the parties with the following information:

- a. A description of the alleged violation(s), a description of the applicable policies and a statement of the potential sanctions/responsive actions that could result;
- b. The time, date, and location of the hearing and a reminder that attendance is mandatory, superseding all other campus/work activities. If any party does not appear at the scheduled hearing, the hearing will be held in his/her absence. For compelling reasons, the Dean or designee may reschedule the hearing.

##### 3. Prior to the Formal Hearing:

a. The FPH members, the Responding Party and the Reporting Party, may be provided access to copies of all appropriate documentation. This will include, but is not limited to:

- i. The investigation report.
- ii. A list of any witnesses who will be available for the hearing, should their testimony be necessary.
- iii. The names of the FPH members to allow for any Responding Party challenges for cause/bias to be made to the Dean or designee.
- iiii. The Dean of Students and Chair (or designee) will consider all challenges and the parties will be notified as to the determination.
- v. Any other supporting documentation.

4. **Role of the Advisor:** The reporting party or responding party is entitled to only one advisor of his or her choosing to guide and accompany him/her throughout the campus investigation, adjudication, and/or resolution process. The advisor may be a friend, mentor, family member, attorney or any other supporter a party chooses to advise him/her. Parties must notify the Title IX Coordinator (for sexual misconduct cases) or the Dean of Students (for all other misconduct cases) of their advisor of record before the first meeting or hearing. If requested, a student may (not must) be granted advisor status for both parents by the Title IX Coordinator (for sexual misconduct cases) or the Dean of Students (for all other misconduct cases).

Note: To view the complete advisor policy, consult the Portal under the Resources Tab in the Title IX Compliance and Sexual Harassment box and look for the "Advisors" link (<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/support/advisor-questions.html>).

5. Proceedings are private. All persons present at any time during the hearing are expected to maintain the privacy of the proceedings, subject to University consequences for failure to do so. While the contents of the hearing are private, the parties have discretion to share their own experiences if they so choose, and should discuss doing so with their advisors.

6. In hearings involving more than one Responding Party or in which two Reporting Parties have accused the same individual of substantially similar conduct, the standard procedure will be to hear the complaints jointly; however, the Dean and/or Title IX Coordinator or Assistant Coordinator may permit the hearing pertinent to each respondent to be conducted separately. In joint hearings, separate determinations of responsibility will be made for each respondent.

##### 7. In Preparation for the Hearing

a. The proceedings may be audio recorded, with the exceptions of deliberations. Persons given access to the recording will be required to sign an agreement confirming that they will protect the privacy of the information contained in the recording.

b. Formal rules of evidence will not apply. Any evidence that the panel believes is relevant and credible may be considered, including history and pattern of evidence and/or behavior. The Chair will address any evidentiary concerns prior to and/or during the hearing and may exclude irrelevant or immaterial

evidence and may ask the panel to disregard evidence lacking in credibility. The Chair will determine all questions of procedure and evidence.

c. Character witnesses are not permitted to testify in the findings stage of the hearing, nor are statements of character to be introduced in the findings phase. Two letters of character support may be submitted for the sanctioning phase of the hearing.

d. "Impact statements," describing the effect that the incident has had on the Responding Party or the Reporting Party, will not be permitted in the findings phase of the hearing, but may be offered in person or in writing during the sanctioning phase of the hearing.

## I. Hearing Procedures (Not applicable to Title IX cases)

### 1. Initial Administrative Resolution Meeting

a. The Conduct Officer will send a letter and/or email to the parties involved with the following information:

i. A description of the alleged violation(s), and a link to the Code of Student Conduct for further information; and

ii. The time, date and location of the hearing and a reminder that attendance is mandatory, superseding all other campus/work activities. (If any party does not appear at the scheduled hearing, the hearing will be held in his/her absence. For compelling reasons, the Conduct Officer may reschedule the hearing. Hearings for possible violations that occur near or after the end of an academic term will be held immediately after the end of the term or during the summer, as needed, to meet the resolution timeline followed by the University.)

b. Proceedings are private. All persons present at any time during the hearing are expected to maintain the privacy of the proceedings, subject to university consequences for failure to do so. While the contents of the hearing are private, the parties have discretion to share their own experiences if they so choose, and should discuss doing so with their advisor.

c. Students may ask questions throughout the Initial Administrative Resolution Meeting.

d. The Conduct Officer will greet the student and review the Respondent's Rights of the Code of Student Conduct.

e. The Conduct Officer will briefly review the general conduct system and procedures for the meeting.

f. The Conduct Officer will review the specific alleged violation(s) and the documentation to support the charge(s). The student is allowed to view the documentation and may ask questions at any time.

g. The Conduct Officer will ask the student to respond to the alleged violation(s) by addressing the facts of the case, and whether the facts are in dispute or not. Both parties may ask questions to seek clarification.

h. The Conduct Officer will deliberate his/her decision. Typically, the decision of a finding is made during the Initial Administrative Resolution Meeting, unless further information

or consultation is warranted at the discretion of the Conduct Officer.

i. The Conduct Officer will inform the student of the finding(s) and, if appropriate, sanction(s) to the student, or official notification of their formal resolution option.

**\*NOTE 1** – the Outcome Appeal can only be requested during the IAH. Once the student has accepted responsibility for the conduct violation and agreed to the sanctions recommended by the Conduct Officer, s/he can no longer request an Outcome Appeal.

**\*NOTE 2** - Link to Outcome Appeal Form

### 2. Formal Panel Hearing

a. The Chair will call the hearing to order, and will explain the procedures, including having all parties introduce themselves, and then offering a prayer.

b. The Chair will ask the Investigator to present his/her report. This will include:

i. A reading of the allegations/policies;

ii. A reading of the facts not in dispute; and

iii. A reading of the facts in dispute.

iiii. A reading of any prior records, only if they are relevant to the current case. (i.e. to establish a pattern of behavior)

c. The Investigator will ask the parties if they have any comments or questions on the reading of the disputed and non-disputed facts.

d. The Investigator will accept any questions from the FPH, including those to the parties that the FPH chooses to ask through the Investigator.

e. The FPH may then ask the parties any relevant questions.

f. The student will offer his/her testimony.

g. The parties may ask relevant questions of the Investigator or one another when appropriate.

h. The FPH and the parties may request the Investigator to call witnesses that are available.

i. The Investigator, as the individual who interviewed all witnesses, should be questioned prior to calling a witness in for live testimony.

ii. If a witness is called, the requesting party may ask him/her questions first, followed by the Investigator and the FPH.

i. The Chair will dismiss all parties and the FPH will deliberate on the findings.

i. The deliberations are to be private and not recorded. All notes from deliberation are to be destroyed after the hearing.

ii. Should the members of the FPH have a procedural or other question for the Chair or the Investigator, they may ask the question to the Chair. The Investigator should communicate the nature of the question to the Responding Party and, when appropriate, the Reporting Party.

**NOTE:** In a sanctions-only hearing, after the reading of the allegations, the Responding Party will acknowledge responsibility for the violations. The hearing will then proceed to the sanctioning phase.

j. Once the FPH has deliberated, they will reconvene and the Chair will read the findings into the record. If the Responding Party has been found in violation of any of the allegations, the hearing will proceed to the Sanctioning Phase. If the findings are Not Responsible on all allegations, then the Chair will dismiss all parties.

k. The Sanctioning Phase of the Formal Panel Hearing

- i. The Chair (or the Investigator) will disclose the full prior record of the Respondent.
  - ii. The Chair will inform the FPH with the range of sanctions that would allow for institutional consistency.
  - iii. The Chair will ask the Responding Party to read his/her impact statement to the Panel.
  - iiii. The Chair will ask the Responding Party to read up to two letters of character support to the Panel.
  - v. The Chair will remind all parties that the sanctions determined by the FPH are recommendations to be made to the Dean of Students.
  - vi. The Chair will dismiss all parties for deliberation.
- i. The results of the Hearing will be sent to the Responding Party within three (3) business days of the conclusion of the hearing, barring exigent circumstances.

**J. Formal Hearing Findings**

- 1. In a formal hearing, the FPH has the option of finding the Responding Party Responsible or Not Responsible. An FIO is not permitted as an outcome.
- 2. In a Sanctions Only hearing, the FPH will not be permitted to alter the findings as admitted by the Responding Party.

**K. Sanctions Only Hearing Procedures**

- 1. The Chair will call the Hearing to order, explain the procedures, conduct introductions, and offer a prayer.
- 2. The Chair (or Investigator on the case) will present the findings for the violation(s), read the applicable range of sanctions, and disclose the full prior record of the Responding Party.
- 3. The Responding Party will acknowledge responsibility and read his/her impact statement.
- 4. The Panel may ask questions of the Responding Party.

5. In cases where there is a victim, the Chair will ask the victim for his/her impact statement. Alternatively, the statement may be submitted in writing to the FPH. The Chair will determine if he/she or the Investigator will read the letter.

6. Two letters of character support for the Responding Party may be read into the record.

7. The Chair will dismiss all parties from the room to deliberate, with the exception of the members of the Panel.

8. The Panel will determine its recommendations for sanctions (modified or affirmed) and forward the recommendations to the Dean.

9. The results of the Hearing will be sent to the Responding Party within three (3) business days of the conclusion of the Hearing, barring exigent circumstances.

**L. Sanctions for Individual Students**

- 1. The following University-wide disciplinary sanctions may be imposed upon students found Responsible for a violation of the Code of Student Conduct. All sanctions may be imposed either singularly or in combination.
- 2. The purposes of imposing sanctions are twofold: 1) to protect the University community from behavior which is detrimental to the community and/or the educational mission of the University; and 2) to assist students in identifying acceptable parameters and consequences of future behavior. The sanction(s) imposed is/are intended to correspond with the severity or frequency of violations, as well as the student's willingness to recommit himself/herself to behaviors that fall within the Code of Student Conduct of the University and are consistent with the mission and values of the University. Other factors that may affect the sanctions are:

- a. The nature, severity of, and circumstances surrounding the violation;
- b. An individual's disciplinary history;
- c. Previous complaints or allegations involving similar conduct;
- d. The need for sanctions/responsive actions to bring an end to the actions that were in violation of the Code;
- e. The need for sanctions/responsive actions to prevent the future recurrence of the actions that were in violation of the Code; and
- f. The need to remedy the effects of the actions that were in violation of the Code on the victim and the community.

3. Sanction Options:

- a. Expulsion: Dismissal from the University without the ability to apply for re-admittance.

**NOTE:** Any student expelled for disciplinary reasons must vacate the campus within the period of time noted in the notice of expulsion (typically immediately). The student may not return to campus or University property without prior written permission by the CSAO

or designee. Failure to comply with this request will constitute criminal trespass.

b. Suspension: Denial of enrollment, attendance, and other privileges at the University for a specified period of time. Students will be subject to complete a period of disciplinary probation upon their return to the University.

**NOTE 1:** Any student suspended for disciplinary reasons must vacate the campus within the period of time noted in the notice of suspension (typically immediately). The student may not return to campus or University property during the term of the suspension without prior written permission by the CSAO or designee. Failure to comply with this request will constitute criminal trespass.

**NOTE 2:** Students who are readmitted following University or Housing suspension may be immediately subject to suspension should they violate policies upon return, per the discretion of the CSAO or designee.

c. University Probation: A period of review and observation during which a student is under an official notice that subsequent violations of University rules, regulations, or policies are likely to result in a more severe sanction including suspension or expulsion from the University. While on conduct probation, a student may be considered to be "not in good standing" and may face specific limitations on his or her behavior and/or University privileges (see Conditions/Restrictions below).

d. Conditions/Restrictions: Limitations upon a student's behavior and/or University privileges for a period of time, or an active obligation to complete a specified activity. This sanction may include, but is not limited to restricted access to the campus or parts of campus, denial of the right to represent the University in any way, denial of housing or parking privileges, required attendance at a workshop, or participation in public service.

e. Written Warning: An official reprimand that makes the misconduct a matter of record in University files. Any further misconduct could result in further disciplinary action.

f. Fee/Restitution: An order may be issued to make restitution or to pay a fee when a student has engaged in conduct including but not limited to the damage or destruction of property, the theft or misappropriation of property, fraudulent behavior, violations of the alcohol and/or drug policies, or violations of the fire safety policies. Such property may belong to an individual, group, or the University. Restitution may be in the form of payment, community service, or other special activities designated by the hearing authority. Additional fees may be assessed as a punitive measure for any conduct violation.

g. Withholding Diploma: The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities if the student has a complaint pending, or as a sanction if the student is found responsible for an alleged violation.

h. Revocation of Degree: The University reserves the right to revoke a degree awarded from the University for fraud,

misrepresentation, or other violation of University policies, procedures or directives in obtaining the degree, or for other serious violations committed prior to the awarding of the degree.

i. Other sanctions: The University reserves the right to impose other sanctions as necessary to remain consistent with the mission and vision of the University. These may include, but are not limited to mandated psychological assessment, research projects, drug/alcohol classes or testing, online educational classes, proof of employment or attendance at classes, and/or apology letter, etc.

#### 4. Residence Life Specific Sanctions:

a. Permanent Housing Removal; Immediate removal from University housing with no ability to return.

**NOTE:** Any student permanently removed from University housing for disciplinary reasons must vacate the hall within the period of time noted in the notice of removal (typically immediately). The student may not return to any residence hall without prior written permission by the CSAO or designee. Failure to comply with this request will constitute criminal trespass. Additionally, anyone removed from housing for disciplinary reasons remains subject to the termination clause of the housing contract, including payment of any fees or penalties.

b. Temporary Housing Removal: Immediate removal from university housing for a set period of time with an ability to reapply to return to university housing.

**NOTE:** Any student removed from university housing for disciplinary reasons must vacate the hall within the period of time noted in the notice of removal (typically immediately). The student may not return to any residence hall without prior written permission by the CSAO or designee. Failure to comply with this request will constitute criminal trespass. Additionally, anyone removed from housing for disciplinary reasons remains subject to the termination clause of the housing contract, including payment of any fees or penalties.

c. Housing Relocation: Immediate removal from a specific hall, room, or floor within University housing, and reassignment to another hall, room, or floor.

**NOTE 1:** Any student removed from any specific hall within University housing for disciplinary reasons must vacate that hall within the period of time noted in the notice of relocation (typically immediately). The student may not return to the residence hall from which they were removed without prior written permission by the CSAO or designee. Failure to comply with this request may constitute criminal trespass and will result in more severe disciplinary action.

**NOTE 2:** The CSAO or designee reserves the right to charge the student for the housing relocation.

#### M. Sanctions for Student Organizations



Student organizations are part of Concordia University and are required to follow the doctrine of the Lutheran Church-Missouri Synod.

The following disciplinary sanctions may be imposed upon student organizations or their membership when they have been found Responsible for violating the Code of Student Conduct. All sanctions may be imposed either individually or in combination. Disciplinary sanctions are imposed for the purpose of holding student organizations and their membership accountable for their actions and the actions of their guest(s), whether on campus or at any organization-sponsored function.

1. Permanent Revocation of Organizational Charter: "Permanent revocation" of the organization's registration charter means revocation without the ability to apply for new registration. Any organization whose registration is permanently revoked must cease all organizational activities upon receipt of the notice of permanent revocation. Any member of an organization whose registration has been permanently revoked shall relinquish any appointed or elected office held with that organization's governing body. Balances of all organizational funds granted by the University and/or the Student Government Association are to be surrendered to the CSAO or designee. Office or housing space assigned by the University shall be vacated within five (5) business days (an organization under emergency suspension may be required to vacate space more quickly) from the date the notice of suspension is issued. Space vacated due to revocation may be reassigned to other eligible University organizations.

2. Suspension: Suspension means denial of rights and privileges of a registered organization for a specified period of time. Any organization whose registration is suspended or revoked must cease all organizational activities upon receipt of the notice of revocation or suspension. Any member of a suspended organization may not hold an appointed or elected office with that organization's governing body for the duration of the organization's period of suspension. Balances of all organizational funds granted by the University and/or the Student Government Association are to be surrendered to the CSAO or designee. Office or housing space assigned by the University shall be vacated within five (5) business days (an organization under emergency suspension may be required to vacate space more quickly) from the date the notice of suspension is issued. Space vacated due to suspension may be reassigned to other eligible University organizations. Leave to reapply for registration as a student organization may be granted with or without qualifications. Office or housing space assigned prior to suspension will not automatically be reassigned. The organization may reapply for a space assignment, subject to availability. Suspended organizations will automatically be placed on probationary status for a minimum of one academic year following their renewed registration.

3. Probation: A period of review and observation during which a student organization is under official notice that subsequent violations of University rules, regulations, or policies could result in a more severe sanction including suspension. During the probationary period, a student organization is deemed "not in good standing" with the University and may be subject to one or any combination of the following conditions and/or restrictions:

- a. Denial of the right to represent the University;
- b. Denial of the right to maintain an office or other assigned space on University property

c. Denial of the privileges of:

- i. Receiving or retaining funding;
- ii. Participating in intramurals;
- iii. Sponsoring or co-sponsoring any social event or other activity;
- iiii. Sponsoring any speaker or guest on campus; and
- v. Participating in any social event.

4. Conditions/Restrictions: Limitations upon a student organization's privileges for a period of time or an active obligation to complete a specified activity or activities. This sanction may include, for example, denial of housing or social privileges, etc.

5. Written Warning: An official written reprimand making the misconduct a matter of record in University files for a specified period of time. Any further misconduct may result in further disciplinary action.

6. Restitution/Fines: An organization may be ordered to make restitution or to pay a fine when the organization has engaged in conduct including but not limited to the damage or destruction of property, the theft or misappropriation of property, fraudulent or disruptive behavior, violations of the alcohol and/or drug policies, or violations of the fire safety policies. Such property may belong to an individual, group, or the University. Restitution may be in the form of financial payment, public service, or other special activities designated by the hearing authority. Additional fines may be assessed as a punitive measure.

**N. Sanctioning Guidelines**

A point system, university fee, educational sanction, and probation period are employed for the level of offenses identified in this Code. Under normal circumstances the University will follow the schedule listed below. However, the University does reserve the right to impose harsher discipline for those offenses judged as involving extraordinary circumstances. As outlined in this code, the student may appeal sanctions which exceed the parameters below. The following sanctions may be imposed upon any student found to have violated this Code.

Fees, at the discretion of the Conduct Administrator, can be substituted with Community Restitution (assigned work hours). The number of work hours shall be calculated by dividing the fee by the minimum student worker hourly wage and rounded up to the nearest 1/2 hour.

**Alcohol Policy Violations**

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Violation PBT =0	\$0 to \$15	0-1		AoD Assessment and/or Education when appropriate
1st Violation PBT = 0 or > 0	\$100	5		AoD Assessment and Education

2nd Violation \$200 7 Probation = 7 AoD  
 PBT = 0 or > 0 months Assessment,  
 Education,  
 and Notice to  
 Parents

3rd Violation Residence students who incur a third violation within 18  
 PBT = 0 or > 0 calendar months are subject to Resident Hall Suspension.  
 Commuter students who incur a third violation within  
 18 calendar months are subject to Conditions/  
 Restrictions that limit time on the campus.  
 Violations beyond the 3rd alcohol violation  
 make a student eligible to be suspended from  
 the University or other appropriate sanctions.  
 This meeting will be held with the Dean of Students.

**NOTE 1:** If alcohol is found in a resident's room or common area, and  
 PBT = 0, all residents and guests will be subject to the student code of  
 conduct.

**NOTE 2:** The fine above may be waived with proof of payment to the  
 Municipality in which an off- campus drinking citation was issued. If a  
 student is found Responsible for hosting an off- campus event in which  
 underage persons received citations, CU will treat hosts of the event who  
 violate the alcohol policy as a second violation. CU will enforce the above  
 fine for hosts regardless of Municipal consequences.

**NOTE 3:** A combination of one alcohol violation and one drug violation  
 on a students' record may also result in the equivalent sanction to a third  
 alcohol violation.

## Drug Policy Violations

**NOTE 1:** Because drugs can manifest itself in a range of severity,  
 the University has established 2 levels of severity (see below). The  
 sanctioning administrator reserves the right to evaluate the gravity of  
 the student's behavior (Severity Level 1 or 2) and impose any of the  
 sanctions listed below to remediate the violation, as deemed appropriate.

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Possession or Use Violation Severity Level 1	\$50-200	7-12	Probation = 9 months With possible Housing Suspension	AoD Assessment; Notice to parents; AoD Counseling
Possession or Use Violation Severity Level 2	none		One full semester suspension from the University with possible Expulsion	AoD Counseling to return; Notice to parents
Sale or Distribution	none		1 year Suspension or Expulsion	AoD Counseling to return; Notice to parents

**NOTE 1:** A combination of one alcohol violation and one drug violation  
 on a students' record may also result in the equivalent sanction to a third  
 alcohol violation.

## Violence Policy Violations – Code Policy #’s 33, 34, 35, 44, 51

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Severity Level 1	\$50 to \$100	2-5	Up to 5 months' Probation	Online education program as appropriate; counseling as appropriate; mediation as appropriate; apology to victim; letter of reprimand

Severity Level 2	\$100 to \$200	6-9	6-12 months' Probation	Housing relocation for residents; restricted campus access for commuters; counseling as appropriate; apology to victim; letter of reprimand; loss of privilege's; student worker position revoked; additional restrictions/ conditions as appropriate
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Severity Level 3	None		University Suspension or Expulsion	Apology to the victim; loss of privileges; student worker position revoked; documentation of a completed program through a licensed agency with agency's recommendation for return
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## All Other Policy Violations (see specific policy number)

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Level A	\$0-\$15	0-1		
Level B	\$35-\$50	2-4	2 months' Probation as appropriate for repeated offenses	
Level C	\$70-\$85	5-9	5 months' Probation	Online education program as appropriate; counseling and/or mediation as appropriate
Level D	\$100 - \$200	9-12	6-12 months' Probation	Online education program as appropriate; counseling and/or mediation as appropriate
Level E			Residence Hall Suspension or Expulsion; University Suspension or Expulsion	Conditions may be imposed as a condition to be readmitted

**Points:** The accumulations of student conduct points have the effect(s) as described below.

**Break Period Violations -** Students found responsible for violating the student conduct code on campus during periods of hall closures (Christmas and Spring break) will have all student conduct points doubled. **NOTE:** Living on campus in the summer is a privilege. Therefore, CUWAA maintains a zero-tolerance practice regarding violations of the code of student conduct and students may be asked to leave summer housing without a conduct case hearing if they violate the code.

**Yearly Conduct Points -** Student conduct points awarded for violations occurring after room selection of the current year carry over to the next academic year.

**Resident Students -** Current resident students who accumulate more than 19 student conduct points in the current year are not eligible to participate in the following year's room selection process.

**Note:** All accumulated points affect a student's housing priority.

**All Students -** Students who accumulate a yearly student conduct point total of more than 24 points are subject to immediate resident hall suspension or expulsion or University suspension or expulsion.

### O. Appeals

#### 1. General Outline

a. There are two types of appeals that a student can request during the Initial Administrative Hearing (IAH).

b. The first appeal is called the **Outcome Appeal**, which a student can request if the student refuses to take responsibility for the conduct violation or disagrees with the sanctions recommended by the Conduct Officer.

**\*NOTE** – the Outcome Appeal can only be requested during the IAH. Once the student has accepted responsibility for the conduct violation and agreed to the sanctions recommended by the Conduct Officer, s/he can no longer request an Outcome Appeal.

c. After a student has requested an Outcome Appeal, s/he will be given the Outcome Appeal Form by the Conduct Officer overseeing the case. The student will complete the Outcome Appeal Form in the presence of the Conduct Officer and then submit the form to the Conduct Officer. The Conduct Officer will then submit the Outcome Appeal Form to the Dean of Students who will review the form.

d. Once the Dean of Students has reviewed the form and noted whether the student requested either a Formal Administrative Hearing or Formal Panel Hearing (see Frequently Asked Questions for definitions), the Dean of Students will determine the time and meeting of the hearing.

e. The decisions made in both the Formal Administrative Hearing and Formal Panel Hearing are final.

f. The second appeal is called a **Procedural/Omission Appeal**, which can be requested in the following cases:

i. If a student believes that a procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures, etc.)

ii. To consider new evidence, unavailable during the original hearing or investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.

iii. The sanctions fall outside the range of sanctions the University has designated for the offense. As the Dean of Students or the Dean of Students and Title IX Coordinator reviews all sanctions, this ground for appeal is only appropriate when this review has not taken place.

g. The Procedural/Omission Appeal must be submitted to the Vice President of Student Life by completing the form "Request for Appeal," which can be found on the Portal under the Resource Tab.

h. The Procedural/Omission Appeal must be submitted within three (3) business days after the IAH.

#### Frequently Asked Questions

1. What are the Formal Administrative Hearing and Formal Panel Hearing?

*The Formal Administrative Hearing is a hearing including the Dean of Students (and/or) appointed representative and the student requesting the appeal. The student appealing will have this opportunity to discuss the conduct charges and/or sanctions with the Dean of Students/appointed*

representative. Decisions made by the Dean of Students and/appointed representative in this meeting are final.

The Formal Panel Hearing is a hearing that includes the student appealing and a panel made up of at least one faculty member, one student and one staff member. The student will have the opportunity to discuss the conduct charges and/or sanctions with the panel and the panel will then make a recommendation to the Dean of Students on the decision that the panel has reached.

1. Does a Formal Administrative Hearing/Formal Panel Hearing take the Conduct Officer's decision into account?

The presumptive stance of the Dean of Students/the Panel is that the original hearing body was correct in its initial finding. The burden is on the appellant to convincingly communicate otherwise.

In the case of a Procedural/Omission Appeal, the appellant must show that either policy was not followed or that new information changes the decision that was made.

Appeals are not intended to be full re-hearings of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing, and pertinent documentation regarding the grounds for appeal. No interviewing of or testimony by the parties is appropriate.

1. Will sanctions be paused until the appeal is complete?

All sanctions instituted by the original hearing body are to be implemented, barring extreme exigent circumstances. Final exams, graduation-related events, and/or proximity to the end of a term are not considered exigent circumstances.

1. Who can request a Procedural/Omission Appeal?

Any party to a complaint (Reporting Party or Responding Party) may submit a Request for Appeal (RFA) form to the Vice President of Student Life or designee who will review the appeal (Hereinafter the "RFA Reviewer"). Any party to a complaint may only file one appeal per incident, exigent circumstances notwithstanding.

1. What is the General Outline of the Procedural/Omission Appeal?

a. Request for Appeal must be submitted in writing to the RFA Reviewer within three (3) business days of notification of the outcome of the Formal Hearing. All outcomes are assumed received by all parties three business (3) days after sent via e-mail.

b. Any Request for Appeal not filed in a timely fashion will be denied. No exceptions to this timeline are permissible without the express permission of the RFA Reviewer.

c. The RFA Reviewer, who was not involved in the investigation, will review all Requests for Appeal to insure the request has standing.

d. The RFA Reviewer, reviewing the Request, may consider credibility, plausibility, and weight in his/her assessment of the Request.

e. Any Request for Appeal will be shared with all parties (Reporting Party, Responding Party, Investigator and Formal Hearing Panel Chair) who may respond to the Request in a "Response Memorandum."

f. All Response Memorandums must be submitted to the RFA Reviewer for consideration within three (3) days of the notification of the Request for Appeal.

g. All Response Memorandums will be shared with all parties.

h. The RFA Reviewer, after considering all Requests and Response Memorandums, will make and communicate one of the following determinations within three (3) business days of receiving the final response Memorandum:

1) The findings of the original hearing panel are affirmed, therefore, the Request for Appeal is denied. This decision is final and there is no appeal to this decision permitted by any party.

2) The Request for Appeal is denied in part and being forwarded in part for consideration.

3) The Request for Appeal is being considered.

i. Forwarded Requests for appeals will be considered and decisions will be communicated to all parties in writing within five (5) business days of receipt from the RFA Reviewer.

j. The decisions are limited to the following:

1) Affirming the decision of the original hearing body.

2) In cases where it is determined that the procedural error did significantly impact the finding or sanction, it will either:

i) Remand the case back to be reheard by a new Formal Hearing Panel/Hearing Officer.

This is typically done in cases where the procedural error is so profound as to render the original panel too biased or influenced. Or,

ii) Remand the case back to the original hearing body with instruction to repair the procedural error.

k. In cases where it is determined that the new evidence, unavailable during the original hearing or investigation, is now available and could substantially impact the original finding or sanction it will either:

1) Remand the case back to the original hearing body with instruction to consider the new evidence.

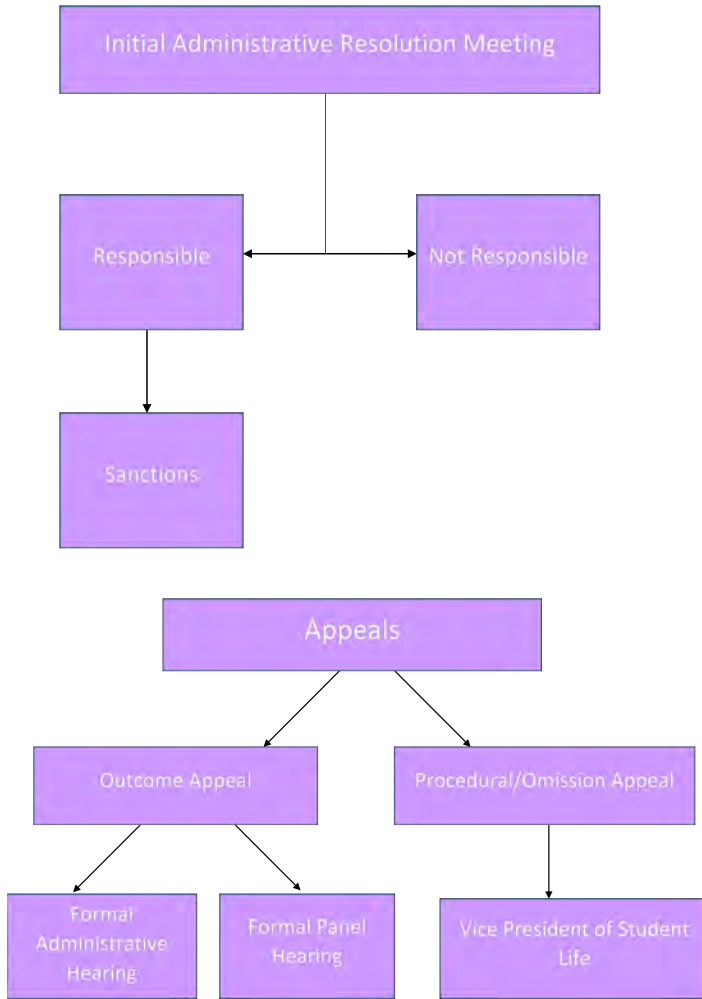
2) In these cases, the original hearing body will convene solely to consider the new evidence. Whether all parties are required to be in attendance is at the discretion of the Chair/Original Hearing Officer.

3) Remand the case back to be reheard in its entirety by a new Formal Hearing Panel/Hearing Officer. This is typically done in cases where the new evidence is accompanied by a procedural error so profound as to render the original panel too biased or influenced.

4) In rare cases, the decision may be to alter the finding or sanction based on the new evidence. This will only be done in cases where reconvening the Panel would put an undue burden on the parties (e.g., the Panel is not available).

5) In cases where a new panel is convened or the original hearing panel is reconvened, the appellate process may still be available to the parties, but only on the outcomes and proceedings of the most recent hearing, and subject to the same grounds and restrictions. There are no appeals procedures applicable to a decision affirming the original findings.

# Flowcharts



- <http://legislature.mi.gov/doc.aspx?mcl-333-7402>  
(<http://legislature.mi.gov/doc.aspx?mcl-333-7403>)
- <http://legislature.mi.gov/doc.aspx?mcl-333-7403>  
(<http://legislature.mi.gov/doc.aspx?mcl-333-7404>)
- <http://legislature.mi.gov/doc.aspx?mcl-333-7404>  
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- <http://legislature.mi.gov/doc.aspx?mcl-333-7410>  
(<http://legislature.mi.gov/doc.aspx?mcl-333-7411>)
- <http://legislature.mi.gov/doc.aspx?mcl-333-7411>

**Emergency Contact Information:** To enter or update the emergency go to the portal (<http://my.cuw.edu> or <http://my.cuaa.edu>). Once logged in to the portal, click on the Student Services tab. At the top of that tab in the center column there is a large "Concordia University Safety Net" logo. "Add my Emergency Contact Information" is the middle link available.

**Hazing Laws:**

**Wisconsin hazing law can be found at:** <http://docs.legis.wi.gov/statutes/statutes/948/51> (<http://docs.legis.wi.gov/statutes/statutes/948/51/>)

**Michigan hazing laws can be found at:** <http://legislature.mi.gov/doc.aspx?mcl-750-411t>

**Office Resources**

**Disability Office:**

Mequon Campus:

Contact Person: Director of Academic Resources  
 Room: LU 200  
 Phone: (262)243-4299  
 Email: [arc@cuw.edu](mailto:arc@cuw.edu)

Ann Arbor Campus:

Contact Person: Director of Resource Center  
 Room: ARC  
 Email: [arc@cuaa.edu](mailto:arc@cuaa.edu)

**Posting Approval:**

<u>Mequon Campus:</u>	<u>Location:</u>
Student Life	AL107
Academics	LU 128
Student Activities	AL108D
Marketing	Luther
Advising and Career Services	S 101
Residence Life can approve)	AL 107 (Res. Halls only & RD's
<u>Ann Arbor Campus:</u>	<u>Location:</u>

# Resource Lists

**Alcohol Laws:**

**Wisconsin state law can be found at:**

<http://docs.legis.wisconsin.gov/statutes/statutes/125/1/07> (<http://docs.legis.wisconsin.gov/statutes/statutes/125/1/07/>)

**Michigan state laws can be found at:**

<http://legislature.mi.gov/doc.aspx?mcl-Article-IV-40>

**Drug Laws:**

**Wisconsin laws can be found at:**

<http://docs.legis.wi.gov/statutes/statutes/961/IV/41>  
(<http://docs.legis.wi.gov/statutes/statutes/961/IV/41/>)

**Michigan laws can be found at:**

<http://legislature.mi.gov/doc.aspx?mcl-333-7401>

Student Service Center	SSC 101
Student Events	SSC 135
Career Engagement Studio	SSC 135
Residence Life	SSC 106

### Reporting (Violation of Policy and/or Crime)

Contact Information for Mequon Campuses:

Email: [campus.safety@cuw.edu](mailto:campus.safety@cuw.edu)

Office: Rinker 023

Off Campus Phone: (262) 243-4344

On Campus Phone Extension: 4344

Tip Form: <https://www.cuw.edu/academics/services/campus-safety/anonymous-tip-form.html>

Contact Information for Ann Arbor Campus:

Email: [security@cuaa.edu](mailto:security@cuaa.edu)

Office: Student Services Building 114

Off Campus Phone: (734) 358-1340

On Campus Phone Extension: 7502

## Full Time Faculty

### A

#### Adams-Qualls, Lisa

Assistant Professor of Social Work  
Ph D, Capella University; BS, Tennessee State University; Other, University of Kentucky  
At Concordia since 2018

#### Alfonsi, Elizabeth

Assistant Professor of Physical Therapy  
DPT, BS, Marquette University  
At Concordia since 2016

#### Alles, Brad A

Associate Professor of Education-Secondary/K-12  
EDD, Concordia University Wisconsin; MA, Concordia University Chicago;  
BS, Concordia University Nebraska  
At Concordia since 2016

#### Ames, Diane

Associate Professor of Nursing-Grad  
Dean  
DNP, ; MS, UW-Oshkosh; BS, UW-Eau Claire; BSN, Alverno College; Other, CUW  
At Concordia since 2012

#### Ankerberg, Erik

Professor of English  
President  
Ph D, MA, Marquette University; BA, Concordia University Chicago  
At Concordia since 2023

#### Aschenbrener, Margaret

Clinical Assistant Professor of Occupational Therapy  
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### B

#### Baker, Hannah

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Ph D, Northern Illinois University; DPT, Concordia University Wisconsin  
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#### Balsman, Jonathan

Assistant Professor of Education-Secondary/K-12  
MA, Aurora University; BA, Concordia University Wisconsin  
At Concordia since 2022

#### Barnett, Jon J

Associate Professor of Physical Sciences  
Ph D, Auburn University; BS, University of Montevallo  
At Concordia since 2008

#### Barnhart, Robert

Professor of Physical Therapy  
Program Director  
Sci D, University of Tennessee Health Science Center; MS, University of Tennessee; BA, West Virginia Wesleyan College; Other, Emory University School of Medicine  
At Concordia since 2010

#### Bartelme, Kassandra M

Associate Professor of Pharmacy-Practice  
Pharm D, University of Minnesota - Twin Cities; BS, University of Wisconsin - Madison; Other, University of Minnesota - Twin Cities College of Pharmacy  
At Concordia since 2011

#### Beck, Jordan P

Associate Professor of Physical Sciences  
Ph D, BS, University of Illinois at Urbana-Champaign  
At Concordia since 2011

#### Becker, Jennifer

Director  
Ph D, Marian University; MS, Concordia University Wisconsin  
At Concordia since 2014

#### Belz, Angela

Associate Professor of Management and Marketing  
Department Chair  
Ph D, Cardinal Stritch University; MS, Concordia University Wisconsin; BA, Ottawa University  
At Concordia since 2004

#### Bennett, Elisabeth

Assistant Professor of Master of Science in Leadership  
Director  
At Concordia since 2022

#### Bennett, Kate

Assistant Professor of Physical Therapy  
DPT, College of St. Scholastica; MPT, BA, Marquette University  
At Concordia since 2021

#### Bialkowski, Joey

Associate Professor of Sport and Hospitality Business

Department Chair  
 EDD, Concordia University Chicago; MBA, Canisius College; BS, Brock University  
 At Concordia since 2011

**Bichler, Katherine A**

Professor of Physical Sciences  
 Department Chair  
 Ph D, Northwestern University; BS, Carroll College  
 At Concordia since 2008

**Bloedow, Mark E**

Assistant Professor of Music  
 DMA, Boston University; MM, Concordia University Wisconsin; BME, University of Wisconsin–Oshkosh  
 At Concordia since 2016

**Bonk, Stephanie**

Assistant Professor of Occupational Therapy  
 Coordinator  
 OTD, Chatham University; MOT, Grand Valley State University; BA, Wartburg College  
 At Concordia since 2021

**Boonenberg, John**

Assistant Professor of Music  
 DMA, University of Michigan; MM, The Juilliard School; BM, The University of Michigan  
 At Concordia since 2017

**Borst, Michael J**

Professor of Occupational Therapy  
 OTD, Rocky Mountain University of Health Professions; MS, Western Michigan University; BA, Calvin College  
 At Concordia since 2007

**Brooks, Angela**

Assistant Professor of Financial Studies  
 MBA, BBA, UW Whitewater  
 At Concordia since 2022

**Brown, Michael**

Professor of Pharmacy-Practice  
 Associate Dean  
 Pharm D, BS, University of Wisconsin-Madison; Other, VAMC - William S. Middleton Veterans Hospital and Clinics  
 At Concordia since 2009

**Bruss, Robert**

Assistant Professor of English  
 Ph D, University of Wisconsin-Milwaukee; MA, Marquette University; BA, Wisconsin Lutheran College  
 At Concordia since 2022

**Buckley, Elizabeth**

Professor of Pharmacy-Practice  
 Pharm D, BS, University of Wisconsin Madison  
 At Concordia since 2010

**Burlage, Robert S**

Professor of Pharmaceutical & Admin Sci  
 Department Chair  
 Ph D, University of Tennessee; MS, Columbia University; MS, Duquesne University; BA, Rutgers University

At Concordia since 2011

**C****Calhoun, Paul S**

Assistant Professor of Art  
 MFA, City University of New York  
 At Concordia since 2014

**Cario, William**

Professor of History  
 Assistant Vice President  
 Ph D, MA, New York University; BA, Concordia Teachers' College  
 At Concordia since 1990

**Casali, Sara E**

Assistant Professor of Social Work  
 DSW, University of St. Thomas; BA, Marquette University; Other, University Wisconsin-Milwaukee  
 At Concordia since 2017

**Castillo, Uvidelio F**

Associate Professor of Pharmaceutical & Admin Sci  
 Ph D, Nagoya University; MS, Universidad de Los Andes Mérida; BS, Colorado State University; Other, Plant Sciences, Montana State University  
 At Concordia since 2013

**Chappuis, Scott O**

Assistant Professor of Communication  
 Ph D, Bowling Green State University; MA, The University of Akron; BS, BA, Muskingum University  
 At Concordia since 2019

**Chlebos, Daniel**

Assistant Professor of Justice & Public Policy  
 MS, University of Wisconsin - Platteville; BA, Concordia College (now University); Other, Cornell University; Other, Monroe Community College; Other, University of Wisconsin - Milwaukee  
 At Concordia since 2007

**Chreston, Juliane H**

Professor of Occupational Therapy  
 Program Director  
 OTD, Chatham University; MS, University of Michigan - Flint; BA, Wayne State University  
 At Concordia since 2020

**Chuhran, Kyle B**

Associate Professor of Education-Elementary  
 EDD, Concordia University, Portland; MS, Concordia University - Wisconsin; BA, Concordia College, Ann Arbor  
 At Concordia since 2014

**Clemm von Hohenberg, Sara**

Associate Professor of Education-Secondary/K-12  
 Coordinator  
 Ph D, Northcentral University; MA, Oakland University; BA, Western Michigan University  
 At Concordia since 2014

**Cole, Susan**

Assistant Professor of Nursing-Undergrad  
 Ph D, MS, Marquette University; RN, Northeast Wisconsin Technical Institute; BSN, Silver Lake College

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**Coleman, Lee J**

Assistant Professor of Physical Therapy  
DPT, Concordia University Wisconsin; BA, Saint Mary's University  
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**Collins, Sarah**

Associate Professor of Social Work  
Director  
DSW, University of Thomas- St. Catherine's University; BA, Marquette University; Other, Dominican University  
At Concordia since 2017

**Colucci, Lamont**

Professor of Political Science  
Ph D, University of London; MS, MA, BA, University of Wisconsin  
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**Condie, Bradley O**

Professor of Qualitative Business  
Ph D, Northwestern University; MBA, Keller Graduate School of Management; BA, Wheaton College  
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**Cope, Steven**

Professor of Rehabilitation Science  
Sci D, Boston University; MOT, Western Michigan University; BA, University of Minnesota  
At Concordia since 1997

**Cosgrove, Preston B**

Associate Professor of Education-Graduate  
Ph D, Cardinal Stritch University; MA, Marquette University; BA, Taylor University  
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**Cunningham, Christopher W**

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Ph D, BS, University of Maryland; Other, University of Kansas Department of Medicinal Chemistry and Specialized Chemistry Center  
At Concordia since 2011

## D

**Delwiche, Jennifer**

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Ph D, Marquette University; MS, Cardinal Stritch University; BS, Viterbo College; Other, CUW  
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**Doebele, Alexa**

Professor of Music  
DMA, MME, University of Colorado; BM, Washington University  
At Concordia since 2009

**Dougherty, Meagan**

Assistant Professor of SEB/HEM  
EDD, Concordia Portland / Concordia Chicago; MA, State University of New York at Buffalo; BA, University of North Carolina - Chapel Hill  
At Concordia since 2017

**Dunne, Joseph**

Assistant Professor of Philosophy

Ph D, MA, BA, Wayne State University; M Div, The Southern Baptist Theological Seminary; Other, American Society for Bioethics and Humanities; Other, Henry Ford Hospital  
At Concordia since 2022

**Dvorak, Leah M**

Professor of Life and Earth Sciences  
Provost  
Ph D, University of Wisconsin-Madison; BA, Oberlin College  
At Concordia since 2011

**Dyson, John L**

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Ph D, Northcentral University  
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## E

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**Ehlers, Greg**

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EDD, MS, Northern Illinois University; BS, San Jose State University (California State University System)  
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**Engja, Jennifer**

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OTD, Chatham University; MOT, Dominican University of California; BS, University of Michigan  
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MS, Medical College of Ohio  
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**Evans, Dennis**

Associate Professor of Mathematics  
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Ph D, MA, University of Illinois at Champaign-Urbana; BS, BA, University of Missouri - Columbia  
At Concordia since 2004

**Evans, Elizabeth L**

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CELT Director  
Ph D, MS, University of Wisconsin - Milwaukee; BS, Carroll University  
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## F

**Fehrenbacher, Lynne**

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Pharm D, BS, University of Wisconsin Madison  
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 DNP, Oakland University; MS, University of Michigan; BSN, Valparaiso University  
 At Concordia since 2015

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 Ph D, Marquette University; MS, Syracuse University; BS, Texas A&M University  
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**Fisher, Joseph B**

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 Ph D, Medical College of Wisconsin; BS, Saint Norbert College  
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 Ph D, MS, University of Texas at Dallas; MOT, BS, Federal University of Technology Akure  
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**Fortuine, Heather**

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 At Concordia since 2020

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 At Concordia since 2020

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 Other, Texas Tech University Health Sciences Center  
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**German, Brian T**

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 DPT, Concordia University - Wisconsin; BS, St. Norbert College  
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**Gotzler, April**

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 MA, California State University-Chico; BS, University of Wisconsin-Madison  
 At Concordia since 2015

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 Pharm D, Drake University; Other, Barnes-Jewish Hospital  
 At Concordia since 2012

**Gray, Amber**

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 Director  
 EDD, Concordia University Wisconsin; MS, BBA, Western Michigan University  
 At Concordia since 2021

**Gries, Kevin**

Assistant Professor of Physical Therapy  
 Ph D, Ball State University; MS, University of Wisconsin-La Crosse; BS, Concordia University of Wisconsin  
 At Concordia since 2022

**Griffin, W. Clarke**

Assistant Professor of Sport and Hospitality Business  
 Assistant Dean  
 EDD, Concordia University-Portland; MBA, McKendree University; BS, Art Institute of Pittsburgh; Other, The Culinary Institute of America  
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**Grimm, Jessica L**

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 DPT, Concordia University; BS, University of Wisconsin, Green Bay  
 At Concordia since 2017

**Griskell, Holly**

Assistant Professor of Psychology  
 Ph D, MA, Loyola University Chicago; BS, Valparaiso University  
 At Concordia since 2021

**Guajardo, Alexandra**

Assistant Professor of Physician Assistant  
 Ph D, Taganrog State Radiotechnical University; MS, University of Detroit Mercy; BS, Michigan State University  
 At Concordia since 2022

**H****Haendel, Angela D**

Associate Professor of Speech & Language Pathology  
 Clinical Director  
 Ph D, Marquette University; MS, University of Wisconsin Milwaukee; BS, University of Wisconsin Whitewater  
 At Concordia since 2015

**Haglund, Claire A**

Ph D, Institute for Clinical Social Work; MS, Wayne State University; BS, Eastern Michigan University

**Halsell, Kristin S**

Clinical Assistant Professor of Physician Assistant  
Clinical Director  
MS, Philadelphia College of Osteopathic Medicine; BS, Smith College

**Hansen, Nicole O**

Assistant Professor of Occupational Therapy  
Coordinator  
MOT, Texas Woman's University; MS, Winona State University; BA, West Virginia Wesleyan College; Other, Nova Southeastern University  
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**Harries, Brian**

Professor of English  
Department Chair  
Ph D, MA, BA, University of Kansas  
At Concordia since 2010

**Harris, Kenneth E**

Department Chair  
Ph D, Marian University; MBA, BA, Concordia University Wisconsin; BS, Illinois State University; Other, Cornell University  
At Concordia since 2002

**Harris, Sandra J**

Associate Professor of Education-Graduate  
Director  
EDD, MA, Other, Eastern Michigan University  
At Concordia since 2016

**Harrison, Lois**

Associate Professor of Physical Therapy  
DPT, MS, Rosalind Franklin University of Medicine and Science; BS, University of Wisconsin - Madison  
At Concordia since 2006

**Hayes, Andrew W**

At Concordia since 2023

**Heiss, Beth**

Assistant Professor of Management and Marketing  
At Concordia since 2022

**Hendrix, Steve**

Assistant Professor of Social Science  
Ph D, MS, University of Oklahoma; M Div, Nazarene Theological Seminary; BA, MidAmerica Nazarene University  
At Concordia since 2018

**Hensel, Linda**

Professor of Education-Special  
Department Chair  
Ph D, MA, Cardinal Stritch University; BS, University of Wisconsin  
At Concordia since 2006

**Herr, Leah**

Assistant Professor of Education-Graduate  
Director  
MS, University of Wisconsin - Oshkosh; BS, University of Wisconsin - La Crosse  
At Concordia since 2022

**Hill, R.S.**

Assistant Professor of History  
Ph D, University of Michigan; MA, University of Alabama; BA, University of Southern Mississippi  
At Concordia since 2014

**Hollander, Erik**

Associate Professor of Human Resources and Healthcare Administration  
EDD, University of Southern California; MBA, Concordia University Wisconsin; BS, Cardinal Stritch University  
At Concordia since 2015

**Holtan, Sarah**

Professor of Communication  
Ph D, Marquette University; MS, Concordia University Wisconsin; BA, Augsburg College; Other, CUS  
At Concordia since 2006

**Hopkins, Theodore J**

Associate Professor of Theology  
Director  
Ph D, M Div, Concordia Seminary; BS, Valparaiso University  
At Concordia since 2015

**Horgan, John**

Assistant Professor of History  
Ph D, St. John's University; MA, BA, Marquette University  
At Concordia since 1991

**Huffman, Kelly**

Assistant Professor of Nursing-Undergrad  
At Concordia since 2022

**Hughes, Barbara**

Associate Professor of Social Work  
Coordinator  
Ph D, BS, Michigan State University; MA, MSW, Michigan State University  
At Concordia since 2021

**Hurtienne, Laura E**

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EDD, Concordia University Portland; MS, Concordia University Wisconsin; BA, University of Wisconsin Parkside  
At Concordia since 2021

**Hurtienne, Matthew**

Associate Professor of Business  
Dean  
Ph D, Colorado State University; MS, Norwich University; BS, Southern Illinois University; Other, Online Learning Consortium  
At Concordia since 2017

**I**

**Irabor, Kehinde**

Assistant Professor of Mathematics  
Ph D, MS, Marquette University; BS, Alverno College  
At Concordia since 2020

**Ivanets, Oleg**

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Ph D, University of Hawaii at Manoa; MS, Shevchenko National University of Kyiv

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## J

### **Jahns, Sandra**

Instructor of Communication  
EDD, CUW; MBA, University of Wisconsin, Whitewater  
At Concordia since 2012

### **Jastram, Nathan**

Professor of Theology  
Ph D, Harvard University; M Div, Concordia Theological Seminary; BA,  
University of South Dakota  
At Concordia since 1999

### **Jobe, Brenda M**

Instructor of Nursing-Undergrad  
DNP, Marquette University; MS, Other, State University New York: Upstate  
Medical University; BS, South Dakota State University  
At Concordia since 2006

### **Johnson, Brooke**

Assistant Professor of Education-Graduate  
Vice Provost  
MA, Rockford University; BS, Northern Illinois University  
At Concordia since 2022

### **Johnson, Francesca**

Assistant Professor of Pharmacy-Practice  
Pharm D, Northeastern University; MS, Other, Concordia University  
Wisconsin  
At Concordia since 2020

### **Jorvig, Erik**

Professor of Pharmaceutical & Admin Sci  
Dean  
Ph D, University of Minnesota; MS, BS, South Dakota School of Mines and  
Technology  
At Concordia since 2021

### **Juergensen, Ed.D, James D**

Associate Professor of Education-Secondary/K-12  
Director of Faith Integration for Athletics  
EDD, Cardinal Stritch University  
At Concordia since 2011

## K

### **Kamw, Farah S**

Assistant Professor of Computer Science  
Ph D, Kent State University; MS, University of Zakho; BS, University of  
Baghdad  
At Concordia since 2020

### **Kannass, Kathleen N**

Professor of Education-Graduate  
Ph D, The University of Iowa; BS, Carroll University

### **Kehl, Jenny**

Professor of Business  
Ph D, MA, University of Colorado at Boulder  
At Concordia since 2022

### **Kehoe, Reggie**

Assistant Professor of Rehabilitation Science

OTD, University of Toledo; BA, Adrian College  
At Concordia since 2022

### **Keiper, Val**

Professor of Education-Elementary  
Program Director  
Ph D, University of Missouri; MA, University of Wisconsin Milwaukee; BA,  
Concordia College  
At Concordia since 1981

### **Kenney, Theresa A**

Professor of Art  
Ph D, MFA, University of Wisconsin - Milwaukee; Other, LinkedIn Learning;  
Other, IATSE INTERNATIONAL TRAINING TRUST; Other, Milwaukee Public  
Television; Other, Milwaukee Institute of Art & Design  
At Concordia since 1998

### **Ketchum, Alex R**

Assistant Professor of Physical Sciences  
Ph D, MS, University of Michigan; BS, Hope College  
At Concordia since 2021

### **Kittleman, Joshua B**

Assistant Professor of Social Science  
MS, Concordia University Nebraska; BA, Concordia University Ann Arbor  
At Concordia since 2017

### **Knowles, Jennifer**

Assistant Professor of Qualitative Business  
Ph D, Colorado State University; MS, Eastern Michigan University; BS,  
University of Michigan  
At Concordia since 2021

### **Kolander, Kurt D**

Assistant Professor of Life and Earth Sciences  
Ph D, Medical College of Wisconsin; BS, Wisconsin Lutheran College  
At Concordia since 2018

### **Kosinski, Tracy M**

Associate Professor of Pharmaceutical & Admin Sci  
Pharm D, University of Wisconsin; BS, University of Wisconsin - Eau Claire  
At Concordia since 2011

### **Kostrzewa, Audrey B**

Associate Professor of Pharmacy-Practice  
Other, Froedtert Hospital; Other, The University of Iowa  
At Concordia since 2013

### **Krell, Jill**

Associate Professor of Nursing-Undergrad  
DNP, MS, BS, Concordia University WI  
At Concordia since 2010

### **Kremer, Kathleen G**

Professor of Education-Adolescence  
Ph D, Marquette University; BS, University of Wisconsin - Milwaukee  
At Concordia since 2010

### **Kuerschner, Dawn R**

Associate Professor of Nursing-Undergrad  
Department Chair  
Ph D, Capella University; BSN, Elmhurst College; Other, Rush University  
At Concordia since 2017

### **Kukor, Stacey L**

Clinical Assistant Professor of Occupational Therapy  
Coordinator  
OTD, Mount Mary University; MOT, BA, Concordia University Wisconsin  
At Concordia since 2013

## L

### Lane, Jason D

Associate Professor of Theology  
ThD, Universität Hamburg; M Div, Other, Concordia Theological Seminary;  
BA, Framingham State College  
At Concordia since 2013

### Laubach, Elizabeth

Assistant Professor of Pharmaceutical & Admin Sci  
Pharm D, Concordia University Wisconsin; BS, Cornell University  
At Concordia since 2021

### Laverick, Erin

Professor of English  
Assistant Vice President  
Ph D, Bowling Green State University; MA, Illinois State University; BA,  
University Wisconsin-Green Bay  
At Concordia since 2018

### Lawler McDonough, Marnie

Assistant Professor of Communication  
Ph D, University of Wisconsin - Milwaukee; MA, Fairleigh Dickinson  
University; BA, University of Scranton  
At Concordia since 2022

### Lemley, Kathy J

Professor of Physical Therapy  
Ph D, Marquette University; MS, University of Wisconsin - Milwaukee; BS,  
University of Wisconsin  
At Concordia since 2007

### Lenko, Rachel

Ph D, University of Michigan; BSN, Calvin University  
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### Leontyev, Anton

Assistant Professor of Psychology  
Ph D, Texas A&M University; BS, National Research University -  
Higher School of Economics  
At Concordia since 2022

### Liao, Yiming

Assistant Professor of Computer Science  
At Concordia since 2021

### Liesener, Katherine

Associate Professor of Health & Human Performance  
Program Director  
Ph D, University of Wisconsin - Milwaukee; MS, University of Akron; BS,  
University of Wisconsin - La Crosse  
At Concordia since 2004

### Lindgren, Amy M

Assistant Professor of Education-Early Childhood  
Director of Experiential Education  
Ph D, Concordia University Chicago; MS, BA, Concordia University  
Wisconsin  
At Concordia since 2011

### Litman, Michael

Professor of Computer Science  
Department Chair  
Ph D, Nova Southeastern University; MS, BS, Western Illinois University  
At Concordia since 2006

### Little, Donald W

Assistant Professor of Life and Earth Sciences  
Ph D, University of Michigan; BS, Purdue University  
At Concordia since 2022

### Locklair, Gary H

Professor of Computer Science  
Department Chair  
Ph D, Nova Southeastern University; MS, University of Idaho; BS,  
California State University Sacramento; Other, Concordia University  
Wisconsin  
At Concordia since 1986

### Locklair, Oliver J

Assistant Professor of Computer Science  
Ph D, Capella University; MS, BS, Concordia University Wisconsin  
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### Lokken, James

Associate Professor of Pharmacy-Practice  
Pharm D, CUW School of Pharmacy; MS, Concordia University of  
Wisconsin; MS, South Dakota State University; BS, University of  
Wisconsin Stout  
At Concordia since 2016

### Long, Sheena

Assistant Professor of Physical Therapy  
Director of Clinical Education  
DPT, MS, Shenandoah University; BA, University of San Francisco  
At Concordia since 2022

### Loppnow, Jessica J

Associate Professor of Life and Earth Sciences  
Ph D, University of Wisconsin - Milwaukee; BS, University of Wisconsin -  
Eau Claire  
At Concordia since 2013

### Lovern, Sarah B

Professor of Life and Earth Sciences  
Ph D, University of Wisconsin-Milwaukee; BS, Truman State University;  
Other, Augustana College; Other, Oregon Institute of Marine Biology  
At Concordia since 2008

### Lueders Bolwerk, Carol

Professor of Nursing-Undergrad  
Program Director  
Ph D, University of WI: Milwaukee; BS, University of WI-Eau Claire; Other,  
Marquette University  
At Concordia since 1987

### Lund, Cindy M

Associate Professor of Speech & Language Pathology  
Ph D, Northern Illinois University; MS, University of Wisconsin - Milwaukee  
(UWM); BS, Viterbo University  
At Concordia since 2015

## M

### Mac Kelly, Matthew

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 EDD, Regent University; JD, Marquette University Law School; BS, North Dakota State University  
 At Concordia since 2010

**Macafee, Timothy**

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 Department Chair  
 Ph D, University of Wisconsin-Madison; MA, BA, University of Wisconsin-Milwaukee  
 At Concordia since 2014

**Makstenieks, Santa**

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 MD, Tartu University, Estonia  
 At Concordia since 1996

**Malliett, Ashley**

Assistant Professor of Physician Assistant  
 MPAS, Wayne State University; BS, Central Michigan University; Other, University of Lynchburg  
 At Concordia since 2021

**Martin, Alex D**

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 Ph D, Virginia Commonwealth University; BS, University of Michigan  
 At Concordia since 2016

**Martin, Anne E**

Assistant Professor of Occupational Therapy  
 OTD, Creighton University; MOT, BA, St. Ambrose University  
 At Concordia since 2021

**McGraw, Joseph**

Professor of Pharmaceutical & Admin Sci  
 Ph D, BS, Other, University of Illinois  
 At Concordia since 2010

**McHugh, Natalie**

Assistant Professor of Nursing-Undergrad  
 DNP, Rush University; BSN, University of Michigan  
 At Concordia since 2023

**McKinnis, Michael S**

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 Ph D, Cardinal Stritch University; MA, Concordia University Wisconsin; BS, Auburn University  
 At Concordia since 2013

**Melick, Amber**

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 MS, California State University, Fullerton; BS, California State University, Fresno  
 At Concordia since 2016

**Menchaca, Louis A**

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 Department Chair  
 Ph D, MA, The Ohio State University; BA, St. Mary's University of San Antonio  
 At Concordia since 1992

**Menuge, Angus**

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 Department Chair

Ph D, MA, University of Wisconsin-Madison; BA, University of Warwick; Other, International Academy of Apologetics, Evangelism and Human Rights  
 At Concordia since 1992

**Migan, Neal E**

Professor of English  
 Ph D, Purdue University; MA, BA, Michigan State University  
 At Concordia since 2005

**Millben, LaTonya**

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 MPAS, University of Detroit Mercy; BS, Lincoln University  
 At Concordia since 2020

**Miller, Brooke**

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 Program Director  
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 Ph D, MA, University of Wisconsin-Madison; BA, University of Oklahoma  
 At Concordia since 1998

**Mobley, Van A**

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 Ph D, MA, University of Wisconsin-Madison; BA, Vanderbilt University; Other, Indiana University; Other, United States Military Academy  
 At Concordia since 2000

**Moldenhauer, Aaron**

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 Ph D, MA, Northwestern University; M Div, Other, Concordia Theological Seminary; BA, Martin Luther College  
 At Concordia since 2018

**Montreal, Steven R**

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 Ph D, University Wisconsin - Milwaukee; MA, Mankato State University; BA, University of Wisconsin - Green Bay  
 At Concordia since 1995

**Morgen, Hazel R**

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 Pharm D, Butler University  
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**Mueller, Robert**

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 Pharm D, BA, University of Minnesota; Other, Froedtert Hospital  
 At Concordia since 2013

**Muth, Nicole**

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 Department Chair  
 Ph D, Northcentral University; MA, University of Texas at Dallas; BA, Concordia University Wisconsin  
 At Concordia since 2006

**N**

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 Program Director  
 MS, Syracuse University; BS, Ohio University  
 At Concordia since 2016

**Nelson, Reid**

Professor of Health & Human Performance  
 Ph D, University of Minnesota; MS, Illinois State University  
 At Concordia since 2002

**Nelson, Steven**

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Assistant Professor of Art  
 Other, The School of the Art Institute of Chicago, IL  
 At Concordia since 2012

**Nestor, Olga S**

Assistant Professor of Occupational Therapy  
 DOT, Concordia University of Wisconsin  
 At Concordia since 2018

**Nickerson, Georgia**

Professor of English  
 Director  
 Ph D, MA, West Virginia University; BS, Frostburg State University  
 At Concordia since 2012

**Nicpon, Jennifer**

Assistant Professor of Nursing-Grad  
 At Concordia since 2022

**Niederjohn, Scott**

Director  
 Ph D, University of Wisconsin - Milwaukee; MBA, BS, Marquette University  
 At Concordia since 2021

**Niemiec, Christopher J**

Associate Professor of Art  
 MFA, Vermont College of Fine Arts; MA, Art Academy of Cincinnati; BA,  
 Eastern Michigan University; BA, Hillsdale College  
 At Concordia since 2007

## O

**O'Neil, Heather**

Assistant Professor of Education-Elementary  
 Ph D, MA, Cardinal Stritch University; BA, St. Norbert College  
 At Concordia since 2017

**Oduro, Stephanie**

Assistant Professor of Occupational Therapy  
 OTD, Washington University in St. Louis; BA, Augustana College  
 At Concordia since 2021

**Oldani, Michael J**

Professor of Pharmaceutical & Admin Sci  
 Director  
 Ph D, Princeton University; MS, University of Wisconsin-Milwaukee; BS,  
 University of Wisconsin-Parkside

At Concordia since 2015

**Osowski, Kelly**

Clinical Assistant Professor of Occupational Therapy  
 At Concordia since 2022

**Ostrowski, Nichole M**

Assistant Professor of Social Work  
 Director  
 BA, University of Wisconsin-Oshkosh; Other, University of Wisconsin-  
 Milwaukee  
 At Concordia since 2019

## P

**Paape, Adam**

Professor of Education-Secondary/K-12  
 Assistant Dean  
 EDD, George Fox University; MS, BA, Concordia University Wisconsin  
 At Concordia since 2010

**Paavola, Daniel**

Professor of Theology  
 Department Chair  
 Ph D, Concordia Seminary; M Div, Concordia Theological Seminary; BA,  
 Moorhead State University; Other, Princeton Theological Seminary  
 At Concordia since 1996

**Paly, Elizabeth L**

Associate Professor of Physical Therapy  
 DPT, Concordia University; BS, Marquette University  
 At Concordia since 2013

**Parve, Julie**

Associate Professor of Nursing-Grad  
 Director  
 DNP, MS, CUW-Mequon; BSN, Marian University  
 At Concordia since 2013

**Paterson, Mark R**

Assistant Professor of Life and Earth Sciences  
 Ph D, Medical College of Wisconsin; BS, Wisconsin Lutheran College  
 At Concordia since 2019

**Paul, Emily**

Assistant Professor of Occupational Therapy  
 At Concordia since 2023

**Pauly, Heather M**

Assistant Professor of Speech & Language Pathology  
 Ph D, Cardinal Stritch University; MA, Northwestern University  
 At Concordia since 2020

**Pease, Betsy**

Assistant Professor of History  
 Ph D, Indiana University-Bloomington; MA, University of Chicago; BA,  
 University of Wisconsin-Madison  
 At Concordia since 2014

**Peppard, Sarah R**

Associate Professor of Pharmacy-Practice  
 Pharm D, University of Wisconsin  
 At Concordia since 2011

**Perrine, William M**

Assistant Professor of Music  
Ph D, Indiana University; BA, Transylvania University; Other, University of Nebraska-Lincoln  
At Concordia since 2012

**Peterson, Ryan**

Assistant Professor of Theology  
D Min, Trinity Evangelical Divinity School; M Div, Concordia Seminary; BA, Concordia University Wisconsin  
At Concordia since 2013

**Pickart, Michael A**

Professor of Pharmaceutical & Admin Sci  
Director  
Ph D, MS, BS, University of Wisconsin  
At Concordia since 2012

**Pickett, Rachel F**

Professor of Psychology  
Department Chair  
Ph D, MA, Southern Illinois University - Carbondale; BA, Clarke College  
At Concordia since 2009

**Pieper, Sarah L**

Assistant Professor of Physician Assistant  
At Concordia since 2019

**Pingel, James**

Professor of Education-Graduate  
Dean  
Ph D, Cardinal Stritch University; MS, BA, Concordia University Wisconsin; MA, Marquette University  
At Concordia since 2014

**Polzin, Elizabeth A**

Associate Professor of Education-Graduate  
Assistant Vice President  
EDD, MA, Other, Lindenwood University; BS, Hannibal-LaGrange University  
At Concordia since 2016

**Potratz, Jeffrey**

Associate Professor of Physical Sciences  
Ph D, University of Texas at Austin; BS, Wisconsin Lutheran College  
At Concordia since 2015

## R

**Ray, Sarah**

Professor of Pharmacy-Practice  
Director  
Pharm D, Creighton University; Other, BPS; Other, Aurora Health Care  
At Concordia since 2012

**Reasor, Jonathan D**

Associate Professor of Life and Earth Sciences  
Ph D, Meharry Medical School; BS, University of Alabama at Birmingham  
At Concordia since 2016

**Refenes, James L**

Assistant Professor of Life and Earth Sciences  
Ph D, MS, Eastern Michigan University; BA, Concordia River Forest  
At Concordia since 2004

**Regis Bailey, Erin**

Assistant Professor of Speech & Language Pathology

Clinical Education Coordinator  
MS, BS, University of Wisconsin-Milwaukee; Other, Northwestern University  
At Concordia since 2019

**Reid, Terry-Elinor**

Ph D, BS, Howard University  
At Concordia since 2018

**Reimer, Lisa**

Clinical Assistant Professor of Imaging  
Department Chair  
MS, University of St. Francis; BS, Marian University; Other, Aurora St Luke's Medical Center - School of Diagnostic Medical Sonography; Other, Theda Clark Medical Center - School of Radiologic Technology  
At Concordia since 2016

**Reynhout, Timothy A**

Assistant Professor of Mathematics  
Ph D, MS, Central Michigan University; BS, Ferris State University  
At Concordia since 2018

**Rinka, Joseph R**

Professor of Pharmacy-Practice  
Pharm D, University of Wisconsin  
At Concordia since 2010

**Ross, Natalie**

Assistant Professor of Nursing-Undergrad  
DNP, Rush University  
At Concordia since 2018

**Routier, Wanda J**

Associate Professor of Education-Graduate  
Program Director  
EDD, Nova Southeastern University; MA, Hampton University; BA, Bluffton College; Other, Marshall-Wythe School of Law, College of William & Mary  
At Concordia since 2011

**Rubino, Frank D**

Assistant Professor of Social Science  
MS, BA, Madonna University; Other, Liberty University; Other, Wayne County Regional Police Training Center  
At Concordia since 2020

## S

**Saleska, Thomas J**

Professor of Life and Earth Sciences  
Ph D, University of Wisconsin Milwaukee; MA, University of Houston; BA, Concordia River Forest; Other, St. John's Lutheran Junior College  
At Concordia since 1993

**Samuel, Linda**

Professor of Occupational Therapy  
Dean  
Ph D, Marquette University; MS, BS, University of Wisconsin - Milwaukee  
At Concordia since 1995

**Schave, Kimberly**

Assistant Professor of Financial Studies  
Ph D, Eastern University; MA, Concordia Theological Seminary; BBA, University of Cincinnati; Other, Washington University

At Concordia since 2022

**Scheppa, Timothy S**

Assistant Professor of Quantitative Business  
MS, Other, University of Wisconsin - Milwaukee; BS, University of  
Wisconsin - Madison  
At Concordia since 1999

**Schmidt, Jessica**

Assistant Professor of Occupational Therapy  
Ph D, Rocky Mountain University School of Health Professions; MOT,  
University of Wisconsin Milwaukee  
At Concordia since 2020

**Schmitz, Mark H**

Associate Professor of Life and Earth Sciences  
Ph D, University of Wisconsin; Other, LCMS  
At Concordia since 2017

**Schmitz, Mikaela T**

Assistant Professor of Speech & Language Pathology  
MS, BS, Marquette University; MA, Western Governors University; Other,  
University of Wisconsin Milwaukee  
At Concordia since 2017

**Scholz, Thomas R**

Assistant Professor of Quantitative Business  
Ph D, University of Southern Mississippi; MBA, University of Chicago;  
BBA, University of Wisconsin-Madison  
At Concordia since 2016

**Schulz, Charles R**

Associate Professor of Theology  
Ph D, M Div, Other, Concordia Seminary; MA, University of Virginia; MA,  
Washington University; BA, Concordia University  
At Concordia since 2001

**Schulz, Gregory P**

Professor of Philosophy  
Ph D, Marquette University; D Min, Concordia Theological Seminary; M  
Div, Wisconsin Lutheran Seminary; BA, Northwestern College  
At Concordia since 2013

**Scott, Ann P**

Clinical Instructor of Physician Assistant  
Director of Clinical Education  
MS, Pace University; BS, University of Wisconsin-Madison  
At Concordia since 2019

**Scudella, Christine**

Assistant Professor of Education-Graduate  
Director  
Ph D, Cardinal Stritch University; MA, Marian University; BA, UW - La  
Crosse  
At Concordia since 2017

**Sem, Daniel**

Professor of Pharmaceutical & Admin Sci  
Vice Provost  
Ph D, UW-Madison; JD, MBA, Marquette University; BS, UW-Milwaukee  
At Concordia since 2011

**Sendziol, Dana**

Associate Professor of Doctor of Business Administration  
Director

At Concordia since 2022

**Sesing, Kim E**

Assistant Professor of Speech & Language Pathology  
AuD, University of Florida; MS, University of Wisconsin; BS, University of  
Wisconsin - Stevens Point; Other, Bureau of Maternal and Child Health  
At Concordia since 2017

**Shawhan, Jeffrey D**

MFA, UW-Milwaukee  
At Concordia since 1997

**Sheehan, Kathleen**

Clinical Assistant Professor of Nursing-Undergrad  
At Concordia since 2022

**Shepard, Halee**

Assistant Professor of Physical Therapy  
Coordinator  
DPT, BS, St. Ambrose University; EDD, University of the Cumberland;  
MBA, Herzing University  
At Concordia since 2021

**Shultz, Lance M**

Assistant Professor of Life and Earth Sciences  
MS, University of Michigan; BS, Grand Valley State University  
At Concordia since 2016

**Shuman, Kristin M**

Assistant Professor of Health & Human Performance  
MPE, EDD, Idaho State University; BS, Eastern Michigan University  
At Concordia since 2017

**Sigmund, Kemery J**

Assistant Professor of Health & Human Performance  
Clinical Education Coordinator  
Ph D, University of Wisconsin-Milwaukee; MS, Illinois State University; BA,  
Hope College  
At Concordia since 2014

**Simmons, Anita M**

Instructor of Nursing-Undergrad  
BSN, Anderson University; Other, Lourdes University  
At Concordia since 2016

**Sipone, Vittoria**

Assistant Professor of Psychology  
At Concordia since 2022

**Slater, Sandy**

Ph D, University of Illinois at Chicago; MS, DePaul University; BA, Butler  
University  
At Concordia since 2018

**Smith, Darrin M**

Associate Professor of Health & Human Performance  
Ph D, Rocky Mountain University of Health Professions; MS, Western  
Illinois University; BS, Concordia University Wisconsin  
At Concordia since 2010

**Smith, Jeff**

Assistant Professor of Occupational Therapy  
At Concordia since 2022

**Smith, Steven**



Assistant Professor of Theology  
At Concordia since 2002

**Soenksen, Jason R**

Professor of Theology  
Ph D, Hebrew Union College  
At Concordia since 2005

**Speck, Bretta**

Assistant Professor of Life and Earth Sciences  
At Concordia since 2022

**Speck, Justin**

Assistant Professor of Life and Earth Sciences  
Ph D, University of Wisconsin Milwaukee; BS, Bethel University  
At Concordia since 2018

**Speckhard, Samuel T**

Clinical Assistant Professor of Nursing-Undergrad  
MS, Chamberlain University; BSN, Concordia University Wisconsin  
At Concordia since 2019

**Spedoske, Timothy**

MD, Michigan State University  
At Concordia since 2022

**Sproat, Joel C**

Assistant Professor of Music  
DMA, University of Oklahoma; MM, Indiana University; BA, Concordia University Wisconsin  
At Concordia since 2022

**Stark, Christopher C**

Associate Professor of Psychology  
Ph D, MA, Southwestern Baptist Theological Seminary; MS, Texas A&M University; BS, Purdue University  
At Concordia since 2014

**Steele, Patrick W**

Professor of History  
Ph D, Marquette University; MA, BA, University of Wisconsin Milwaukee  
At Concordia since 2013

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Assistant Professor of Physical Therapy  
DPT, Boston University; MS, Grand Valley State University; BS, Michigan State University  
At Concordia since 2022

**Stinson, Stacy A**

Assistant Professor of Quantitative Business  
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At Concordia since 2017

**Stoehr, Nancy**

Assistant Professor of Pharmaceutical & Admin Sci  
Director  
Pharm D, University of WI - Madison; MS, Concordia University Wisconsin  
At Concordia since 2012

**Stolzman, Stacy C**

Associate Professor of Physical Therapy  
Ph D, MS, BA, Other, Marquette University

At Concordia since 2016

**Stremski, Ernest**

Professor of Pharmaceutical & Admin Sci  
Director  
MD, Medical College of Wisconsin; MBA, Cardinal Stritch University; BS, UW LaCrosse  
At Concordia since 2010

**Strycker, Paul**

Associate Professor of Physical Sciences  
Ph D, MS, New Mexico State University; BS, University of Notre Dame  
At Concordia since 2014

**T****Taylor, Kurt**

Associate Professor of Theology  
Program Director  
At Concordia since 2018

**Taylor, Steven P**

Assistant Professor of Education-Graduate  
EDD, Concordia University Portland; MS, BA, Concordia University Wisconsin  
At Concordia since 2020

**Theesfeld, Melissa L**

Professor of Pharmacy-Practice  
Assistant Dean  
Pharm D, BS, University of Wisconsin; Other, Froedtert Hospital  
At Concordia since 2010

**Thompson, Dylan J**

Associate Professor of Physical Sciences  
Ph D, Purdue University; BS, Hillsdale College; Other, CUE NET  
At Concordia since 2014

**Thorpe, Jennifer**

Assistant Professor of Health & Human Performance  
Clinical Education Coordinator  
Ph D, University of Wisconsin-Milwaukee; MS, University of Illinois; BS, University of Wisconsin - Milwaukee  
At Concordia since 2006

**Tomesch, Harald G**

Professor of Theology  
ThD, Concordia Seminary; BA, Concordia University Wisconsin; Other, University of Toronto; Other, Brock University  
At Concordia since 2010

**Toppe, Michael P**

Associate Professor of Physician Assistant  
Program Director  
MS, University of New England; BA, University of Wisconsin, Madison; Other, University of Lynchburg; Other, University of North Carolina, Chapel Hill  
At Concordia since 2014

**U****Uden, Michael**

Professor of Education-Elementary  
Vice Provost  
Ph D, University of Wisconsin; MS, BA, Concordia University Wisconsin

At Concordia since 1998

**Underberg, Daniel L**

Assistant Professor of Sport and Hospitality Business

Department Chair

Ph D, MS, Cardinal Stritch University; EDD, Edgewood College; BS,  
University of Wisconsin-Madison

At Concordia since 2016

**V**

**Van Hart, Rochelle M**

Associate Professor of Life and Earth Sciences

Ph D, University of Wisconsin-Milwaukee; MS, University of Wisconsin-  
Madison; BS, Mount Mary University

At Concordia since 2010

**Van Ornum, Scott G**

Professor of Physical Sciences

Program Director

Ph D, University of Wisconsin-Milwaukee; BS, University of Wisconsin-  
Stevens Point

At Concordia since 2010

**VanLue, Michael**

Professor of Speech & Language Pathology

At Concordia since 2019

**Vartanian, Heather K**

Associate Professor of Nursing-Grad

Ph D, Marquette University

At Concordia since 2020

**Verbeten, AmyJo L**

Assistant Professor of Occupational Therapy

Ph D, Concordia University Chicago; MOT, BS, Concordia University  
Wisconsin

At Concordia since 2018

**Verdegan, Rhonda L**

Associate Professor of Health & Human Performance

Ph D, Capella University; MS, Illinois State University; BS, University of  
Wisconsin Stevens Point

At Concordia since 2016

**Vergo, Bobbie**

Assistant Professor of Occupational Therapy

OTD, Washington University in St. Louis; BA, Capital University

At Concordia since 2022

**Vernon, Giannina M**

Assistant Professor of Nursing-Undergrad

Other, CUW

At Concordia since 2010

**Viets, Aaron D**

Assistant Professor of Physical Sciences

Ph D, University of Wisconsin - Milwaukee; BS, Missouri University of  
Science and Technology

At Concordia since 2017

**Voss, Kevin E**

Professor of Philosophy

Program Director

Ph D, Saint Louis University; BS, Other, University of Minnesota; Other,  
Academy of Apologetics, Human Rights, and Evangelism; Other,  
Concordia Seminary

At Concordia since 2003

**W**

**Wahl, Robert S**

Associate Professor of Computer Science

Ph D, Capella University; MS, North Central College; BS, University of  
Wisconsin - Milwaukee; Other, Milwaukee Area Technical College

At Concordia since 2011

**Walz, Jeffrey**

Professor of Political Science

Department Chair

Ph D, MA, University of Nebraska-Lincoln; BA, Valparaiso University

At Concordia since 1997

**Watry-Christian, Meghan**

Associate Professor of Occupational Therapy

Department Chair

Ph D, Northcentral University; MOT, Concordia University Wisconsin; BA,  
Wisconsin Lutheran College

At Concordia since 2013

**Weisenbach, Janice L**

Associate Professor of Education-Graduate

MA, BA, Saginaw Valley State University; Other, Central Michigan  
University

At Concordia since 2007

**Wilbanks, Susan**

Assistant Professor of Occupational Therapy

Ph D, University of Alabama at Birmingham; MS, Oregon State University;  
BS, Creighton University

At Concordia since 2021

**Witt, Steven**

Professor of Education-Graduate

Program Director

Ph D, Curtin University; MS, Concordia University of Austin; MA, University  
of Texas; BS, Dr. Martin Luther College

At Concordia since 2008

**Witte, Cynthia E**

Associate Professor of Nursing-Undergrad

Other, Rush University - College of Nursing; Other, Concordia University  
Wisconsin

At Concordia since 1999

**Wojczulis, Donald**

Assistant Professor of Sport and Hospitality Business

MS, Cardinal Stritch University; MS, Concordia University of Wisconsin;  
BS, University of Wisconsin-LaCrosse

At Concordia since 2022

**Wolf, Mark J**

Professor of Communication

Ph D, MA, BA, University of Southern California

At Concordia since 1995

**Woodall-Schaufler, Lori A**

Associate Professor of Art

MFA, California Institute of the Arts; BA, University of Wisconsin-Madison

At Concordia since 2014

**Wulz, Jordan L**

Assistant Professor of Pharmacy-Practice  
Pharm D, Palm Beach Atlantic University; Other, Samford University;  
Other, Samford University/Jefferson County Department of Health  
At Concordia since 2017

## Y

**Yakimow, Scott E**

Professor of Theology  
Ph D, MA, University of Virginia; MA, Luther Seminary; M Div, Concordia  
Seminary; BS, Other, Valparaiso University; Other, Arabic Language  
Institute in Fez  
At Concordia since 2017

**Young, Michael**

Professor of Life and Earth Sciences  
Department Chair  
Ph D, Washington University in St. Louis; BS, Michigan State University;  
Other, Colloquy for LCMS teachers - Concordia University Irvine  
At Concordia since 2013

## Z

**Zegrean, Mihaela**

Assistant Professor of Nursing-Undergrad  
DNP, Maryville University; MS, Wayne State University; MS, BSN,  
University of Windsor; Other, Athabasca University  
At Concordia since 2017

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# Accounting (ACCT)

### ACCT 203. Financial Accounting. (3 Credits)

In this introductory course, students learn the process of identifying, measuring, recording, and communicating the economic events of a business using Generally Accepted Accounting Principles (GAAP). Students learn how to prepare basic financial statements and understand how companies use accounting data to make business decisions. Areas of emphasis include, the accounting cycle, cash, receivables, long-lived assets, liabilities, and equity. Other topics include, ratio analysis, the regulatory environment, internal controls, and ethics. Note: Sophomore standing, except for Accounting and Actuarial Science majors, is required.

### ACCT 205. Accounting & Finance for Business Professionals. (3 Credits)

This course provides an overview of accounting and finance topics necessary for entry level business professionals. This course is not intended for those students who wish to pursue advanced courses in accounting and finance. Topics include: financial statements and basic analysis; introduction to time value of money, loans and deposits; introduction to the financial system.

### ACCT 223. Managerial Accounting. (3 Credits)

This course covers financial statement analysis, procedures for planning and controlling organizations, including measuring managerial performance and developing budgets, and the use of accounting information for decision-making by management. Note: Sophomore standing, except for Accounting and Actuarial Science majors, is required. Prerequisites: ACCT 203 or 203.

### ACCT 276. Fraud Management. (3 Credits)

This course is designed to provide students with a basic understanding of the principles of occupational fraud, emphasizing circumstances with which any management team may ultimately be confronted. The course covers fraud in the areas of skimming, cash larceny, check fraud; register schemes, and misappropriation of cash and assets. A brief overview of corruption and interviewing of employees when a fraud is suspected is also included.

### ACCT 310. Intermediate Accounting I. (3 Credits)

This course builds on the accounting foundation established in Financial Accounting. This course provides an in-depth study of the conceptual and technical issues surrounding the recording and reporting standards set forth by Generally Accepted Accounting Principles (GAAP) in the U.S. and compares and contrasts them to international accounting standards. Research via the Financial Accounting Standards Board (FASB) codification research system is introduced.

Prerequisites: (ACCT 203 or 203).

### ACCT 311. Intermediate Accounting II. (3 Credits)

This course extends the student's in-depth study of the conceptual and technical issues surrounding the recording and reporting standards set forth by Generally Accepted Accounting Principles (GAAP) and international accounting standards. Research using the FASB codification research system is emphasized. Topics include long-term debt; equity, earnings per share; leases; pensions; income taxes; revenue recognition; investments; accounting changes; and the statement of cash flows.

Prerequisites: ACCT 310 or 310.

### ACCT 320. Accounting Information Systems. (3 Credits)

Accounting Information Systems examines the underlying concepts fundamental to an accounting information system. This course combines a general business background focusing on management information systems and accounting to prepare students for specialized careers in accounting, auditing, consulting, business analysis, and management. The course provides students with the knowledge and skills needed to utilize accounting information systems that integrate information technology and software in the transactions control procedures and financial reporting cycles. An in-depth understanding of the theory and current application of accounting information systems is reviewed within the context of documenting business processes, evaluating the internal control structure, significance of security protocols, and analyzing business decisions to add value to an organization.

### ACCT 323. Cost Accounting. (3 Credits)

This course emphasizes cost management with a strategic focus. Topics include cost behaviors, differential analysis, job costing, process costing, activity-based costing, budgeting, variance analysis, strategic performance measurement; and pricing.

Prerequisites: ACCT 223 or 223.

### ACCT 330. Advanced Accounting I. (3 Credits)

This course is the study of advanced financial accounting issues such as derivative securities, foreign currency, interim financial reporting, revenue recognition, partnership accounting and specialized accounting of not-for-profit-organizations and of government and non-profit entities.

Prerequisites: (ACCT 311 or 311).

**ACCT 350. Income Tax I. (3 Credits)**

This course summarizes the history of federal income taxation and covers the taxation of personal income. Emphasis is focused on the determination of gross income, adjusted gross income, deductions, credits, and consequences of property transactions. Tax policies and procedures of the Internal Revenue Code and interpretations of the Internal Revenue Service are analyzed. Note: Sophomore standing, except for Accounting and Actuarial Science majors, is required.

**ACCT 360. Income Tax II. (3 Credits)**

This course is designed to provide a framework for understanding the federal income tax laws applicable to regular C Corporations and their shareholders, partnerships and S Corporations. In addition, the course introduces the concepts of Multistate taxation and International taxation. Note: Sophomore standing, except for Accounting majors, is required.

**ACCT 420. Auditing. (3 Credits)**

This course presents the theory; concepts and techniques utilized by independent auditors; covers professional ethics and legal relationships; evaluating and reporting on internal control; planning and implementation of the audit process; and formulating substantive testing procedures. Also presents the assertions used by management in the preparation of financial statements.

Prerequisites: (ACCT 311 or 311).

**ACCT 432. Governmental/NFP Accounting. (3 Credits)**

This course emphasizes the different characteristics of governmental and not-for-profit organizations. Topics include accounting for state and local government entities and the role of the Governmental Accounting Standards Board (GASB), the accountability for public funds, and the accounting and financial reporting in the non-for-profit sector. Not available to students who have completed ACCT 432.

**ACCT 441. Business Combinations, Governmental, and NFP. (3 Credits)**

This course builds on the broad spectrum of accounting knowledge gained in Intermediate Accounting, by exploring more advanced accounting issues related to intercorporate investments with emphasis on mergers and acquisitions. The student will gain an understanding of the various motivations why businesses invest in or purchase other businesses. This course will enable the students to apply U.S. Generally Accepted Accounting Principles ("U.S. GAAP") for equity accounting, purchase accounting, intercompany transactions, variable interest entities and consolidation of majority owned subsidiaries.

Prerequisites: (ACCT 311 or 311).

## Art (ART)

**ART 105. Art. (3 Credits)**

This course examines the fundamental nature and context of the visual arts. Classroom discussions center on the definition of art, the making of art, the artist, the aesthetic object, the viewer, art criticism, interpretation, and the history of art. Students view and discuss works of art, visit galleries and museums, and experience introductory studio activities.

**ART 110. Design Fundamentals. (3 Credits)**

Design Fundamentals is based on an understanding of the world as ordered through God's act of creation. It applies human perceptions of design in nature to the organization of pictorial space. Visual exercises in both black and white and color lead the student to a heightened awareness of existing design in the created world as well as to enhanced skills in image manipulation.

Pathway: CRAR

**ART 111. 2-D Composition. (3 Credits)**

This course is based on an understanding of the world as ordered through God's act of creation. It applies human perceptions of design in nature to the organization of pictorial space. Visual exercises in both black and white and color lead the student to a heightened awareness of existing design in the created world as well as to enhanced skills in image manipulation.

Pathway: CRAR

**ART 130. Digital Photography I. (3 Credits)**

This course introduces students to photographic composition, digital camera techniques, and the manipulation of digital imagery in Adobe Photoshop. Topics and assigned work will include landscape photography, portraiture, close-up photography, lighting techniques, and color as well as black and white imagery. Students will be encouraged to explore personal creativity and the world around them through photography. A digital camera or a phone is required.

Pathway: CRAR

**ART 131. Darkroom Photography I. (3 Credits)**

This course introduces students to the fundamentals of photographic composition and 35mm camera techniques. Topics include camera operation, composition, lighting techniques, and the history of photography. Students should have access to a 35mm film camera. Studio Fee.

Pathway: CRAR

**ART 141. Drawing Fundamentals. (3 Credits)**

In this course we will focus much attention on representational drawing. Through learning to draw realistically one will learn to tap into the part of the brain responsible for creative thought. We will also use our drawing skills to create purely subjective art. Through experiment with line, value and various mark-making techniques both illusionistic and purely expressive works of art will be created. Throughout the course we will work to discover our individual artistic voice and develop content in our art.

Pathway: CRAR

**ART 145. Drawing for Art Majors. (3 Credits)**

This course offers rigorously paced instruction in drawing as the basis of a strong foundation experience for art, art education, graphic design, illustration and interior design majors. Technical proficiency, perceptual accuracy and visual communication are stressed as students explore perceptual and conceptual issues through a variety of black and white media. Studio fee.

Pathway: CRAR

**ART 151. Art Fundamentals. (3 Credits)**

Art Fundamentals is an introductory course designed to make each student more aware of the impact of the arts on our culture, our values, our history, our environment, and our life choices. In addition, the course will introduce students to the major movements in the history of art as well as basic concepts utilized in the production of visual art.

Pathway: CRAR

**ART 160. Loom Weaving Fundamentals. (3 Credits)**

This course introduces the heritage art of weaving as students learn the steps necessary to prepare a warp, dress it onto a floor loom, and weave; includes instruction in loom terminology and function, the process of warping and threading, basic methods of pattern drafting and designing, fiber selection and finishing techniques.

Pathway: CRAR

**ART 170. Ceramics I. (3 Credits)**

Forms produced in this course will be both wheel-thrown and hand-built, using pinch, coil and slab construction. A variety of surface treatments and decorative processes will be discussed. Students will learn principles of clay body formulation as well as glaze composition and application. Firing processes may range from primitive pit fires to electric kiln oxidation and raku.

Pathway: CRAR

**ART 176. Sculpture I. (3 Credits)**

This course introduces sculpture as a mode of expression and addresses questions related to form and content. Sculpture is discussed in relation to other media and current trends are placed in historical perspective. Sources of expression are explored through the discussion of aesthetics, creativity, and personal experience. ART 176 is designed for the beginning student who has had little or no experience in sculpture. While gaining technical skills in a variety of processes, the student will address aesthetic as well as technical problems.

**ART 210. 3-D Design. (3 Credits)**

To the Christian, the physical world is one which appears ordered by the hand of God. A study of design must therefore be based upon the fundamental patterns existing in the world and assist students in both seeing and creating visual order. Design II introduces design as inherent in the created world and as vital to effective human expression and communication.

Pathway: CRAR

**ART 219. Creative Workshop I. (3 Credits)**

Creative Workshop I allows students to work with a variety of 2-dimensional materials including Printmaking, Watercolor and Bookmaking.

**ART 220. Creative Workshop II. (3 Credits)**

Creative Workshop II allows students to work with a variety of 3-dimensional materials including Loomweaving, glass work and sculpture.

**ART 230. Printmaking Studio I. (3 Credits)**

Printmaking is a unique method of image making. The traditional rationale for its usage lies in its nature to produce multiple images, thus making quality original works of art affordable. To the artist, printmaking is of value because it creates images different from drawing or painting. Each printing process produces a distinct type of image. Etchings feature fine lines, relief printing often displays bold lines and areas of color, while screen prints can create depth with layers of translucent color. Printmaking I is designed for the beginning art student who possesses some competence in drawing. While gaining technical skill in a variety of printing processes, the student will address problems based in design, aesthetics and art history.

Pathway: CRAR

**ART 231. Photography II. (3 Credits)**

Photography II explores advanced techniques of photographic composition and conceptual meaning. Topics include the zone system, advanced lighting techniques, studio photography, portfolio production, and the history of photography and contemporary photography.

Prerequisites: ART 130 and 131.

Pathway: CRAR

**ART 245. Drawing II: Assorted Media. (3 Credits)**

This course offers rigorously paced instruction in drawing in a variety of media. Students will gain technical proficiency, perceptual accuracy and visual communication skills with traditional as well as non-traditional media. The creative use of media is stressed as students explore perceptual and conceptual issues through extended journaling experiences.

Prerequisites: (ART 141 or 145).

Pathway: CRAR

**ART 246. Color & Media Dynamics. (3 Credits)**

This course provides drawing instruction in a wide range of media building upon skills gained in ART 145. Students address perceptual and conceptual problems through the use of gouache, colored pencil, pastel, conte', and other selected media.

**ART 255. Independent Study. (3 Credits)**

Course will be developed by the instructor and student.

**ART 265. Painting I. (3 Credits)**

This course is an introduction to the techniques of acrylic painting. Topics include concept development, preparation of the support and ground, color theory, paint application, presentation and critical analysis. Students may work in oil-based media with the permission of the instructor.

Prerequisites: (ART 141, 145 or 245).

Pathway: CRAR

**ART 270. Advanced Ceramics. (3 Credits)**

In this course ceramic forms produced will be both wheel-thrown. Though the course will focus on the production of wheel-thrown vessels, other construction techniques will be employed in the creation of more sculptural ceramics. A variety of surface treatments and decorative processes will be discussed. Students will learn advanced principles of clay body formulation as well as glaze composition and application. Firing processes may range from Reduction gas firing to electric kiln oxidation and raku.

**ART 275. Sculpture I. (3 Credits)**

This course introduces students to the language, techniques and basic processes of sculpture. Media covered include clay, wax, plaster, wood, and stone. Studio Fee.

Prerequisites: (ART 110 or 141).

Pathway: CRAR

**ART 276. Sculpture II. (3 Credits)**

This course advances an artist's approach to sculpture as a mode of expression and addresses questions related to form, concept and content. Advanced sculpture is discussed in relation to other media and current trends are placed in historical perspective. Sources of expression are explored through the discussion of aesthetics, creativity, and personal experience. ART276 is designed to build upon the student's foundation acquired in Sculpture I. While building technical skills in a variety of processes, the student will address aesthetic and conceptual as well as technical approaches.

Pathway: CRAR

**ART 282. Typography I. (3 Credits)**

Using manual methods for layout and design, together with current software applications, students explore the relationship between text and image, as well as the design and impact of typography. Students analyze a variety of published materials and complete a series of introductory graphic design projects.

Pathway: CRAR

**ART 285. Art History I. (3 Credits)**

This course studies the major stylistic periods in the history of art, prehistory to early Renaissance, as viewed from our perspective within Western Civilization. Emphasis is placed on the events, forces, personalities, philosophies and beliefs underlying each successive style, generating a structure for interpretation and evaluation.

Pathway: CRAR

**ART 286. Art History II. (3 Credits)**

This course examines the major stylistic periods in the history of art from the early Italian Renaissance to the present as viewed from our perspective within Western Civilization. Emphasis is placed on the events, forces, personalities, philosophies and beliefs underlying each successive style, generating a structure for interpretation and evaluation.

Pathway: CRAR

**ART 289. Art in Italy. (3 Credits)**

This course is a travel study course which engages students in fundamental studio activities (painting and drawing) along with a study of art history and the culture of Italy. Italian cultural studies include language study and the history of the Italian Renaissance. Approximately two weeks will be spent in Italy.

Pathway: CRAR

**ART 291. Exploration in Glass. (3 Credits)**

This course focuses on the beginner glass artist. Learn the basics of cutting, fusing and sculpting with glass.

Pathway: CRAR

**ART 298. Applied Design - Metals. (3 Credits)**

This course introduces metal fabrication as modes of expression and addresses questions related to form and content. Art metals are discussed in relation to other media. Sensitivity to the historic uses of these media is emphasized as well as attention to formal properties, technical issues, and matters of personal expression.

Pathway: CRAR

**ART 310. History of Design. (3 Credits)**

This course studies the beginnings of design and how it relates to our daily life, from a perspective within Western culture, and with emphasis placed upon the events, forces, personalities, philosophies and beliefs which have been generated through the Western culture. This course will apply fundamental concepts in the History of the Design to generate a structure for interpretation and evaluation.

Pathway: CRAR

**ART 312. 3-D Modelling. (3 Credits)**

This course provides students with initial experiences in translating working drawings and plans into three-dimensional models, both physical and digital. Students gain skills with hand and power tools as they work towards the physical construction of architectural models and skills with software used in digital design.

Prerequisites: (ART 111 or 110) and ART 210.

**ART 345. Drawing III. (3 Credits)**

offers in-depth drawing instruction and investigation related to portraying the human figure in art. Students study historical precedents focus on anatomical issues as complemented by experimentation with a variety of media and compositional issues. Prerequisite: ART 141, 142, or 245. Studio Fee. 3 credits.

Prerequisites: (ART 141, 142 or 245).

Pathway: CRAR

**ART 360. Special Topics in Photography. (3 Credits)**

This course offers the photography student the opportunity to explore a variety of subjects and approaches. The subjects of this Special Topics course will rotate between such emphases as Fashion, Documentary Essay, Performance (sports, entertainment), Visual Books, Experimental Media, and the Human Form.

**ART 362. Photographing for Social Media. (3 Credits)**

Photographing for Social Media explores the development of networking strategies, the production of photographs for social media, and the creation of a professional portfolio. Students in this course will create an Internet presence through a personal website, acquire strategies for directing attention to their work, attract clients, network, and begin to create a public profile and a cohesive body of work, consisting of commercial, documentary, or fine art photography.

Prerequisites: ART 130 and 231.

**ART 365. Painting II: Watercolor. (3 Credits)**

introduces students to traditional and contemporary watercolor techniques. A variety of conceptual problems and techniques will be explored in studio activities. Offered during fall semester of years ending in an odd number. Studio Fee.

Prerequisites: (ART 141, 142 or 151).

Pathway: CRAR

**ART 381. Aesthetics. (3 Credits)**

Aesthetics studies a range of issues within the philosophy of art. Topics related to art, the artist, the aesthetic object, the audience, art criticism and interpretation will form the basis of classroom discussion. The work of a wide variety of authors will be considered. Prerequisites: ART285 and, ART286 or consent of the instructor.

**ART 383. History of Photography. (3 Credits)**

History of Photography covers the development of photographic processes and applications throughout history. Discussion and assignments cover Influential figures and techniques from the early beginnings of photography through contemporary trends. Prerequisites: Art History I II. Studio

Pathway: CRAR

**ART 401. Advanced Studio Work I. (1-3 Credits)**

This course offers the highly motivated, self directed art student a unique opportunity to explore an area of personal interest in depth. Students meet regularly with an instructor for guidance as they plan and execute their individualized course of study. Prerequisites: Consent of instructor. Studio Fee.

Pathway: CRAR

**ART 402. Advanced Studio Work II. (1-6 Credits)**

offers the highly motivated, self directed art student a unique opportunity to explore an area of personal interest in depth. Students meet regularly with an instructor for guidance as they plan and execute their individualized course of study. Prerequisites: ART 401 and consent of instructor. Studio Fee.

Prerequisite: ART 401.

Pathway: CRAR

**ART 430. Internship. (1-6 Credits)**

offers the independently motivated art student an opportunity to gain firsthand field experience in a particular area of interest or study while earning university credit. Students are responsible for making appropriate arrangements receive credit for internships, at the rate of 15 per credit. Hours vary and are flexible as per arranged between student and site supervisor. Prerequisite: Consent of instructor.

**ART 445. Drawing IV: Drawing for Animation. (3 Credits)**

This course provides an opportunity for non-art majors who have completed introductory studio courses (ART110 or ART141) to continue their studio work. Students will gain skills and have practice in a variety of media while solving expressive, contextual, technical and formal problems.

**ART 450. Senior Portfolio/Exhibition. (1 Credit)**

Senior Portfolio/Exhibition guides the student in the preparation of a professional portfolio. In this capstone course, students assemble appropriate documentary evidence of their skills and prepare an exhibit of their work in the CUW Art Gallery and/or online. This course is for Art, Graphic Design, Illustration, Interior Architecture and Design, or Photography majors in their final semester.

Pathway: CRAR

**ART 495. Independent Study. (1-4 Credits)**

Course will be developed by the instructor and student.

## Athletic Training (MSAT)

**MSAT 175. Seminar in Athletic Training I. (1 Credit)**

This course is designed to allow prospective athletic training students to explore topics relevant to the profession of athletic training. Outside speakers will be invited to present on various topics specific to athletic training. As part of the course, students will complete observational hours with athletic trainers at Concordia University.

**MSAT 272. Intro-Athletic Training. (3 Credits)**

This course is designed to give the student an understanding of the field of athletic training and to develop knowledge, skills, and values of the various components related to the athletic training profession. The lab component is designed to give the student the opportunity to practically apply various skills related to the athletic training profession.

**MSAT 275. Seminar in Athletic Training II. (1 Credit)**

This course is designed to allow prospective athletic training students to continue an exploration into topics relevant to the profession of athletic training. Outside speakers will be invited to present on various topics specific to athletic training. As part of the course, students will complete observational hours with athletic trainers at Concordia University.

Prerequisite: MSAT 175.

**MSAT 350. Applied Biomechanics and Arthrokinematics. (3 Credits)**

This course is designed to teach and clinically apply mechanical principles that relate to the structure and function of living organisms. Application of human movement as it relates to kinematics, kinetics, functional assessment, motion analysis, structural biomechanics, and properties of human tissues will be examined.

Prerequisite: BIO 191.

**MSAT 491. Athletic Training Practicum V. (3 Credits)**

This course is designed to formally structure clinical experience specific to the seventh semester of enrollment in the Athletic Training Program. It includes observation and hands-on experience at Concordia University affiliated sites. The purpose of this course is to incorporate specific clinical proficiencies with real life athletic and injury situations.

Prerequisite: MSAT 392.

**MSAT 492. Athletic Training Practicum VI. (3 Credits)**

This course is designed to formally structure clinical experience specific to the eighth semester of enrollment in the Athletic Training Program. It includes observation and hands-on experience at Concordia University affiliated sites. The purpose of this course is to incorporate specific clinical proficiencies with real life athletic and injury situations.

Prerequisite: MSAT 491.

## Biology (BIO)

**BIO 100. Principles of Biology. (4 Credits)**

This course explores the fundamental concepts of biology in the fields of: research science, cytology, genetics, microbiology, human biology, botany, taxonomy, zoology, ecology and evolution through reading, online activities, lecture and laboratory experiences. Laboratory course.

**BIO 141. General Biology I. (4 Credits)**

This course is an introductory laboratory course which contains a heavy emphasis on the cell, its structures, and the processes which take place inside the smallest of living units. Laboratory course.

**BIO 142. General Biology II. (4 Credits)**

This course is a continuation of BIO 141 that focuses on the biological processes that occur at the system level in both plants and animals. Topics such as transportation, organism control, nutrient breakdown and utilization will be compared in different organisms. Laboratory course.

**BIO 146. Essentials of Anatomy and Physiology. (4 Credits)**

This is a course for non-biology majors. It surveys the major organ systems in the human body from both a structural and functional perspective. Laboratory course.

**BIO 149. Medical Microbiology. (4 Credits)**

This course introduces students to the role that bacteria, viruses and eukaryotic microbes play in human health and disease. It is designed for students in the nursing program. Laboratory course.

Prerequisites: CHEM 105 or 105.

**BIO 151. Functional Human Biology I. (4 Credits)**

This course is an introduction to the cellular processes that occur in the human body with an emphasis on cellular composition/structure, biochemistry and genetics. It is designed for students in the biomedical sciences and pre-professional programs. Laboratory course.

**BIO 152. Functional Human Biology II. (4 Credits)**

This course is a continuation of BIO 151 with emphasis on the structure and function of selected human organ systems. Laboratory course.

Prerequisites: BIO 151 or 151.

**BIO 156. Environmental Science. (4 Credits)**

This course is a study of the effects man has on his surroundings through a basic understanding of ecological, biochemical, and physical systems in nature. Laboratory course.

**BIO 191. Human Anatomy and Physiology I. (4 Credits)**

This course begins with a study of the cell and cellular processes and tissues. It continues with investigation of the integumentary, skeletal, muscular, and nervous systems. Students must consult with their academic advisor or the Academic Advising office before enrolling in this course. Laboratory course.

**BIO 192. Human Anatomy and Physiology II. (4 Credits)**

This course is a continuation of BIO 191 and provides students with an in-depth study of the endocrine, circulatory, respiratory, digestive, excretory, and reproductive systems. Laboratory Course.

Prerequisite: BIO 191.



**BIO 210. Summative Human Anatomy and Physiology. (4 Credits)**

This course examines all major human organ systems (integumentary, skeletal, muscular, nervous, endocrine, circulatory, respiratory, digestive, excretory, and reproductive). This course is for students in the Bridge Physical Therapy program pursuing a BS in Rehabilitation Science. Laboratory course.

**BIO 240. Zoology. (4 Credits)**

This course is a survey of the animal kingdom and study of the biology of animals in their natural environment. Laboratory course.

**BIO 244. Botany. (4 Credits)**

This course is an in depth study of the plant kingdom with emphasis on the study of plants in their natural habitat. Laboratory course.

**BIO 260. Biology of Microorganisms. (4 Credits)**

This course focuses on the biology and genetics of organisms too small to be seen by the human eye. Students will be introduced to the roles that bacteria, viruses, and eukaryotic microbes play in the environment and human disease. Laboratory course.

Prerequisites: (BIO 141 and 142) or (BIO 151 and 152) or (BIO 151 and 240) and (CHEM 100, 105 or 141).

**BIO 285. Pathophysiology. (3 Credits)**

This course introduces the student to the study of the etiology, pathogenesis and clinical manifestations of common disease processes. Basic principles into the mechanism of cellular and tissue injury is followed by presentations of common diseases in the various organ systems.

Prerequisites: (BIO 141 and 142) or (BIO 151 and 152) or (BIO 191 and 192).

**BIO 321. Cell Biology. (4 Credits)**

This course provides a more detailed study of the relationships between cellular structure and function. Emphasis will be placed on proteins and enzymatic reactions, plasma and cellular membranes, cytoskeleton and cell motility, cellular interactions with the environment, and cell division. Laboratory course.

Prerequisites: (BIO 141 and 142) or (BIO 151 and 152) or (BIO 151 and 240) and (CHEM 100, 105 or 141).

**BIO 348. Genetics. (4 Credits)**

This course is a study of Mendelian, molecular, and population genetics. Laboratory course. MATH 205 is recommended prior to taking this course.

Prerequisites: (BIO 141 and 142) or (BIO 151 and 152).

**BIO 351. Immunology. (3 Credits)**

This course introduces the upper level biology student to the principles of the adaptive and innate immune systems and how these systems protect against and cause disease. Emphasis is placed on how the cells of the immune system recognize and eliminate foreign invaders from the human body. Laboratory course. Cell Biology (BIO 321) is strongly recommended.

Prerequisites: (BIO 141 and 142) or (BIO 151 and 152) or (BIO 151 and 240) and (CHEM 100, 105 or 141).

**BIO 367. Ecology of the Tropics. (3 Credits)**

This course is a field study of tropical habitats and organisms as well as their interactions with humans. Requires class travel to the Caribbean or Central America. Students will experience the influence of Spanish, French, Dutch, British, African, and US cultures on this diverse region. This is a travel course that satisfies the core culture requirement. Travel costs will be in addition to tuition.

**BIO 368. Ecology of the Tropics-Lab. (1 Credit)**

This course is an optional lab course that explores tropical organisms and ecosystems which complements BIO 367. BIO 367/BIO 368 together fulfill the core lab science requirement.

**BIO 381. Histology. (3 Credits)**

This course is a study of tissues present in the human body. Basic tissue types are analyzed and special emphasis is placed on how these tissues interact as components of organs.

Prerequisites: BIO 191 and 192.

**BIO 399. Biology Internship. (1-6 Credits)**

This course provides credit for majors in the biological sciences who obtain laboratory or field experience outside of the typical academic environment. The experience must be approved in advance by the Chair of Life and Earth Sciences. Note: Students may enroll in this course multiple times, up to a maximum of 6 total credits.

**BIO 410. Ecology. (4 Credits)**

This course is a study of the interactions between the organism and its environment. Ecology surveys the biotic and abiotic environments, ecosystem types, population ecology, community structure, and succession. Laboratory course.

Prerequisites: BIO 142 and (BIO 240 or 244).

**BIO 420. Molecular Biology. (4 Credits)**

This course explores the molecular mechanisms underlying an array of biological processes including gene expression, DNA mutation and repair, genetic engineering, development, cancer, and stem cell regulation. There is a strong emphasis on current techniques used in biological research. The lab utilizes molecular biology techniques, including gene editing, in an original semester-long research project culminating in a poster presentation. Laboratory course.

Prerequisites: (BIO 141 and 142) or (BIO 151 and 152) and (BIO 260, 321, 348 or CHEM 425).

**BIO 430. Pharmacology. (3 Credits)**

This course focuses on the principles of drug action. These principles will then be invoked in the discussion of various therapeutic interventions for diseases associated with selected organ systems. Treatments of pathogenic diseases and cancer will be discussed as well as the use of natural products.

Prerequisites: (BIO 141 and 142) or (BIO 151 and 152) or (BIO 151 and 240) or (BIO 191 and 192) and (CHEM 241 and 242).

**BIO 470. Human Physiology. (4 Credits)**

This course focuses on medical physiology with emphasis on cellular and organ system physiology. Functions of circulation, respiration, heat regulation, water balance, neuromuscular mechanisms, neural and endocrine integration will be included.

Prerequisites: (BIO 151 and 152) or (BIO 191 and 192).

**BIO 490. Biology Senior Seminar. (1 Credit)**

This course looks at current issues in biology by evaluating the biological literature. A general topic area is selected each semester for student presentations. Students must have Senior Status and 20 credits of Biology prior to taking this course.

**BIO 499. Undergraduate Research. (1-4 Credits)**

This course provides students with the opportunity to work with members of the faculty conducting research in the biological sciences. Students must submit appropriate form to the Department Chair for approval. Note: Students may enroll in this course multiple times, up to a maximum of 4 total credits.

**BIO 3730. Global Health and Disease. (3 Credits)**

This course provides students in biology, sciences, and pre-health care professions an overview of global health, international public health infrastructure, and endemic diseases found in various areas of the world. This course includes an international travel component for students to learn about the health care system and culture of another country and provide students with a variety of global health perspectives and service opportunities. Note: Completion of course pre-req(s) or approval of the instructor is required for registration.

Prerequisites: (BIO 142, 152, 192 or CHEM 142).

## Business (BUS)

**BUS 130. Principles of Management. (3 Credits)**

Students will be exposed to the concept of developing managerial competencies and where they are most useful and the importance of their development. Students will become familiar with the History of Management, what remains from those early pioneers and how those early developments are used in today's environment.

**BUS 150. Introduction to Business Information. (3 Credits)**

This course presents an overview of the management information system. This course examines total organizational effort required in the management function. Topics of special interest include communication and systems theory, accounting cycles and applications systems, costs of data processing software and hardware, systems control and systems design.

**BUS 161. Business Essentials. (3 Credits)**

This course provides an overview and application of technology and soft-skills necessary within a business context. The course explores the use of various information technology formats for communication, data management and problem solving in the organizations. Students will apply these technological skills within their preparation of vocation and career-related skills needed in today's business climate. Students conduct extensive laboratory activities culminating in a final project that evaluates proficiency in skills needed for professional success and etiquette.

**BUS 162. Quantitative Business Essentials. (3 Credits)**

This course provides an overview and application of technology and soft-skills necessary within a business context. The course explores the use of various information technology formats for communication, data management and problem solving in the organizations. The course introduces data analysis concepts using spreadsheets. Students will apply these technological skills within their preparation of vocation and career-related skills needed in today's business climate. Students conduct extensive laboratory activities culminating in a final project that evaluates proficiency in skills needed for professional success and etiquette.

**BUS 210. Business Law I. (3 Credits)**

This course offers an introduction to the American Legal System and several specific legal topics including, but not limited to, criminal law, torts, employment law and discrimination, agency, contracts and sales. Note: This is a course required for students majoring in the business discipline. Grades lower than a C- will not satisfy the requirements of the Business Core.

**BUS 220. Introduction to LEAN. (3 Credits)**

This course introduces a series of concepts and practices directed toward improving customer value and reducing waste. Lean means creating more value to the customer with fewer resources. The course will focus on how to systematically expose unneeded processes, materials, and effort to make operations processes more effective and customer focused.

**BUS 225. Introduction to Six Sigma. (3 Credits)**

This course introduces a method that organizes an operational improvement project into five components: define, measure, analyze, implement and control (DMAIC). Similar to a scientific research project, students will learn the Six Sigma process and how to use measures and statistics to make the right decisions to improve the effectiveness of organizational operations.

Prerequisites: BUS 315, AL 169, BUS 315 or AL 169.

**BUS 240. Project Management. (3 Credits)**

Project management is the practice of initiating, planning, executing, controlling, and closing the work of a team to achieve specific goals and meet specific success criteria within certain constraints (time, quality, budget). The role and competencies of Project Managers is constantly evolving. Most recent discussions look at the Project Manager to be well versed in leadership as well as technical skills, such as statistics, etc. This course is a survey of project management and its use in solving business problems and its contribution to the strategic goals of the organization. Emphasis is placed on the scope, time frames, risk, cost, and quality aspects of project management. Project management case studies will supplement class lectures and students will use project management related tools (financial and statistical analysis, Gantt charts, Pareto analysis, and project management software) to facilitate project planning, analysis and feasibility assessment.

**BUS 262. Planning New Ventures. (3 Credits)**

This course presents students interested in starting their own business or non-profit enterprise an opportunity to learn how to write and present a business plan, include market analysis, financial projections, and operating plan.

**BUS 265. Employment and Labor Relations. (3 Credits)**

This course studies the management and administration issues related to group and individual performances and their effective contributions to the organizational objectives. Strategies for successful self-management, team building, and delegation will be emphasized.

**BUS 266. Staffing. (3 Credits)**

This course introduces students to the principles and functions of staffing to enable the design and management of a successful staffing process, including legal compliance, internal and external recruitment, interviewing, and retention.

Prerequisites: MGMT 336 or 336.

**BUS 269. Workplace Health and Safety. (3 Credits)**

This course will provide students with the basic knowledge and principles of the field of occupational safety and health. This course is designed to provide students with an understanding and appreciation for the fundamental safety technology and management needs of the safety director.

Prerequisite: MGMT 336.

**BUS 272. Organizational Management Principles. (3 Credits)**

This course engages students in the art and science of management within an organization. The four functions of management, organizing, leading, planning and controlling, are considered in light of individual group and organizational dynamics. Not open to students who have taken AL 352 Organizational Behavior or AL 358 Principles of Management.

**BUS 310. Business Law II. (3 Credits)**

This course examines several areas of business law including negotiable instruments, property, and business organizations. Fundamental principles of ethics and their application to common business situations are also examined during the course.

**BUS 315. Business Statistics. (3 Credits)**

This course will provide students with a working knowledge of statistics, which will be help them make proper business decisions under uncertain conditions. Areas to be covered include descriptive statistics, probability, inferential statistics, discrete and continuous probability distributions, and regression analysis.

**BUS 320. Family Business Management. (3 Credits)**

This course exposes students to the ethical issues in business management and equips them to be effective servant leaders in business.

**BUS 325. Family Business Strategic Plan. (3 Credits)**

This course will focus on the fundamental strategic planning opportunities and challenges facing family business owner management. Topics include: the strategy-making process; stakeholders – the vision and mission, governance and business ethics; external analysis; building competitive advantage; business level strategy and competitive positioning; strategy in the global environment; corporate level strategy and long-term profitability; strategic change – implementing strategies to build and develop the company; and implementing strategies through organizational design.

**BUS 330. Supply Chain Management. (3 Credits)****BUS 335. Nonprofit Fundraising and Grant Writing. (3 Credits)**

Course Description: Nonprofit Fundraising and Grant Writing offers students an introductory overview of fundraising strategies useful in the nonprofit sector. Weekly projects that allow for the practical application of the concepts being studied.

**BUS 355. Management Information Systems. (3 Credits)**

This course presents an overview of management information systems. This course examines total organizational effort required in the management function. Topics of special interest include communication and systems theory, accounting cycles and applications systems, costs of data processing software and hardware, systems control and systems design.

Prerequisites: (MGMT 130, 130, BUS 130 or 130) and BUS 161 or 161 or (BUS 162 or 162).

**BUS 368. Philosophy of Values & Ethics. (3 Credits)**

This course provides the student the opportunity to explore philosophical approaches to ethics in the business organizational context. Personal and corporate ethical dilemmas are examined in reading, classroom, and online discussion, and reflective papers from the perspective of a variety of stakeholders. Students examine their own approach to ethical decisions and recognize the impact of Christian principles in their own behavior and attitudes.

**BUS 388. Compensation and Benefits. (3 Credits)**

This course examines the development, administration, and evaluation of financial and non-financial compensation and benefits reward. Topics will include relevant theoretical and legal perspectives, compensation structure, compensation systems and benefit plans/ systems. Prerequisites: MGMT 336 or 336.

**BUS 397. Journal Editing & Publishing. (1-3 Credits)**

This course provides students an opportunity to explore specialized topics as research projects, seminars or lecture series in areas of business such as economics, sustainability, management, entrepreneurship, finance, accounting, human resources, marketing, and other subjects. Student will write, edit and publish research papers.

**BUS 398. Special Topics in Business. (3 Credits)**

This course provides a discussion, lecture, and/or research forum (including individual research) for special business subjects not addressed by the regular curriculum. May be taken for 1-3 credits. Prerequisites: MGMT 130 or 130.

**BUS 399. Business Internship. (1-12 Credits)**

This course provides credit for a pre-approved on-the-job work experience in the student's major field of study. The course further prepares the student for employment by teaching interviewing, networking and budgeting strategies; the role benefits play in companies; as well as professional etiquette and other life skills.

**BUS 415. Employment Law. (3 Credits)****BUS 422. Principles of Insurance. (3 Credits)**

This course is an introduction to the tools of insurance and risk management. Property, life, health and liability insurance will be discussed.

**BUS 424. Health, Life, and Business Social Insurance. (3 Credits)**

This course is an investigation of annuities, types of health and life insurance coverage's, employee benefits, and unemployment, disability, and old#age insurance.

**BUS 434. Training and Employee Development. (3 Credits)**

This course emphasizes proper training and development within an organization and the introduction to a systematic approach to training. It examines the development and implementation of training, including needs, job and task analysis, design and evaluation of training programs, transfer of training and employee development. Prerequisites: MGMT 336 or 336.

**BUS 450. International Business. (3 Credits)**

This course examines the principles and practices of business and management in the global environment. Students will gain understanding of the concepts underlying international trade and management, and managing across cultures. The impact of global sociopolitical, ethical, environmental, and legal issues and trends on international and domestic firms is studied.

**BUS 453. Business Policy and Ethics. (3 Credits)**

This course provides management to guide resource deployment to maintain competitive advantages in meeting the corporate mission. The course provides a demonstration of the integration of the functional areas of business administration and a realistic approach to business problems. Prerequisites: senior status or permission of the professor.

**BUS 473. Integrative Project: HR Management. (3 Credits)**

In this course elements of professional human resource practice are examined and summarized. Students integrate concepts of planning and evaluating strategic human resource initiatives with legal, social, management, and ethical approaches. This is an advanced course which can only be taken by students who have completed all other HR major requirements. Cannot be transferred in from another school.

## Business Analytics (BUAN)

**BUAN 405. Business Data Analytics Programming with Visualization. (3 Credits)**

In this course, students will apply the Business Analytics framework (OSEMIn) for the Obtaining, Scrubbing, Exploring, Modeling and Interpreting data to answer business questions using relevant software and techniques. This analysis will also include using statistical inference concepts and the visualization of data to defend the interpretations and conclusions through oral presentations and/or written reports. Students will learn to apply a Christian worldview to understand the value of analytics in business and the ethical use of data.

Prerequisites: (BUS 355 or BUAN 500) or BUS 355 or BUAN 500.

**BUAN 410. Analytics and the Digital Economy. (3 Credits)**

In this course, students will use configurable software applications to transform data into meaningful information to answer business related questions. Results will be communicated orally and/or in writing using compelling visualizations to communicate to a non-technical audience and defend recommendations using data driven decision making. Students will learn to apply a Christian perspective and consider bias/fairness issues when applying business analytics to real-world applications in the Digital Economy.

Prerequisites: BUS 355 or 355 or (MBA 520 and 534).

**BUAN 415. Data Analytics: Integrative Project. (3 Credits)**

This course is designed to provide students with a comprehensive view of the leading concepts and transformative role of analytics in business from a Christian worldview. This will be accomplished through a real-world project which incorporates all of the learning objectives from the program. The final project must provide insights to the organization or institution that is being studied and success will be measured through a written and oral defense of the project conclusions and recommendations.

Prerequisites: BUAN 405 or 405.

## Business Communication (BCOM)

**BCOM 247. Business Writing. (3 Credits)**

This course will explore and practice various types of business writing techniques, both internal and external to the corporation, to all levels, including the delivery of good and bad news, persuasion, company publications, advertising, and public relations. A segment will also focus on preparing a detailed research report, as well as a resume. Assignments stress tact, clarity, and conciseness.

**BCOM 300. Group Dynamics. (3 Credits)**

This course introduces students to key communication skills and issues that occur within small, task-oriented groups. Topics such as group formation, group development, roles, power, listening skills, conflict, decision making, problem solving, and leadership are presented via a variety of thought provoking exercises. The course concludes with a major small-group project that leads into a class presentation and a reflection paper.

**BCOM 323. Intermediate Public Relations. (3 Credits)**

This course presents public relations research and action concepts to students with basic public relations and journalistic training. Students will develop their expertise in the areas of ethics, strategic planning, public relations plan development, proactive news media relations, custom communications for organizational publics, the basic of market research, demographically appropriate uses of social media, and the basics of single project and departmental budgeting.

**BCOM 380. Organizational Communication. (3 Credits)**

This course is a study of how communication can detract from or improve productivity, profitability, morale, product quality, and efficiency in public and private organizations. Emphasis is placed on the role of communication in different approaches to leadership decision-making, conflict management, worker effectiveness, and employee motivation.

**BCOM 385. Interviewing Principles. (3 Credits)**

This course is the study of strategies and techniques used in journalistic, employment, counseling, and persuasive interviews, with emphasis placed on employment interviews. Topics to be covered include do's and don'ts in interviews, interviewing strategies, legal aspects of interviewing, and communication skills.

**BCOM 390. Conflict Management. (3 Credits)**

This course focuses on causes, types, and functions of conflict in family and work environments; the course reviews alternative tactics usable in conflict situations. This course will also examine prevention of conflict and alternatives to resolving conflict. Methods of dealing with tough individuals and situations are practiced and critiqued.

Prerequisites: COMM 201 or 201.

**BCOM 423. Advanced Public Relations. (3 Credits)**

This course applies and develops strategic writing skills in using advocacy, persuasion, empathy, audience analysis, team building, and cultural awareness in producing documents for use in corporate or nonprofit communications, online and newspaper journalism, marketing, investor relations, fund raising, internal communication, community relations, media relations, and crisis communication.

Prerequisites: BCOM 323 or 323.

## Chemistry (CHEM)

**CHEM 100. Introductory Chemistry. (3 Credits)**

This course is a non-laboratory course that introduces the student to the principles and concepts of chemistry. It also gives students practice with the mathematical techniques used in the sciences.

**CHEM 105. Elements of General and Biological Chemistry. (4 Credits)**

This course introduces the student to elements of general, organic, and biological chemistry and is recommended for students seeking a career in nursing. Note: Advisor placement, satisfactory performance on the chemistry placement exam, or completion of CHEM 100 or MATH 128 with a C- or better is required.

Prerequisites: (CHEM 100 or 100) or (MATH 128 or 128) or minimum score of 104 in 'CHEM Placement Exam'.

**CHEM 141. General Chemistry I. (4 Credits)**

This course introduces the student to general concepts of chemistry including atomic and molecular structure, reaction stoichiometry, thermodynamics, periodic trends, gas laws, and intermolecular forces. Note: Advisor placement, satisfactory performance on the chemistry placement exam, or completion of CHEM 100 or CHEM 105 with a C- or better is required.

Prerequisites: (CHEM 100 or 100) or (CHEM 105 or 105) or minimum score of 140 in 'CHEM Placement Exam'.

**CHEM 142. General Chemistry II. (4 Credits)**

This course is a continuation of Chemistry 141 including thermodynamics, equilibrium, acid-base theory, reaction kinetics, and electrochemistry.

Prerequisites: (CHEM 141 or 141).

**CHEM 215. Survey of Organic Chemistry. (4 Credits)**

This course is meant for the student whose program requires one semester of organic chemistry. This course introduces the student to organic synthesis and reaction mechanisms, focusing primarily on aspects of structure that will result in given, predictable reactivity. The course will cover acid-base chemistry, stereochemistry, and reactivity of functional groups including hydrocarbons, alcohols, amines, and carbonyls.

Prerequisite: CHEM 142.

**CHEM 225. Analytical Chemistry. (4 Credits)**

This course introduces the student to the application of chemical principles for the purpose of chemical analysis as well as the many associated skills such as sampling, sample preparation, treatment of data, etc. necessary to obtain valid information on the chemical composition of matter.

Prerequisite: CHEM 142.

**CHEM 235. Descriptive Inorganic Chemistry. (4 Credits)**

This course introduces the student to the descriptive chemistry of the elements, with a focus on selected elements from within the representative or main groups. Topics to be covered include periodic trends, reactivity patterns, and structure as well as "real world" applications and some chemical history as it applies to the topics presented.

Prerequisite: CHEM 142.

**CHEM 241. Organic Chemistry I. (4 Credits)**

This course introduces the student to organic synthesis and reaction mechanisms, focusing specifically on the chemistry of alkanes, alkenes, alkynes and alcohols. Substitution and elimination concepts are covered along with acid-base chemistry and stereochemistry.

Prerequisite: CHEM 142.

**CHEM 242. Organic Chemistry II. (4 Credits)**

This course is a continuation of Chemistry 241, covering instrumental analysis of organic compounds, chemistry of aromatic systems, carbonyl chemistry, and the chemistry of amines. Laboratory consists of several multi-week projects including multi-step synthesis and unknown identifications.

Prerequisite: CHEM 241.

**CHEM 341. Physical Chemistry I. (4 Credits)**

This course introduces the student to the study of the states of matter, equilibrium, thermodynamics, the properties of solutions, the rates of chemical and physical processes, and the concepts and equations of statistical thermodynamics.

Prerequisites: CHEM 142 and (MATH 201 or 201).

**CHEM 342. Physical Chemistry II. (4 Credits)**

This course is a study of quantum theory, electronic structure of atoms and molecules, group theory, computational chemistry and spectroscopy.

Prerequisites: (CHEM 142 and MATH 202).

**CHEM 399. Chemistry Internship. (1-4 Credits)**

This course provides credit for chemistry majors who obtain laboratory or field experience outside of the typical academic environment. The experience must be approved in advance by the Department Chair. Note: 16 credit hours of chemistry and consent of the instructor is required for enrollment. Students may enroll in this course multiple times, up to a max of 4 credits.

**CHEM 425. Biochemistry. (4 Credits)**

This course introduces the student to the ways in which atoms and molecules function to produce life processes. Topics include aqueous interactions and bioenergetics; structure and function of nucleic acids, proteins, carbohydrates, and lipids; enzyme function and kinetics; and an overview of major metabolic pathways. Students will become familiar with and proficient using molecular visualization, data fitting, and kinetic simulation software. Note: A C- or better in CHEM 215, 242, or consent of the instructor is required for enrollment.

Prerequisites: (CHEM 215 or 242).

**CHEM 426. Advanced Biochemistry. (4 Credits)**

This course deepens the student's appreciation of life processes and the chemical concepts that underlie them. Topics include metabolic pathways involving carbohydrates, lipids, proteins, and nucleic acids; photosynthesis; the flow of information in biological systems; and content that will be student chosen. Software programs will be utilized, including those introduced in CHEM 425.

Prerequisite: CHEM 425.

**CHEM 435. Advanced Organic Chemistry. (4 Credits)**

This course is an advanced survey of modern organic chemistry focusing on synthesis using the retrosynthetic approach. Selected topics include classical organic syntheses in addition to pharmaceutical drug applications and process development synthesis.

Prerequisite: CHEM 242.

**CHEM 445. Advanced Inorganic Chemistry. (4 Credits)**

This course provides advanced treatment of the chemistry of transition metal compounds and organometallic compounds, including discussions of symmetry and group theory, bonding theory, structure of solids, kinetics and mechanisms for reactions, Lewis acid/base chemistry, and others.

Prerequisites: CHEM 235 and 342.

**CHEM 455. Instrumental Analysis. (4 Credits)**

This course is an in-depth study of the use of instruments in chemical analysis. Topics include the basic theory and techniques of instrumental methods of analysis, with emphasis on spectrophotometry, NMR, and gas and liquid chromatography. Note: A C- or better in CHEM 225 or consent of the instructor is required for enrollment.

Prerequisite: CHEM 225.

**CHEM 491. Chemistry Senior Seminar I. (1 Credit)**

This course involves review and presentation of freshman and sophomore level chemistry topics with a strong focus on a senior-level understanding of the topics and the development of scientific presentation skills. Note: Students must have completed 20 credits in CHEM coursework prior to enrollment. (May be concurrently enrolled in 4 of the 20 credits.)

**CHEM 492. Chemistry Senior Seminar II. (1 Credit)**

This course helps students learn the important skill of understanding literature articles from high-level journals well enough to present the findings in an articulate fashion.

Prerequisite: CHEM 491.

**CHEM 499. Undergraduate Research. (1-4 Credits)**

This course provides the student the opportunity to work on a research topic under the direction of a member of the chemistry faculty. The experience must be approved in advance by the Department Chair. Note: Students must have completed 8 credits of chemistry and have the consent of the instructor prior to enrollment.

## Child Life Specialist (CLS)

**CLS 311. Family Systems Theory in Child Life. (3 Credits)****CLS 333. The Hospitalized Child with Therapeutic Interventions. (3 Credits)**

This course provides fundamental skill in helping children and families cope with the stress of a health care experience through the role of the child life specialist as a member of the health care team.

**CLS 335. Child Life Specialist Seminar. (3 Credits)**

This course examines professional issues relevant to the child life profession. Child life students will develop skills for nurturing oneself while providing effective psychosocial care for others.

**CLS 336. Therapeutic Play. (3 Credits)**

This course provides an introduction to the classic and contemporary theories of play; the assessment, planning, and implementation of therapeutic play interventions aimed to help pediatric and adolescent patients process and cope with the stressors of illness and healthcare experiences; structuring and selecting materials for healthcare play areas; and, the rationale for advocating for play within the healthcare setting.

**CLS 391. The Child Life Practicum Experience. (3 Credits)****CLS 400. The Child Affected by Death, Dying and Grief. (3 Credits)**

This course examines the impact of the last stage of life on children and their families while providing skills for supporting children and families during death, dying, and grieving. The child life student will study current theories and practices related to death and dying from the standpoint of developmental and learning theory. The child life student will learn intervention methods and skills for working with children who are dying or bereaved, and ways that loved ones can support the bereaved child.

**CLS 491. The Child Life Internship. (12 Credits)**

The capstone experience for a child life minor is in the fourth year and is a full-time internship. Students use learned academic information and field experiences to serve in a hospital or other medical setting with children for a minimum of 480 hours during one semester under the supervision/mentorship of a certified child life specialist. Prerequisites: CLS 390, CLS 391 and faculty permission. Prerequisites: CLS 390 and 391.

## Christian Service Learning & Leadership (CSLL)

**CSLL 100. Perspectives on Christian Service. (3 Credits)**

This course explores motives for helping others, emphasizing the Lutheran Christian perspective grounded in the Gospel of Jesus Christ. Various models of service will be examined. A major feature of the course will be connecting students to numerous non-profit organizations via guest speakers and significant individual service endeavors.

**CSLL 200. Community Engagement. (3 Credits)****CSLL 499. Practicum. (3 Credits)**

## Comm Sciences & Disorders (CSD)

**CSD 100. Introduction to Communication Sciences and Disorders. (3 Credits)**

This course introduces students to the scientific study of human communication and its disorders, providing an overview of etiologies, identification and treatment of speech, language, swallowing and hearing disorders across the lifespan. It also will provide an introduction to the professions of Speech-Language Pathology and Audiology.

**CSD 210. Anatomy and Physiology of the Speech, Swallowing, and Hearing Mechanism. (3 Credits)**

This course provides understanding of the anatomical and physiological components involved in speech, hearing, and swallowing. It will cover the basic elements of anatomy, neuroanatomy, and neurophysiology. This course will cover in depth the anatomy and physiology of respiration, phonation, articulation, resonance, mastication, deglutition, and hearing.

**CSD 220. Clinical Phonetics. (3 Credits)**

This course provides an introduction to the study of the International Phonetic Alphabet and training in the phonetic transcription of speech for improvement of voice and diction. It will include descriptive systems for characterizing production of speech sounds and speech errors, phonetic transcription of normal and disordered speech as well as phonetic variation associated with dialects of English. Manual and computerized methods of phonological analysis will also be included.

**CSD 230. Foundations of Cognition and Language. (3 Credits)**

This course provides general coverage of cognitive and linguistic elements and mechanisms, relationships between cognitive and linguistic abilities, and cultural influences upon language and cognition across the lifespan.

**CSD 240. Speech and Language Development. (3 Credits)**

This course focuses on speech and language development across life stages and cultures. This course covers theories of language acquisition and stages of development in the prenatal, postnatal, and newborn periods moving through the lifespan to include the toddler, preschool, school-age and adult years. In addition, this course will focus on the definition of the specific components of speech and language (phonology, syntax-morphology, semantics, and pragmatics), with emphasis on procedures for description and analysis commonly used in communication sciences.

**CSD 250. Hearing Science. (3 Credits)**

This course is an introduction to hearing science and acoustics. Also covered will be anatomy/physiology of the auditory system and the human response to sound. Information will be presented in the form of lecture, discussions, graphic presentations, and hands on demonstrations.

**CSD 260. Speech and Language Disorders in Children. (3 Credits)**

This course presents the characteristics of speech and language disorders in children from birth through adolescence as well as assessment and intervention strategies appropriate for that population.

**CSD 270. Multicultural Populations. (3 Credits)**

This course is a study of diverse populations, including cultural and linguistic differences and disorders in speech, language, and hearing, as well as cross-cultural issues in assessment and intervention.

**CSD 300. Kinesiology & Motor Learning. (3 Credits)**

This is a foundational course that examines and analyzes human motion. Basic principles of kinematics, kinetics, levers, biomechanics and movements are covered. Muscle mechanics and neural control of muscles and joints are introduced. An overview of motor learning principles and theories leading to a better understanding of the neurophysiological and behavioral approaches to motor skill acquisition are introduced. Elements of kinesiology and motor learning as related to clinical evaluation of speech and swallowing are presented.

**CSD 310. Audiology. (3 Credits)**

This course is an introduction to audiology methods, pathologies of hearing, differential evaluation, physiological procedures, pediatric evaluation, hearing conservation, and rehabilitation. There is an emphasis on clinical application and hands on experience with audiology equipment.

**CSD 320. Speech Science. (3 Credits)**

This course includes the study of the physiological, acoustic, and perceptual aspects of speech. Emphasis placed upon respiration, phonation, resonance, articulation, prosody, and acoustic phonetics.

**CSD 330. Speech and Language Disorders in Adults. (3 Credits)**

This course is a survey of speech and language disorders, seen in adulthood. Cause, identification, assessment, and treatment are addressed.

**CSD 340. Research Seminar. (1 Credit)**

This course is an investigation of research methods employed in communication sciences and disorders. Emphasis is placed on human subjects procedures and protections and the design of an empirically based investigation. Interested students may apply and be admitted through a selection process based on faculty recommendation.

**CSD 410. Aural Rehabilitation. (3 Credits)**

This course introduces principles of aural (re)habilitation. Perceptual, cognitive, communicative, educational, occupational, social, and emotional aspects of life related to hearing loss will be studied. Methods of management which optimize the use of residual hearing with amplification or other assistive devices are considered for patients across the lifespan. Further techniques for hearing loss intervention, including auditory training, counseling, and speech reading, will be presented.

**CSD 420. Clinical Methods & Observation. (3 Credits)**

This course will provide students information about clinical practices in communication disorders, and the policies and regulations that govern them. Students will learn the principles of ethical practice, diagnosis and evaluation, management of communication disorders, and family-centered practice. Guidelines for evidence-based practice, use of assistive technology, and communication sampling will also be provided. Examples of ways in which clinicians can participate in research in the course of their practice will be presented.

**CSD 430. Service Delivery & Ethics. (3 Credits)**

This course focuses on issues related to the profession of speech-language pathology, service delivery, ethics, and credentialing. An emphasis is placed on the American Speech-Language-Hearing Association Scope of Practice, Codes of Ethics, Scope of Practice and Preferred Practice Patterns. The importance of effective strategies within the context of the Christian perspective will be incorporated in regards to professional activity, including advocacy for the professions and the clients one serves are addressed.

**CSD 440. Research Practicum. (1-2 Credits)**

This course is a closely mentored empirically based research experience in the context of some aspect of Communication Sciences and/or Disorders. Emphasis is placed on guided independent efforts to prepare, execute, and share research activities and results. Note: Instructor consent is required for participation in this course.

**CSD 450. Clinical Practicum. (1 Credit)**

This course is designed to provide an introduction to clinical skills and an opportunity to learn about related clinical practice. Students will participate in supervised clinical practicum experiences including assessment and remediation of a variety of communication disorders, where available. Undergraduate students will be assigned client(s) as well as a clinical instructor. A classroom portion/didactic will meet one hour per week to discuss topics such as record keeping, data collection, specific therapy techniques, clinical technologies, research findings, etc. Furthermore, these meetings are designed to enhance professional growth in the field of speech-language pathology.

**CSD 460. School Methods. (3 Credits)**

This course is an overview of communication disorders and therapy methods in school-age children and the educational impact. Focus on practical application through understanding of IDEA, RTI, classroom interventions, and student accommodations and procedures and materials used in the public schools by speech language pathologists/Audiologists. Effective strategies within the context of the Christian perspective for managing ethical dilemmas in the school setting will also be addressed.

**CSD 470. Neurological Bases of Communication. (3 Credits)**

This course is the study of neurological development and function related to speech, language, and hearing. Emphasis is placed on the neuroanatomy and neurophysiology involved in communication.

**CSD 475. Senior Seminar. (1 Credit)**

This course is an integrative experience for seniors that ties together the key learning objectives identified by the department that are consistent with the mission of the University. These capstone projects are expected to demonstrate reflection, critical thinking, and effective communication including presentation, research, and technological skills as defined by the nature of the project.

## Common Core Experience (CCE)

**CCE 110. Western Culture & Worldview. (3 Credits)**

This course explores the underpinnings of Western Culture by focusing on crucial historical/cultural moments and the artifacts these civilizations produced. The Classical heritage and Christianity (at least as practiced in Europe and America) have both competed and cooperated for 2000 years, and the work in this class will highlight their interactions that define a Western Christian worldview in the present moment. Through a study of these developments, students will be able to situate themselves culturally and better engage worldviews and cultures other than their own.

**CCE 120. Western Thought & Worldview. (3 Credits)**

This course is a Christ-centered reflection on the great conversation between the leading minds of Western philosophy. Mindful of Paul's admonition to avoid captivity to ideas contrary to Christ, and equipped with the tools of logic and worldview analysis, students engage the great ideas of ancient, medieval, modern, and contemporary philosophy. Along the way, students are trained to give clear definitions, to state worthwhile theses, and to defend them with cogent arguments. There is a particular emphasis on defending the merits of a biblical understanding of the world (apologetics), living a Christian life (ethics) and the relevance of philosophy (evaluating and applying worldviews) to our many vocations. This class is part of the Common Concordia Core required for all traditional students.

**CCE 130. Christian Citizen. (3 Credits)**

This course serves as a Freshman Seminar and provides a common intellectual experience to all students by engaging students in important questions, discussions, and activities on responsible social action and civic engagement as a Christian citizen. The course defines citizenship broadly—wishing to be good neighbors as well as good citizens—while looking at citizenship from both a Christian and secular context. Based on readings and resources students will explore vocation and are encouraged to live out their vocations as student, citizen, neighbor, professional, and Christian in a thoughtful and constructive manner. As service is essential to citizenship, the course creates an opportunity for students to engage in moral discernment, active engagement and service at the local, national, and/or international level(s). This class is part of the Common Concordia Core required for all traditional students.

**CCE 135. Citizenship. (3 Credits)**

This course provides a common intellectual experience to all students by engaging students in important questions, discussions, and activities on responsible social action and civic engagement. The course defines citizenship broadly—wishing to be good neighbors as well as good citizens. Based on readings and resources students will explore vocation and are encouraged to live out their vocations as student, citizen, neighbor, and professional in a thoughtful and constructive manner. As service is essential to citizenship, the course creates an opportunity for students to consider how their lives of service will benefit their community and nation. This class is part of the Common Concordia Core required for all traditional students.

**CCE 136. Worldviews. (3 Credits)**

This course provides a common intellectual experience to all students by engaging students in important questions, discussions, and activities on understanding American culture through the lens of religion. If one wishes to understand American culture, one needs to understand one of the single, biggest factors in shaping that culture, the institution of religion. The course defines religion broadly—advocating neither for nor against the institution of religion, nor any of its aspects. The goal is understanding American culture by overviewing the most prominent religious institutions, their stories, and their impact upon society. By the end of the class, students will better grasp how American culture has been and continues to be shaped by religion.

**CCE 140. Science & Humanity. (3 Credits)**

This course is a team-taught, interdisciplinary course that will promote scientific literacy by developing student understanding of how the natural sciences, social sciences, and technology are practiced, while at the same time providing the foundation for the required lab sciences and social sciences courses. By focusing on both the natural and social sciences, students will learn the types of questions asked by each, the ways knowledge is acquired in each, and how to evaluate the claims made by each. The increased impact of computer science (modelling, algorithms, big data) on science and society will also be covered. Ethical considerations of the uses of scientific knowledge form a key part of this course.

## Communication (COMM)

**COMM 105. Public Speaking. (3 Credits)**

This course considers the fundamentals of giving speeches that are informative, persuasive, inspirational, or entertaining. Students learn to manage speech tension, use vocal variety, improve delivery, and organize and support effective presentations with research and visual aids.

**COMM 112. Speech Communication. (3 Credits)**

This course focuses on oral communication between the speaker and audience. The ability to speak with confidence is developed through a variety of speaking experiences. This course combines the theory of public speaking with practical experience in delivering informative, persuasive and inspirational speeches. Emphasis is placed on the ability to give and receive feedback of a critical nature.

**COMM 191. Beacon-Newspaper. (1 Credit)**

This course affords students the opportunity to write, edit and publish the university newspaper.

Prerequisite: COMM 265.

**COMM 193. WCUW-Radio. (1 Credit)**

This course considers the fundamentals of preparing and performing an on-the-air radio show, with a variety of skills including monologues, interviews, co-hosting, and introductions of other material. No prerequisites, although COMM 351: Radio Production is strongly recommended.

Prerequisite: COMM 351.

**COMM 195. WCUA-Radio. (1 Credit)**

This course requires acceptable work with the student radio station.

Prerequisite: COMM 351.

**COMM 196. Lighthouse-Newspaper. (1 Credit)**

This course requires acceptable work on the student newspaper.

**COMM 201. Interpersonal Communication. (3 Credits)**

This course studies why communication breaks down in interpersonal relationships, focusing on such topics as perception, self-concept, non-verbals, listening, gender, self-disclosure, power, and conflict. Assignments lead students to a greater awareness of their strengths and weaknesses as communicators.

**COMM 205. Advanced Public Speaking. (3 Credits)**

This course teaches the use of research, strategy, audience analysis, and technology to attain professionalism in presentations. Students apply speaking skills in a variety of speeches selected by the instructor such as, "after dinner" humor presentation, an informative/persuasive PowerPoint lecture, a team debate judged by students, and an inspirational or devotional presentation.

Prerequisite: COMM 105.



**COMM 215. American Cinema. (3 Credits)**

This course introduces basic issues related to the phenomenon of American cinema. It looks at American film history from the 1890's through the 1990's, but it does not explore this history in a purely chronological way. It is a cultural history which focuses on topics and issues more than on what happened when. It also explores how Hollywood films work technically, aesthetically, and culturally to reinforce and challenge America's national self-image.

**COMM 225. Intercultural Communication. (3 Credits)**

This course provides students with an opportunity to develop communication skills necessary for a diverse workforce. In this course students come to understand intercultural communication by discussing language, stereotypes, behavior and patterns. Students develop the ability to apply cultural concepts to modern business situations and relate across cultures within that setting.

**COMM 245. Media Literacy. (3 Credits)**

Media literacy is essential, as it allows individuals to deconstruct messages in order to gain control over them. In an age where claims of "fake news" are prevalent, it is increasingly important that audiences understand the messages being presented. In this course, students will engage with a variety of media - photographs, news articles, advertisements, websites, movies, tv shows - and develop an understanding of how this content can influence audiences. We will draw on persuasion and media theories, in order to evaluate the messages being presented in society. This course places equal emphasis on the foundation of solid scholarly writing and the pervasiveness of media messages. The course will feature regular writing assignments, in-class discussions, and a final project in which students analyze media messages using persuasion theories and discuss the importance of media literacy in evaluating persuasive messages.

**COMM 250. Intro To Mass Communication. (3 Credits)**

This course acquaints the student with the basic forms of mass communication and the media through which messages are conveyed. Current media trends and their origins will also be studied.  
Prerequisite: ENG 104.

**COMM 260. Social Media. (3 Credits)**

This course introduces students to theories about the ways in which social media influences society and provides students the opportunity to employ those theories via practical application.

**COMM 265. Journalism. (3 Credits)**

This course introduces students to the basics of reporting, writing, and editing in a journalistic style, and examines contemporary issues facing journalists and journalism.

**COMM 270. Sports Journalism. (3 Credits)**

This course introduces students to the skills of a sports journalist, primarily the techniques and principles of interviewing, reporting, and writing sports. A hands-on approach is emphasized, with several opportunities for field experience.

Prerequisites: (COMM 265 or ENG 104).

**COMM 280. Careers in Communication. (3 Credits)**

This course provides an overview of the many fields and occupations open to Communication majors, with guest speakers from a variety of backgrounds talking about their fields and their own experiences.

**COMM 295. Sports Broadcasting. (3 Credits)**

This course introduces students to the skills of a sports broadcaster, primarily the techniques and principles of interviewing, reporting, and the on-air broadcasting of sports. A hands-on approach is emphasized, with several opportunities for experience.

**COMM 299. Independent Study. (1-3 Credits)**

Course will be developed by the instructor and student.

**COMM 321. Media Writing. (3 Credits)**

This course introduces students to the basic practices and principles for writing for different mass media.

**COMM 322. Multimedia Design. (3 Credits)**

This course presents an overview of multimedia design considerations including interface design, interactive narrative structure, preproduction planning of projects, integration of different media into a unified concept and aesthetic, and also examines the history and development of multimedia.

Prerequisites: (ART 110 or 111).

**COMM 325. Political Communication. (3 Credits)**

This course covers communication's role in politics and the dissemination of political ideas, through speeches, written documents, policies, and more.

**COMM 327. Storytelling & Oral Histories. (3 Credits)**

This course examines the art of storytelling and oral histories as communication. Particular attention is given to storytelling and oral histories as cross-cultural communication. Students define criteria for selecting and evaluating folk and fairy tales for performance. The course also introduces the student to methods of collecting, writing and performing oral histories.

**COMM 329. Film History. (3 Credits)**

This course examines the development of motion pictures from its beginning to the present day. Films will be screened representing various movements, periods, and styles.

**COMM 333. Servant Leadership. (3 Credits)**

This course engages students in understanding and applying theory and skills grounded in the biblical concept of servanthood. Students are challenged to become effective leaders who value service, individual dignity, growth, and wholeness.

**COMM 335. Technical Writing and Speaking. (3 Credits)**

This course focuses on the technical types of writing and speaking needed in professional positions, specifically presenting specialized information in an accessible way to a variety of audiences. Students will learn to write and design effective technical documents and present them orally.

Prerequisites: ENG 104 and BCOM 247.

**COMM 339. Film & Video Production. (3 Credits)**

This course introduces students to the world of film and video production. Students learn the process involved in preproduction, production, and postproduction throughout the development of digital video productions.

**COMM 347. Animation. (3 Credits)**

This course introduces students to the theoretical bases of Animation and how it works, the history of animation from optical toys, through the silent film era and the coming of sound, the latter half of the 20th century and into the digital era. The course also includes several practical projects in which students try their hand at animation.

**COMM 348. Multimedia Production. (3 Credits)**

This course considers the fundamentals of multimedia production, including making projects individually and as a group, and for clients as well. Students not only learn software, but also aesthetics and practical knowledge regarding multimedia.

Prerequisites: COMM 322 and 339 and (ART 110 or 111).

**COMM 351. Radio Production. (3 Credits)**

This course introduces the student to the elements of radio broadcasting, and considers the history, equipment, and techniques of radio production.

**COMM 354. Gender and Communication. (3 Credits)**

Students will study the differences – and similarities – between men and women as they communicate. Verbal and nonverbal elements are studied, along with why any differences might exist. Gender-specific issues in dating, education, family, religion, and the workplace will be discussed. A significant final project analyzing institutional artifacts specific to gender will be required.

**COMM 379. Imaginary Worlds in Media. (3 Credits)**

This course explores the imaginary worlds made in media, including literature, film, television, comics, video games, and more, examining how they function, their history, and their importance in culture. As “subcreation” in the Tolkienian sense, imaginary worlds will also be examined from a Christian perspective, since the desire to create is one of the ways that human beings are made in the image of God.

**COMM 399. Visual Rhetoric. (3 Credits)**

This course introduces students to communication through the use of visual media, including visual literacy and the methods of persuasion that employ imagery and design. A wide range of visual materials will be examined, including hand-drawn imagery, photographic imagery, computer-generated imagery, moving imagery, and a variety of different visual media. Students will learn to analyze imagery for its rhetoric content, as well as learn strategies of how ideas are embodied with images.

**COMM 435. Critical Thinking and Information Dissemination. (3 Credits)**

This course applies logical reasoning, critical thinking, and problem-solving approaches to the reading and writing processes with the intent to disseminate the information to internal and external audiences. Students will weigh, judge, and evaluate information from qualitative and quantitative perspectives.  
Prerequisite: COMM 335.

**COMM 439. Advanced Film and Video Production. (3 Credits)**

This course concentrates on the development of semester-long student film or video projects, and the various stages of its preproduction, production, and post-production.  
Prerequisite: COMM 339.

**COMM 448. Advanced Multimedia Production. (3 Credits)**

This course takes students further into the world of multimedia production. Students delve deeper into the processes of pre-production, production, and post-production throughout the development of two projects: a single group project done for a client, as well as a personal one-person project of some complexity. Software will also be discussed, learned, and used in the projects. In addition to learning technical information, students will also read about and see examples of the aesthetic principles involved in the making of multimedia.  
Prerequisites: COMM 322, 339 and 348 and (ART 110 or 111).

**COMM 460. Cross-Cultural Communication. (3 Credits)**

This course examines the cultural diversity that exists locally, nationally, and globally in order to develop a positive appreciation for the contributions of other cultures. Students will gain personal contact with members of other cultures and learn effective intercultural skills for a diverse world.  
Prerequisites: (COMM 105, 201 or PSY 201) and ENG 104.

**COMM 470. Internship. (3-12 Credits)**

This course involves supervised work at a commercial communication enterprise. Prerequisites are explained in the internship packet, which may be obtained from any communication professor.

**COMM 480. Fan Communication Practicum. (3 Credits)**

This is an advanced course in sports reporting, writing, blogging, broadcasting, and presenting. Students prepare publishable-quality pieces covering campus sports teams, athletes, and events. Students will hone their research, interviewing, and reporting skills utilizing a variety of technologies during this hands-on practicum course.

**COMM 490. Research Seminar. (3 Credits)**

This course allows students to demonstrate their communication competencies by writing a research paper related to their particular major and giving a public presentation.

## Computer Science (CSC)

**CSC 150. Foundations of Computer Science. (3 Credits)**

Foundations of Computer Science provides a survey and overview of Computer science via its grand ideas. The concept of a computer system as a combination of hardware, software, and people is explored in detail. The computer system as a tool for personal and professional problem solving is emphasized. Foundational computer science issues along with current technology, terminology, ethical issues, application, and hands-on computer use are explored. Students select a topic of interest as a term project to augment class discussion and laboratory experiences. CSC 150 serves as the foundation for all further CSC courses and is suitable for all students as an introduction to the fascinating world of computer science. CSC satisfies course requirements in mathematics (except for CS/IT majors).

**CSC 152. Computer Communication. (3 Credits)**

Computer Communication introduces the basic concepts of the use of the computer in business, management, and in communication. Students will become aware of the main applications programs available, including writing memos using Word, crunching numbers with Excel, presentations with PowerPoint and using the internet to do research, send/receive email and explore other technology interests. This is an introductory course that guides students in appropriate communication techniques while using technology and computers with Office Suite programs.

**CSC 175. Theory and Fundamentals of Computer Science. (3 Credits)**

This course allows the student to develop expertise in applying computer systems to a wide variety of personal and professional problems. Analysis of problems and synthesis of computerized solutions is emphasized. A unit approach allows the integration of current events, technology, concepts and practice. Selected topics include: web design; robotics; intermediate Word and Excel features; computer security; programming and scripting fundamentals; advanced issues in productivity software (e.g., data conversion, macros, objects, etc.); information management and presentation; PC design and build; and graphics.

**CSC 180. Systems Integration. (3 Credits)**

This course explores classic and current articles in the fields of computer science, computer information sciences, and information technology. This course provides insights into effective reading and writing techniques in order to understand science and technology. In addition to specific activities focusing on reading and writing, students will select an interesting area of science or technology to investigate as a guided independent study. Useful information sources for science and technology will be explored, and students will be challenged to read widely and well as a foundation for life-long learning. The relationship between a Christian worldview and the development of science and technology is investigated.

**CSC 200. Coding I- Fundamentals. (3 Credits)**

This course allows students to explore initial computer programming concepts with an emphasis on mapping current problem solving abilities to techniques that produce efficient computer systems. Topics covered include: history of programming languages, variables, conditionals, iteration, methods, and objects. These topics are covered within the context of good problem solving techniques, algorithm design, and user experience. The use of Python, an industry standard programming language, allows students to focus on the concepts of programming while minimizing the complexity of language details. Computer certifications (such as Mendix) are explored also.

**CSC 210. Animation I. (3 Credits)**

This course will introduce students to 3D computer animation including the end-to-end development process from script/story writing, production planning, creating geometric models and surface properties, designing motion, staging and lighting the action, rendered images with 2D and 3D effects, and editing them into a short film. Open Source software will be used for animation exercises. Throughout the course, existing 2D and 3D movies will be used for learning the techniques and methods of professional animators. The course is designed for students with no previous animation skills and will lead students through a series of exercises that build on each other to learn 2D and 3D animation techniques.

Prerequisites: CSC 150 and 200.

**CSC 250. Coding II - Algorithms. (3 Credits)**

This course studies the foundational issues of computer programming in detail. The primary course emphasis is on computer control structures (selection, repetition, procedure) — how they are mathematically derived in theory and applied in the practice of problem solving. Algorithms will be transformed into modern high-level languages (such as C# and Java) by following professional programming techniques.

Prerequisite: CSC 200.

**CSC 300. Coding III- Data Structures. (3 Credits)**

As sub-disciplines of artificial intelligence, machine learning and robotics hold much promise for the creation of partial and useful AI systems, but the correct understanding and application of these disciplines requires careful study of their theoretical underpinnings. This course examines the underlying theory behind current machine learning and robotic applications as well as their practical implementations. Students will work with state-of-the-art algorithms for supervised, and reinforcement learning. Students will also complete practical assignments related to robotic construction and navigation. Moral, ethical, and worldview issues related to these topics will be addressed from the Lutheran Christian perspective.

Prerequisite: CSC 250.

**CSC 315. Animation II. (3 Credits)**

will continue work begun in CSC 210 with a deeper exploration of 3D computer animation and introduction of a commercial 3D animation software product, Autodesk Maya. The class is viewed as a logical continuation of CSC 210. This course explores the core technical and artistic aspects of 3D computer animation. Students will learn character modeling, character rigging, skinning, animation, and lighting using Autodesk Maya.

Prerequisite: CSC 210.

**CSC 325. Computer Architecture. (3 Credits)**

investigates the internal hardware function and structure of a computer in depth. The programmer's relationship to architecture and the computer scientist's relationship to organization are studied. Major topics include: peripherals (I/O and storage), the processor (CPU and memory), ALU (computer arithmetic), and the CU (computer instruction sets). Students will construct computer circuits from component chips and carry out programming assignments in assembly language.

Prerequisite: CSC 200.

**CSC 350. Operating Systems. (3 Credits)**

This course examines the foundational concepts, functions, and structure of operating systems. The primary operating system responsibilities of supporting virtualization, concurrency, and persistence are studied in depth. Students will investigate key concepts via a number of interactive simulations. In addition, students will carry out a number of systems programming projects in order to gain hands-on experience.

Prerequisite: CSC 250.

**CSC 370. Software Engineering. (3 Credits)**

is the management of the entire software development process. This course affords the student the opportunity to explore the art and science of professional software development in great detail. The foundational aspects of the creative process, idea, implementation, and interaction are investigated in the context of software development. Principles of requirements, specifications, design, implementation, and maintenance are studied. The software development lifecycle is used as a management tool for the professional creation of effective systems. Support and management issues including design patterns, user and developer documentation, coding tools, and quality assurance are investigated. Actual programming projects are analyzed along with current research in the field. Several major software projects, both individual and team, are synthesized by students using an industry methodology. Knowledge of the programming environment utilized in CSC 250 is required. CSC 370 is part of the AI concentration in the CS curriculum. CSC 370 may satisfy university requirements as a Writing Intensive course.

Prerequisite: CSC 250.

**CSC 400. Internship. (1-3 Credits)**

consists of supervised work in a given area of computer science in an industrial or business setting. The topic of the internship is determined in conjunction with the responsible faculty, the on-site supervisor, and the student.

**CSC 410. Computational Dilemmas. (3 Credits)**

provides the foundation for professional ethics in the fields of Computer Science and Information Technology. Students are familiarized with the doctrine of vocation and its implications for ethical attitudes, policies and behaviors. Students see their work as a means of service with social responsibilities that go far beyond the immediate legal and business-related requirements of their employer. Relevant moral criteria are presented and applied to contemporary case studies.

Prerequisite: CSC 250.

**CSC 415. Artificial Intelligence. (3 Credits)**

Applied Artificial intelligence investigates the concepts of intelligence, both human and machine, and the nature of information, its origin, description, and transmission. This course focuses on building a theoretical foundation to support the incorporation of artificial intelligence into useful applications. Included are such topics as the ethics of artificial intelligence, machine learning, language processing, expert systems, and automated planning. The nature of human intelligence and the limits of machine intelligence will be treated from a scientific, philosophical, and computational perspective.  
Prerequisite: CSC 300.

**CSC 417. Advanced Artificial Intelligence. (3 Credits)**

This course builds upon the foundation developed by CSC 415 by introducing students to a variety of cutting-edge artificial intelligence applications and systems. Included are such topics as probabilistic reasoning, planning and decision-making, natural language processing, robotic navigation, and deep learning. In addition, the ethical and moral implications of advanced artificial intelligence systems will be examined from both scientific and philosophical perspectives. The limitations of artificial intelligence will be examined via the framework of the Epistemological Assumption and a Christian worldview  
Prerequisite: CSC 415.

**CSC 419. Machine Learning and Robotics. (3 Credits)**

As sub-disciplines of artificial intelligence, machine learning and robotics hold much promise for the creation of practical and useful AI systems, but the correct understanding and application of these disciplines requires careful study of their theoretical underpinnings. This course examines the underlying theory behind current machine learning and robotic applications as well as their practical implementations. Students will work with state-of-the-art algorithms for supervised, unsupervised, and reinforcement learning. Students will also complete practical assignments related to robotic construction and navigation. Moral, ethical, and worldview issues related to these topics will be addressed from a Lutheran Christian perspective.  
Prerequisite: CSC 415.

**CSC 420. User Experience and Interactive Systems. (3 Credits)**

concerns the fundamental issue of effective and usable human computer interaction. In addition to technical issues, people and process must be understood to create effective and usable tools. As CS and IT practitioners create and manage systems as effective problem-solving tools for others, they must develop a user-centered perspective within the organizational context. To that end this course will study related issues including cognitive principles, human-centered design, ergonomics, accessibility, emerging technologies and usable environments. CSC 420 is part of the AI concentration in the CS curriculum.  
Prerequisite: CSC 250.

**CSC 426. Cybersecurity. (3 Credits)**

is a survey and overview of methods to safeguard the computer and information technology employed today. Computer and information systems are increasingly under attack and therefore knowledge of attacks, protection, and counter-measures is important. Students will understand and manage assurance and security measures within the enterprise. Topics include operational issues, policies and procedures, attacks and related defense measures, risk analysis, backup and recovery, and the security of information.  
Prerequisite: CSC 250.

**CSC 428. Penetration Testing. (3 Credits)**

This course provides students with an introduction to the principles and techniques associated with the cybersecurity topics of penetration testing and ethical hacking. The course covers planning, reconnaissance, scanning, exploitation, and reporting from a "red team" offensive security posture. Students will learn how system vulnerabilities can be exploited and defended against in a variety of environments and operating systems. Students will develop an understanding of current cybersecurity issues and ways that human errors, system errors, and programming errors can lead to vulnerabilities in systems and organizations. The course will be divided between theoretical classroom learning and practical, hands-on lab and possible project work. Course Topics include: Email security, application security. Incident response, computer forensics, fuzzing, malware, ransomware, mobile malware, honeypots, cryptography, and change management.  
Prerequisite: CSC 250.

**CSC 430. Database Fundamentals. (3 Credits)**

provides students with the background to plan, design, implement, maintain, and use database management systems. It addresses database structures, requirements, functions and evaluation of database management systems. The course focuses on the relational database model, standard SQL language, database structure normalization, conceptual data modeling, and the entity-relationship data model. Concepts of data integrity, security, privacy, and concurrence control are included.  
Prerequisite: CSC 250.

**CSC 435. Animation III. (3 Credits)**

this course is an advanced level course designed to advance animation knowledge developed in CSC 210 and CSC 315. The emphasis in this course is on extending the Maya skills developed in CSC 315 by examining and demonstrating advanced skills such as Fluids, Particles, nParticles, Fur, nHair, Bifrost, and mental rays. CSC 435 will also introduce and utilize Maya extensions and toolsets such as RenderMan, which provides the ability to add photo-realism to your creations.  
Prerequisite: CSC 315.

**CSC 440. Networks & Security. (3 Credits)**

This course is an in-depth view of data communication and networking ranging from the primitive historical approaches to the ever changing modern state of the field. It includes principles of network design, using a top-down approach and focusing on technologies used in the Internet. It will help students learn to design network-aware applications using sockets, threading, and concurrency. This course will help students understand how the Internet works, from the transport layer down to the physical layer. It will help students prepare for future positions in research and development by introducing them to the latest research in Internet technologies. This course will help students become better writers by emphasizing written work where possible. Finally, CSC 440 will also help students apply networking technology in ways that can enrich their lives and assist in spreading the gospel.  
Prerequisite: CSC 250.

**CSC 450. Systems Programming. (3 Credits)**

examines system-level software in depth with an emphasis on translation software and database systems. The interaction between systems-level software and the computer hardware is studied. The role of computer scientist in abstracting the hardware from the computer user is explored.  
Prerequisite: CSC 300.

**CSC 460. Advanced Database and Web Development. (3 Credits)**

are the primary information repositories of 21st century information technology. This course focuses on web technologies, information architecture, digital media, web design and development, vulnerabilities and social software.

Prerequisite: CSC 250.

**CSC 470. Programming Language Theory. (3 Credits)**

surveys major topics in the design, analysis, implementation and use of high-level languages. The four major programming paradigms are studied (procedural, functional, object, and declarative). Programming projects in each paradigm are implemented.

Prerequisite: CSC 300.

**CSC 490. Theoretical Computer Science. (3 Credits)**

provides the student the opportunity to explore the Grand Ideas of computer science in a systematic way. Senior computer science students will be exposed to a variety of fundamental computer science concepts within a sound philosophical framework. Current events and small scale projects will augment and reinforce computer science concepts. The senior computer science assessment examination will be administered in this course. Topics include, Boolean Algebra and logic, Finite State Machines, grammars, correctness proofs, Turing Machines, analysis and discovery of algorithms, Finite Automata, coding and information theory, and aspects of creation. Students are challenged to explore the relationship between a Christian worldview and the fundamental concepts of computer science and technology.

Prerequisite: CSC 300.

**CSC 491. Capstone Project. (3 Credits)**

provides the student the opportunity to showcase computer science problem solving skills by synthesizing an acceptable project. Students choose an acceptable problem and then fully implement the solution to that problem following professional programming practice. Students present their progress and project in both written reports and oral presentations. CSC 491 is part of the AI concentration in the CS curriculum.

Prerequisite: CSC 250.

## Construction and Trade Mgmt (CTM)

**CTM 200. Codes and Compliance in Construction and Trades. (3 Credits)**

This course addresses building codes, safety codes, protocol, best practices, training, and permitting. Regulatory agencies, such as International Code Council, ADA, MSHA, and OSHA and how to interpret and work within these codes and regulations are also addressed.

**CTM 210. Intro to Construction Methods, Materials, and Systems. (3 Credits)**

This course is an introduction to design and construction methods, materials, systems, processes will be addressed. Building technical construction and trades knowledge for commercial and residential projects. Site selection process, competing resources in vicinity, civil issues. Students will tailor this to their specific area of interest (residential construction, commercial construction, plumbing, carpentry, electrician, aggregates, etc.) in a self-directed project. Students will research, apply, and report on specific methods, materials, and systems used in the field.

**CTM 220. Architectural Design and Technology. (3 Credits)**

This course introduces students to the fundamentals of construction documentation. Students will learn to read and interpret the complex 'design-intent' construction drawings and material specification sections produced by the architect, engineers, and designers. Students will learn basic proficiency of Bluebeam PDF Revu software to navigate, comment, and track within the construction documents.

**CTM 300. Legal & Ethical Issues in Construction and Trades. (3 Credits)**

This course covers legal issues, especially with contracts. Insurance and managing risk and liability will be covered. Risks to the project budget, schedule, and quality. Hiring and firing of workers. Working with unions, worker populations, and diverse others. Tax rates, incentives. Code(s) of ethics for practitioners and how a Christian, ethical framework applies as the Christian worldview is our imperative for acting ethically.

**CTM 310. Advanced Construction Methods, Materials, and Systems. (3 Credits)**

This course covers advanced design and construction methods, materials, systems, processes will be addressed. Mechanical, electrical, and plumbing applications and systems. Field work (i.e. coop or internship) will be required in this capstone course.

## Data Science and Applied Analytics (DSAA)

**DSAA 200. Introduction to Data Science and Analysis. (3 Credits)**

This course introduces students to the field of data science and analysis and equips them with basic principles and tools. Students will learn key concepts, techniques, and tools to address various facets of the data science practice, including data collection and integration, data analysis, and predictive and descriptive modeling.

**DSAA 300. Data Mining and Predictive Analysis. (3 Credits)**

This course allows students to study algorithms and computational paradigms to identify patterns in the data and perform predictions. The students will use data mining software.

Prerequisite: DSAA 200.

**DSAA 310. Visual Analytics. (3 Credits)**

This course provides an overview of the foundational concepts and widely-used techniques in visual analytics. Students will learn about methods and tools that foster analytic reasoning by pairing visual capabilities with computational devices and algorithms.

Prerequisite: DSAA 200.

**DSAA 400. Senior Research Seminar. (3 Credits)**

This course provides students with the opportunity to present a capstone research project. Students will survey the research methods of the field and apply tools of the field in order to interpret, analyze, and integrate data. Must be senior standing or have consent of instructor.

**DSAA 499. Internship. (3 Credits)**

This course offers an opportunity for students to apply theories, ideas, principles, methods, and tools learned in the classroom to an off-site organization. Students will spend a minimum of 120 hours on site, furthering the development of their skills within the context of a workplace environment. Students will also write a paper that draws connections between the coursework and the on-site learning. Recommended pre-requisite of junior standing (60 previous credits).

# Diagnostic Medical Sonography (DMS)

## DMS 200. Medical Law & Ethics. (3 Credits)

This course presents legal guidelines and requirements for health care, personal attributes, job readiness, workplace dynamics, and allied health professions and credentialing. It identifies the roles and functions of personnel within the medical setting. Medical ethics and bioethics are discussed as well as risk management issues as they relate to the practice of allied health professionals. Students will learn to identify and respond to issues of confidentiality, perform within legal and ethical boundaries, establish and maintain the medical record, and document appropriately.

## DMS 301. Superficial Sonography. (2 Credits)

This course emphasizes the role of a diagnostic medical sonographer as it pertains to superficial sonography. This course will investigate embryology, development, and anatomy of the breast, thyroid, scrotum, prostate, and penis. Further evaluation of physiology, pathology and sonographic appearance of normal and abnormal superficial sonographic anatomy will be discussed. Correlation with laboratory values, other modalities, and instructional scan labs (dependent on model availability) will be included.

## DMS 311. Sonographic Principles and Instrumentation I. (2 Credits)

This is the first in a series of courses in sonographic principles and instrumentations. The physics of ultrasound and its relation to instrumentation will be covered. Concepts of sound interaction with the human body are explored and the production of images discussed.

## DMS 312. Sonographic Principles and Instrumentation II. (2 Credits)

This course continues the discussion of sonographic principles and instrumentation and the relationship between them. It focuses on instrumentation and the production of ultrasound images. The interaction of sound and the human body is discussed.

Prerequisite: DMS 311.

## DMS 321. Vascular Sonography I. (3 Credits)

This course is intended to teach the student the anatomy, physiology and pathology of the cerebrovascular and visceral systems and to perform and analyze cerebrovascular and abdominal vascular exams.

## DMS 322. Vascular Sonography II. (2 Credits)

This course prepares the student to perform peripheral venous testing and ultrasound. It explores the anatomy, physiology and pathology of the peripheral venous system. Scan labs will be integrated into the curriculum to provide hands-on skills.

Prerequisite: DMS 321.

## DMS 323. Vascular Sonography III. (2 Credits)

This course prepares the student to perform peripheral arterial vascular ultrasound. It will include concepts of arterial hemodynamics as well as anatomy, physiology and pathology of the peripheral arterial vasculature. Scan labs will be integrated into the curriculum to provide hands-on skills.

Prerequisite: DMS 322.

## DMS 331. Abdominal Sonography I. (4 Credits)

This course focuses on normal gross anatomy, cross-sectional anatomy, and relational anatomy of the abdominal cavities, abdominal vessels, liver, biliary, and pancreatic systems. Physiology, pathology and pathophysiology are emphasized. Related laboratory values and other imaging modalities are discussed. Lectures are correlated with scanning lab demonstrations.

## DMS 332. Abdominal Sonography II. (3 Credits)

This course focuses on normal gross anatomy, cross-sectional anatomy, and relational anatomy of the urinary system, spleen and gastrointestinal system. Physiology, pathology and pathophysiology are emphasized. Related laboratory values and other imaging modalities are discussed. Lectures are correlated with scan labs.

Prerequisite: DMS 331.

## DMS 333. Abdominal Sonography III. (2 Credits)

This course focuses on normal gross anatomy, cross-sectional anatomy, and relational anatomy of the GI tract and abdominal wall. The use of contrast and performance of invasive procedures is covered. Physiology and pathology are emphasized. Related laboratory values and other imaging modalities are discussed. Lectures are correlated with scanning lab demonstrations.

Prerequisite: DMS 332.

## DMS 341. Ob & Gyn Sonography I. (3 Credits)

This course focuses on the non-gravid female pelvis and will enable the student to identify the normal organ anatomy of the female pelvis along with supporting structures and vasculature. The student will have a thorough understanding of the physiology of the various stages of the female reproductive system. Physiology, pathology and pathophysiology are emphasized. The student will be able to identify and differential gynecologic pathology. Scanning protocol will be discussed with correlating scan lab demonstrations.

## DMS 342. Ob & Gyn Sonography II. (3 Credits)

This course focuses on the gravid uterus, types of imaging in pregnancy and normal fetal development in all three trimesters. Biometrics in all three trimester will be covered. This course is the precursor to Ob/Gyn Sonography 3, which focuses on fetal anomalies. Some course content between Ob/Gyn 2 and Ob/Gyn 3 will overlap. The role of the sonographer along with ethics and performance specifications will be explored. Obstetric models, if available, are used during integrated scan labs to give the student proctored, hands-on scanning experience.

Prerequisite: DMS 341.

## DMS 351. Case Reports 1. (1 Credit)

Case presentation and exam critique classes are held throughout the program. This course requires students to present cases from clinical rotations. Presentations will be judged on clinical history, correlative testing, differential diagnosis, image analysis and participation.

## DMS 352. Case Reports 2. (1 Credit)

Case presentation and exam critique classes are held throughout the program. This course required students to present cases from clinical rotations. Presentations will be judged on clinical history, correlative testing, differential diagnosis, image analysis and participation.

Prerequisite: DMS 351.

## DMS 371. Clinical Practicum I. (3 Credits)

Students will receive clinical instruction in sonographic procedures at their assigned clinical sites. Under the direct and indirect supervision of registered clinical staff, students will perform, assist, and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction as indicated. Clinical competency will be assessed and documented to record student achievement of sonographic clinical skills.

**DMS 372. Clinical Practicum II. (2 Credits)**

Students will receive clinical instruction in sonographic procedures at their assigned clinical sites. Under the direct and indirect supervision of registered clinical staff, students will perform, assist, and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction as indicated. Clinical competency will be assessed and documented to record student achievement of sonographic clinical skills.

Prerequisite: DMS 371.

**DMS 373. Clinical Practicum III. (4 Credits)**

Students will receive clinical instruction in sonographic procedures at their assigned clinical sites. Under the direct and indirect supervision of registered clinical staff, students will perform, assist, and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction. Clinical competency will be assessed and documented to record student achievement of sonographic clinical skills.

Prerequisite: DMS 372.

**DMS 374. Clinical Practicum IV. (3 Credits)**

Students will receive clinical instruction in sonographic procedures at their assigned clinical sites. Under the direct and indirect supervision of registered clinical staff, students will perform, assist, and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction as indicated. Clinical competency will be assessed and documented to record student achievement of sonographic clinical skills.

Prerequisite: DMS 373.

**DMS 403. Musculoskeletal Sonography. (2 Credits)**

Students will be instructed on the anatomy, physiology, and pathology of the musculoskeletal system as it relates to sonography. Students will learn scanning techniques of the shoulder, elbow, knee, and ankle. Scan labs will be integrated in to the curriculum to provide hands on skills.

**DMS 414. Sonography Principles and Instrumentation Review. (1 Credit)**

This course is intended to prepare the student to take the ARDMS SPI exam. Review and mock boards will be conducted. This course is only scheduled to run for five weeks during the semester.

**DMS 424. Pediatric Sonography. (2 Credits)**

This course emphasizes the role of a diagnostic medical sonographer as it pertains to pediatric sonography. This course will investigate neonatal echoencephalography, spine and hip. It further explores sonography of the infant and neonatal abdomen, including kidneys, gastrointestinal and the diagnosis of jaundice. Imaging models will be used periodically, when available, for integrated scan lab instruction.

**DMS 443. Ob & Gyn Sonography III. (3 Credits)**

This course focuses on the 2nd and 3rd trimester patient and sonographic exam with specific attention to abnormal conditions and congenital anomalies of the fetus. This course is designed to follow the Ob/Gyn 2 course and content is designed to overlap. The role of the sonographer along with ethics and performance specifications will be explored. Obstetric models, if available, are used during integrated scan labs to give the student proctored, hands-on scanning experience.

Prerequisite: DMS 342.

**DMS 444. Ob & Gyn Sonography IV. (3 Credits)**

This course emphasizes the role of a diagnostic medical sonographer as it pertains to women's reproductive health in both obstetrics and gynecology. This course will further investigate complex obstetrical and gynecologic anomalies, the balance of maternal and fetal needs, ethics specific to obstetrics, emerging technologies, labor delivery, post-partum, complementary and alternative medicine as well as registry exam review in Ob-Gyn. Imaging models will be used periodically, when available, for integrated scan lab instruction.

Prerequisite: DMS 443.

**DMS 453. Case Reports 3. (1 Credit)**

Case presentation and exam critique classes are held throughout the program. This course requires students to present cases from clinical rotations. Presentations will be judged on clinical history, correlative testing, differential diagnosis, image analysis and participation.

**DMS 454. Case Reports 4. (1 Credit)**

Case presentation and exam critique classes are held throughout the program. This course requires students to present cases from clinical rotations. Presentations will be judged on clinical history, correlative testing, differential diagnosis, image analysis and participation.

Prerequisite: DMS 453.

**DMS 460. Professional Development in Sonography. (1 Credit)**

This course will explore professionalism in general and as it relates to sonography. Topics include job exploration, interview and resume building designed to enhance skills for entry into the workforce.

**DMS 475. Clinical Practicum V. (6 Credits)**

Students will receive clinical instruction in sonographic procedures at their assigned clinical sites. Under the direct and indirect supervision of registered clinical staff, students will perform, assist, and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction as indicated. Clinical competency will be assessed and documented to record student achievement of sonographic clinical skills.

Prerequisite: DMS 374.

**DMS 476. Clinical Practicum VI. (2 Credits)**

Students will receive clinical instruction in sonographic procedures at their assigned clinical sites. Under the direct and indirect supervision of registered clinical staff, students will perform, assist, and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction as indicated. Clinical competency will be assessed and documented to record student achievement of sonographic clinical skills.

Prerequisite: DMS 475.

**DMS 477. Clinical Practicum VII. (7 Credits)**

Students will receive clinical instruction in sonographic procedures at their assigned clinical sites. Under the direct and indirect supervision of registered clinical staff, students will perform, assist, and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction as indicated. Clinical competency will be assessed and documented to record student achievement of sonographic clinical skills.

Prerequisite: DMS 476.

**DMS 480. Registry Review. (3 Credits)**

Classroom involvement during the last semester of the program is dedicated to reviewing for the ARDMS exam. This course provides students with the opportunity to improve test-taking skills.

Prerequisites: (DMS 333, 443 and 323).

## Early Childhood (ECE)

### **ECE 310. Assessment of Young Children. (3 Credits)**

Assessment of Young Children describes purposes and techniques of formal and informal assessment, including observation, analysis and reporting of results. The application of assessment data in planning developmentally appropriate activities for children will be discussed. Prerequisites: ECE 201 and 250.

### **ECE 315. Learning through Creative Expression in Early Childhood Education. (2 Credits)**

Use of the fine arts, including music, art, movement and dramatic play; as a central and integrating component of the curriculum for young children. Overview of the purposes of creative expression This course is intended for anyone who is pursuing an Early Childhood Education major or minor. In this course students will evaluate art curriculum and activities that are developmentally appropriate for young children. Use fine arts, including music, art, movement and dramatic play; as a central and integrating component of the curriculum for young children Students will have an understanding and working knowledge of State of Michigan and national curriculum standards as they relate to creative development of young children.

Prerequisites: ECE 201 and 250.

### **ECE 345. Emergent Literacy in Early Childhood Education. (2 Credits)**

Research supported theories, philosophy and teaching strategies aimed at supporting the young child's emergent reading, writing, speaking and listening behaviors; selecting and using high-quality picture books. Prerequisites: ECE 201 and 250.

### **ECE 370. Parent, Teacher, Community Partnerships. (3 Credits)**

Research and strategies related to strengthening the school/family/community partnership, including communication, shared decision-making, identification of services, and parenting skills. Prerequisites: ECE 201 and 250.

### **ECE 405. Early Childhood Program Administration. (2 Credits)**

Introduces students to skills and understanding needed to provide effective leadership for child care centers and preschool programs, including budgeting and finances, health and safety issues, staff management, licensing processes, and ongoing program improvement. Prerequisites: ECE 201, 250, 300, 320, 330 and 350.

### **ECE 450. Early Childhood Education Preschool Practicum. (2 Credits)**

60 hours of full-time clinical experience in a licensed early childhood program.

Prerequisites: ECE 201, 250, 310, 315, 330 and 345.

## Economics (ECON)

### **ECON 200. Principles of Economics. (3 Credits)**

This course is a survey of basic economic theory and its applications and is designed to cover principles of both microeconomics and macroeconomics. This one semester survey course is specifically designed to help students acquire an understanding of the basic economic decision-making tools required for sound economic decision making and further study in business and related fields. This course is not designed for the student wishing to pursue a major in economics.

### **ECON 222. Macroeconomics. (3 Credits)**

This course presents principles and theories of macro-economics with emphasis on economic policies and their impact on the national welfare. Special attention is giving to the application of economic thinking methods to solving the macro-economic problems.

### **ECON 231. Microeconomics. (3 Credits)**

This course provides a unifying theme of microeconomics, showing how micro-economics is the synthesis of theories, decision sciences, and the various fields of business administration studies. Special emphasis is placed on the interaction between the firm's business strategy and the market structure as the firm attempts to reach optimal performance in the face of economic constraints.

### **ECON 307. History of Economic Thought. (3 Credits)**

This course will trace the evolution of economic thinking from the Scholastics through the early twentieth century. Major groups and thinkers covered include Scholasticism, Mercantilism, Laissez-faire, Liberalism, Utilitarianism, Marxism, Neoclassicism, Keynesianism, Monetarism, and Austrian Economics. Upon successful completion of the course students should be able to distinguish between the main schools and thinkers in the history of economic thought and to understand the foundations of the approaches in the economics of the 19th, 20th and 21st centuries.

Prerequisites: (ECON 222 or 231) or ECON 222 or 231.

### **ECON 315. Macroeconomic Crises in History. (3 Credits)**

This course analyzes the causes and consequences of macroeconomic crises in history and provides insight into whether or not these crises can be avoided or ameliorated by wise government economic policies. Particular crises analyzed include the South Sea Bubble, the Great Depression, and the current macroeconomic crisis, which is sometimes referred to as the "Great Recession".

### **ECON 322. Intermediate Macro Economics. (3 Credits)**

This course explores several theoretical models relating to the determinants of unemployment, inflation, economic growth, and economic stability in a primarily market based economy. Within this framework, the impact of fiscal and monetary policy is explored within the context of the current economic environment. This course is designed to utilize theoretical and mathematical tools that are more advanced than those applied in the introductory macroeconomics course.

Prerequisites: ECON 222 or 222.

### **ECON 325. Ecological Economics. (3 Credits)**

This course addresses the distribution of wealth and the allocation of resources with a goal of efficiency, acknowledgement and rigorous assessment of the scale issue with a goal of optimality. This is what fundamentally distinguishes ecological economics from conventional or neoclassical economics. This business decision and natural science course gives full treatment to the efficiency standard, externalities, sustainability, socio-eco-economic measurement, food, energy, water, poverty, pollution, depletion, population and migration in our economic world. The course ends with a scientific research project that aims to improve both ecological and financial performance, showing clearly that both can be accomplished concurrent.

Prerequisites: ECON 222 or 222 and ECON 231 or 231.

### **ECON 331. Intermediate Micro Economics. (3 Credits)**

This course provides a rigorous analysis of consumer preferences as related to the demand for goods and services, as well as the theory of the firm which relates market structure to the supply of goods and services and the efficient allocation of scarce resources. This course is designed to use theoretical and mathematical tools that are more advanced than those applied in the introductory microeconomics course.

Prerequisites: ECON 231 or 231.



**ECON 332. An Econometric Survey. (3 Credits)**

This course focuses on the development of analytical tools to support business decision making. Students use multiple regression methods for analyzing data in microeconomics, macroeconomics and related disciplines using the scientific research methodology. Extensions include bivariate linear regression, multivariate regression and nonlinear bivariate and multivariate regression modeling, design of econometric experiments and regression with time series data. The objective of the course is for the student to learn how to conduct – and how to critique – empirical studies in economics and related fields. The mathematical operations of econometrics are introduced only as needed and statistical software input/output is given full treatment.

Prerequisites: ECON 222 and 231 and (BUS 315 or MATH 205).

**ECON 370. International Economics. (3 Credits)**

This course deals mainly with the theory, policies, and benefits of international trade. Class discussions will address the mechanisms of foreign exchange markets and the balance of payments. Emphasis is placed on policy issues regarding how nations are affected by, and can best respond to, pressures on fluctuating currencies. Some problems raised by the international mobility of humans and physical resources are also under special consideration.

Prerequisites: ECON 222 and 231.

**ECON 498. Special Topics in Economics. (3 Credits)**

This course addresses current areas of interest in economics. Topics for the course may change with each offering and the course is scheduled based on student interest.

## Education - CUAA (EDU)

**EDU 119. Number Sense: Teaching Pre K-9. (3 Credits)**

This course is the first course in a two-course sequence that presents an integrated approach to mathematics content and methods appropriate for early childhood, elementary, and middle school pre-service teachers. Emphasis is on constructing knowledge through problem solving, communication, reasoning, connecting mathematical ideas, representation, and generalization. Pre-service teachers will develop their conceptual understanding of “number”. Specific number sense topics include numeration systems, number theory, concepts of numbers and operations (whole numbers, integers, fractions, decimals, percents, and ratios), estimation, and proportional reasoning. Preservice teachers will invent strategies to solve computations.

**EDU 120. Data & Space: Teaching Pre K-9. (3 Credits)**

This course is the second course in a two-course sequence that presents an integrated approach to mathematics content and methods appropriate for early childhood, elementary, and middle school pre-service teachers. Emphasis is on constructing knowledge through problem solving, communication, reasoning, connecting mathematical ideas, representation, and generalization. Pre-service teachers will develop their conceptual understanding of “uncertainty” and “geometry”. Topics include collecting, representing and analyzing data; concepts of chance; strategies for determining probability of events; functions; properties of 2-D and 3-D figures; transformations, similarity and symmetries; measurement systems; perimeter, area, volume, and surface area; and topology.

**EDU 200. Admit to Program Seminar. (0 Credits)**

This course is a seminar for Education majors who are working towards Upper Division status. This seminar orients Candidates to the required content knowledge exam as well as student teaching and degree completion requirements.

**EDU 203. Education Technology. (1 Credit)**

This course teaches how to develop a spreadsheet, a database, and web pages. Spreadsheet development includes formatting and formulas. Database creation includes working with tables, queries, forms, reports and mail merge. The concept of webquests and developing web pages is also learned, and copyright issues are explored. Although designed for Education students, this course can be taken by anyone.

**EDU 225. Foundations of Music Education. (1 Credit)**

In this course, students gain an overview of methodologies, history, and practical application of music Education.

**EDU 230. Teaching and Learning in Diverse Societies. (3 Credits)**

Candidates will learn strategies to cultivate a student-centered classroom that leads to student empowerment and ownership, active engagement in exploration and learning, positive social interaction and behaviors and an inclusive classroom community through norms and routines. Candidates will further acknowledge and reflect on the impact of personal beliefs, biases, privileges and experiences of both self and learner within the educational environment.

**EDU 231. Teaching and Learning in Diverse Societies Elementary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in student-centered learning, active engagement and the presence of bias and personal beliefs within the art of teaching.

**EDU 232. Teaching and Learning in Diverse Societies Secondary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom appropriate to their program certification level (grades 5-9 or grades 7-12). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in student-centered learning, active engagement and the presence of bias and personal beliefs within the art of teaching.

**EDU 240. Human Growth and Development. (3 Credits)**

Candidates will recognize and respond appropriately to the multiple influences on adolescent development, including but not limited to cultural, linguistic, religious, gendered, historic, economic, and social-emotional contexts throughout all aspects of teaching and learning. Candidates will further demonstrate knowledge of a variety of strategies, instructional approaches, behavioral assessments, and positive behavioral interventions within the general education learning environment to promote the full participation of all learners.

**EDU 241. Human Growth and Development Elementary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in adolescent influences on development as well as behavior assessment and intervention.

**EDU 242. Human Growth and Development Secondary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom appropriate to their program certification level (grades 5-9 or grades 7-12). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in adolescent influences on development as well as behavior assessment and intervention.

**EDU 250. Technology for Educators. (2 Credits)**

Candidates will integrate instructional technology, aligned with International Society for Technology in Education (ISTE) Standards for Students, to empower learners as knowledge constructors, creative and analytical thinkers, collaborators, and good digital citizens. Candidates will further learn how to facilitate multiple opportunities for all students to formulate, represent and analyze content knowledge using a variety of technology tools.

**EDU 255. Foundations for Teaching Math. (3 Credits)**

Candidates will review the mathematical concepts needed in a middle or upper level math classroom. Candidates will further learn methods and develop skills for planning and instruction specific to math students at the middle and upper levels.

**EDU 300. Professional Semester Seminar. (0 Credits)**

This course is an introduction to the professional semester of student teaching. This course orients Candidates to student teaching represents a valuable opportunity to provide focused and continuous mentoring, support and encouragement in the classroom with practitioners. Major components of this course include assessment, reflection, goal setting, and strengthening of practice between the Candidate, Cooperating Teacher(s), and the University Supervisor. The objective of this course is the development of an excellent teacher candidate who has a servant's heart, a disposition of reflection and life-long learning and the skills and understanding necessary to help every student be successful. Prerequisite: minimum score of 10 in 'Education Upper Division'.

**EDU 301. Adapting for Diversity. (2 Credits)****EDU 302. Adapting for Exceptionalities. (2 Credits)****EDU 303. Differentiating Instruction. (3 Credits)**

This course explores materials and methods in the study of the communication skills: speaking, listening, writing, and reading, and their interrelationships.

**EDU 310. Assessment of Young Children. (3 Credits)**

Candidates will explore purposes and techniques of formal and informal assessment with lower elementary students (grades PK-3), including observation, analysis and reporting of results. The application of assessment data in planning developmentally appropriate activities for children will be discussed. In a clinical setting under the supervision of a mentor/classroom teacher (10 hours minimum), candidates will apply these principles of assessment.

**EDU 312. Mathematics in Early Childhood. (2 Credits)**

Candidates will explore current research, theories and practices regarding the early development of mathematical understanding and strategies for supporting lower elementary (grades PK-3) children's exploration and understanding of the world through inquiry-based, hands-on activities.

**EDU 320. Teaching Math for Middle (5-9) and Upper (7-12) Levels. (3 Credits)**

Building on the knowledge acquired in Foundations for Teaching Math, Candidates will strengthen lesson planning skills and strategies. Lesson and unit plans will be designed to show a full comprehension of the mathematical concepts, methods, strategies and technology necessary to ensure that all students are successful in the math classroom. Prerequisite: EDU 255.

**EDU 321. Prof Practices in Art Educ. (1 Credit)**

In this course, candidates are introduced to strategies for advocacy for the arts, professional development requirements and professional practices.

**EDU 322. Philosophy of Art Education. (1 Credit)****EDU 323. Teaching English for Middle (5-9) and Upper (7-12) Levels. (3 Credits)**

Candidates will develop their understanding of the content, methods, and strategies for teaching in an upper or middle level ELA classroom. Candidates will explore best practices in instructional planning and assessment, effective use of strategies to enhance teaching and learning in the classroom.

**EDU 324. Teaching Science for Middle and Upper Levels. (3 Credits)**

Candidates will develop their understanding of the content, methods, and strategies for teaching in an upper or middle level science classroom. Candidates will explore best practices in instructional planning and assessment, effective use of strategies to enhance teaching and learning in the science classroom.

**EDU 325. Choral Methods. (2 Credits)**

In this course, students will develop knowledge and skills to teach diverse learners of all ages, using appropriate teaching practices for choral music instruction.

**EDU 326. Instrumental Music Methods. (2 Credits)**

In this course, students will develop knowledge and skills to teach diverse learners of all ages, using appropriate teaching practices for instrumental music.

**EDU 327. Teaching Physical Education Activities. (3 Credits)**

This course will focus on how to teach different activities and strategies for the Physical Education classroom.

**EDU 335. Designing Instruction for Student Success. (3 Credits)**

Candidates will explore best practices in instructional planning and assessment, the effective use of technologies to enhance teaching and learning, pedagogical theories and skills, and classroom management. Student motivation, home-school relationships, and the knowledge, skills, and dispositions of an effective educator that lead to individual student success will be examined.

**EDU 336. Designing Instruction for Student Success Elementary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in instructional planning, technology integration, pedagogy and classroom management.

**EDU 337. Designing Instruction for Student Success Secondary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom appropriate to their program certification level (grades 5-9 or grades 7-12). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in instructional planning, technology integration, pedagogy and classroom management.

**EDU 343. Teach Reading in Elem Class. (3 Credits)**

In this course, candidates will develop an understanding of the reading and writing processes and be able to apply a wide range of instructional practices that develop the skills needed to use the symbolic, system of written language, including word recognition, phonemic awareness, systematic, explicit phonics, structural analysis and context clues and comprehension strategies. Candidates will utilize formal and informal assessments to monitor students' progression through emergent, developing, and fluent literacy.

**EDU 344. Teach Struggling Read/Writ Ele. (3 Credits)**

This course focuses on teaching struggling readers and writers in the elementary classroom. Candidates will utilize assessment data to monitor student progress in reading and writing and to develop effective instructional strategies that meet the needs of each learner.

**EDU 345. Secondary C&I: Adolescent Lrng. (1 Credit)****EDU 346. Art of Teaching in Elem Ed. (3 Credits)****EDU 347. Secondary Curr & Inst. (3 Credits)****EDU 349. Assessment for Educators. (3 Credits)**

This course will focus on developing formative and summative assessments that are aligned to educational standards, curriculum, and objectives in a variety of formats to meet the diverse needs of students in the elementary classroom. Skills gained in developing and using appropriate rubrics for assessment. Understanding, interpreting, and using assessment results to modify and adapt instruction will be emphasized.

**EDU 350. Collaboration and Legal Issues. (3 Credits)**

Candidates will learn strategies for effective collaboration with students, families and the professional community to enhance student learning. Legal and ethical issues that impact educators personally and professionally will be explored within a Christian context. The rights and responsibilities of the educator as well as the impact of legal matters on the schools will be examined.

**EDU 354. Instrctnl Meth Mid Level 5-9. (3 Credits)****EDU 355. Emergent Literacy in Early Childhood. (3 Credits)**

Candidates will research supported theories, philosophy and teaching strategies aimed at supporting the young child's (grades PK-3) emergent reading, writing, speaking and listening behaviors. Candidates will also learn how to select and utilize high-quality picture books. In a clinical setting under the supervision of a mentor/classroom teacher (10 hours minimum), candidates will apply the principles of emergent literacy.

**EDU 362. Teaching the Writer's Craft. (3 Credits)**

This course focuses on curriculum, methods, and materials used to instruct and assess writing in elementary schools with an emphasis on the writing process.

**EDU 364. Teaching English Lang Learners. (3 Credits)**

In this course, candidates will develop the knowledge, skills, and dispositions necessary in delivering effective instruction to English language learners in the regular classroom setting. Candidates will examine second language acquisition and literacy development, culturally responsive pedagogy, and effective assessment practices. The ESL national and state standards will also be explored.

**EDU 365. Differentiation for All Learners. (3 Credits)**

Candidates will evaluate and analyze culturally responsive, trauma-informed and resiliency-informed instruction that promotes communication, safety, and a sense of belonging in the classroom. Candidates will further design challenging, standards-based instruction that reflects learners' needs, assets and interests connecting the learners' language, culture and experiences to learning.

**EDU 366. Differentiation for All Learners Elementary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in culturally responsive, trauma and resiliency informed instruction that honors the language, cultural and experiential needs of all students.

**EDU 367. Differentiation for All Learners Secondary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom appropriate to their program certification level (grades 5-9 or grades 7-12). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in culturally responsive, trauma and resiliency informed instruction that honors the language, cultural and experiential needs of all students.

**EDU 370. Teaching Elementary Literacy. (3 Credits)**

Candidates will develop an understanding of the reading and writing processes and be able to apply a wide range of instructional practices that develop the skills needed to use the symbolic system of written language, including word recognition, phonemic awareness, systematic, explicit phonics, structural analysis and context clues and comprehension strategies. Candidates will create informal assessments to monitor students' progression through emergent, developing, and fluent literacy.

**EDU 371. Elementary Literacy – Lower Elementary Clinical. (1 Credit)**

This course will focus on applying the concepts of teaching literacy in lower elementary (grades PK-3) classrooms. In a clinical setting under the supervision of a mentor/classroom teacher, candidates will identify the needs of elementary students and will design and delivery literacy instruction. Candidates will use formative and summative assessments to evaluate lesson effectiveness and will reflect on and adapt pedagogy to continuously improve their instruction.

**EDU 372. Elementary Literacy – Upper Elementary Clinical. (1 Credit)**

This course will focus on applying the concepts of teaching literacy in upper elementary (grades 3-6) classrooms. In a clinical setting under the supervision of a mentor/classroom teacher, candidates will identify the needs of elementary students and will design and delivery literacy instruction. Candidates will use formative and summative assessments to evaluate lesson effectiveness and will reflect on and adapt pedagogy to continuously improve their instruction.

**EDU 375. Literacy Challenges in Elementary Classrooms. (3 Credits)**

This course will focus on identifying and addressing literacy challenges for readers and writers in the elementary classroom. Candidates will learn about specific assessments and how to use assessment data to develop effective instructional strategies that meet the needs of each learner, to monitor student progress in reading and writing, and to adapt and modify teaching strategies to meet unique student needs.

**EDU 376. Literacy Challenges – Lower Elementary Clinical. (1 Credit)**

This course will focus on identifying and addressing literacy challenges for readers and writers in lower elementary (grades PK-3) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will use specific assessments and assessment data to develop and implement effective instructional strategies that meet the needs of each learner, to monitor student progress in reading and writing, and to adapt and modify teaching strategies to meet unique student needs.

**EDU 377. Literacy Challenges – Upper Elementary Clinical. (1 Credit)**

This course will focus on identifying and addressing literacy challenges for readers and writers in upper elementary (grades 3-6) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will use specific assessments and assessment data to develop and implement effective instructional strategies that meet the needs of each learner, to monitor student progress in reading and writing, and to adapt and modify teaching strategies to meet unique student needs.

**EDU 380. Assessment and Evaluation for Educators. (3 Credits)**

Candidates will focus on developing formative and summative assessments that are aligned to educational standards, curriculum, and objectives in a variety of formats to meet the diverse needs of students appropriate to their program certification level (grades 3-6, grades 5-9 or grades 7-12). Skills will be gained in developing and using appropriate rubrics for assessment. Understanding, interpreting, and using assessment data results to determine instructional effectiveness and to modify or adapt instruction will be emphasized.

**EDU 381. Assessment and Evaluation for Educators Elementary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grade 3-6 only). Under the supervision and direction of the mentor/classroom teacher, candidates will engage in assessment activities with students. Through classroom activities and other interactions with the mentor teacher, candidates will learn about various types of assessments (formative, summative, standardized, project-based, etc.) and how to use assessment data to monitor student progress and adapt instruction to meet students' needs.

**EDU 382. Assessment and Evaluation for Educators Secondary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom appropriate to their program certification level (grades 5-9 or grades 7-12). Under the supervision and direction of the mentor/classroom teacher, candidates will engage in assessment activities with students. Through classroom activities and other interactions with the mentor teacher, candidates will learn about various types of assessments (formative, summative, standardized, project-based, etc.) and how to use assessment data to monitor student progress and adapt instruction to meet students' needs.

**EDU 390. Guided Practicum. (0 Credits)****EDU 395. Preparing for Student Teaching. (1 Credit)**

Candidates will purposefully prepare for the semester of Student Teaching through understanding of ethical practices and development of classroom culture. Candidates will further reflect on Core Teaching Practices and specific grade band standards to ensure that they are prepared to advocate for all students and their learning.

**EDU 408. Teaching Christian Faith. (2 Credits)**

In this course, students prepare and evaluate objectives, strategies, and materials for teaching the Christian faith to Lutheran and non-Lutheran through lessons, the integration of the faith across the curriculum, and through worship experiences. This is a writing intensive course.

**EDU 420. Methods for Teaching Middle Levels (5-9). (3 Credits)**

Candidates will purposefully incorporate approaches to address the cognitive, physical, behavioral, social, and emotional development of middle level (grades 5-9) learners throughout all aspects of teaching and learning. Candidates will further use reflective practices to design, monitor, and adapt instruction as a means for gauging professional growth.

**EDU 421. Methods for Teaching Middle Levels (5-9) Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom in grades 5-9. Under the supervision and direction of the mentor/classroom teacher, candidates will engage in pedagogical activities with students specific to their content area. Through classroom activities and other interactions with the mentor teacher, candidates will use the Danielson Framework and Core Teaching Practices as a reference to teach self-created lessons integrating skills and addressing the needs of the middle level whole child.

**EDU 427. Curriculum and Instruction: Health and PE. (2 Credits)**

by investigating historic and current understandings of learning and schooling within a multicultural society, the future teacher will construct a foundation for reflective teaching and decision making that utilizes best practices in pedagogy, technology, and methodology. 2 credits.

**EDU 428. Music for Elementary Teachers. (2 Credits)**

This course focuses on the developing content knowledge in the music and the performing arts, as well as competence and resources necessary for fine arts advocacy and the well-aligned and well-differentiated integration of a discipline-based approach to music education across the curriculum.

**EDU 429. Visual Arts for Elementary Teachers. (2 Credits)**

This course focuses on the developing content knowledge in the visual arts, as well as competence and resources necessary for visual arts advocacy and the well-aligned and well-differentiated integration of a discipline-based approach to art education across the curriculum.

**EDU 430. Health & PE for Elementary Teachers. (2 Credits)**

This course will help you gain content knowledge necessary for the preparation and planning of instruction and integration of health and physical education concepts and principles across the curriculum.

**EDU 431. Secondary Reading (w). (3 Credits)****EDU 433. Methods for Teaching Upper Levels (7-12). (3 Credits)**

Candidates will purposefully incorporate approaches to address the cognitive, physical, behavioral, social, and emotional development of upper level (grades 7-12) learners throughout all aspects of teaching and learning. Candidates will further use reflective practices to design, monitor, and adapt instruction as a means for gauging professional growth. Using the Danielson Framework and Core Teaching Practices, candidates will teach self-created lessons integrating skills and addressing the needs of the upper level whole child.

**EDU 434. Methods for Teaching Upper Levels (7-12) Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom in grades 7-12. Under the supervision and direction of the mentor/classroom teacher, candidates will engage in pedagogical activities with students specific to their content area. Through classroom activities and other interactions with the mentor teacher, candidates will use the Danielson Framework and Core Teaching Practices as a reference to teach self-created lessons integrating skills and addressing the needs of the upper level whole child.

**EDU 436. C&I: Community/Class Mgmt. (2 Credits)****EDU 437. Children's Literature. (3 Credits)**

This course provides a general survey of the wide body of literature that is available to use with children, as well as criteria for evaluation and presentation of a variety of techniques for teaching such literature.

Prerequisites: (ENG 103 or 104).

**EDU 438. Content Area Reading. (3 Credits)**

In this course, students will examine and create instructional strategies in which students use reading, writing, talking, listening, and viewing to learn subject matter in a given discipline. Candidates will focus on instructional tools and strategies that effectively develop content knowledge and understanding.

**EDU 441. Student Teaching: Elem Ed. (12 Credits)**

In this course, the teacher candidate will design, deliver and use reflective authentic assessments. The teacher candidate will use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated, and have a positive effect on student learning.

**EDU 442. Stud Teach:K-12 Art/Music Elem. (6 Credits)**

This course provides one of two culminating clinical experiences for students who will receive a teaching license for grades k-12. Students will enroll concurrently in ED 434. Requires admittance and completion of all 300 level education courses.

**EDU 443. Elem Methods: Art, Music, & PE. (2 Credits)**

Teacher candidates will learn methodologies and develop skills for planning, teaching, and assessing in the arts, music, and physical education in the elementary classroom with a focus on integration of these disciplines into the core curriculum areas. The course includes clinical experience under the supervision of a cooperating teacher and the course instructor.

**EDU 445. Office of Christian Teacher. (2 Credits)**

This course is a study of the role of the professional Educator in the Lutheran school system. Special emphasis will be given to the ministry of the Lutheran teacher, the call and placement process, staff relationships, and the role of the teacher in the total parish program.

**EDU 446. Student Teaching:Secondary Ed. (12 Credits)**

In this course, the teacher candidate will design, deliver and use reflective authentic assessments. The teacher candidate will use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated, and have a positive effect on student learning.

**EDU 448. Elem Methods: Lang Art/Soc Stu. (3 Credits)**

Teacher candidates will learn methodologies and develop skills for planning, teaching, and assessing in language arts and social studies in the elementary classroom. The course includes clinical experience under the supervision of a cooperating teacher and the course instructor.

**EDU 450. Teaching Art at Elementary Lev. (5 Credits)**

This course addresses the pedagogical and practical considerations of teaching art at the lower and upper elementary levels with a well-aligned and well-differentiated integration of a discipline-based approach to art education across the curriculum.

**EDU 452. Teaching Art at Secondary Leve. (5 Credits)**

This course addresses the pedagogical and practical considerations of teaching art at the lower and upper elementary levels with a well-aligned and well-differentiated integration of a discipline-based approach to art education across the curriculum.

**EDU 454. Language Arts & Social Studies Elementary Methods. (2 Credits)**

Teacher candidates will learn methodologies and develop skills for planning, teaching, and assessing in language arts and social studies in the elementary classroom, with an emphasis on integration of these content areas.

**EDU 455. Language Arts & Social Studies – Lower Elementary Clinical. (1 Credit)**

This course will focus on applying the skills for planning, teaching, and assessing in language arts and social studies in lower elementary (grades PK-3) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will plan and teach lessons in language arts and social studies, with an emphasis on integration of these content areas. Through personal reflection and feedback from the mentor teacher, candidates will improve and refine their pedagogy.

**EDU 456. Language Arts & Social Studies – Upper Elementary Clinical. (1 Credit)**

This course will focus on applying the skills for planning, teaching, and assessing in language arts and social studies in upper elementary (grades 3-6) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will plan and teach lessons in language arts and social studies, with an emphasis on integration of these content areas. Through personal reflection and feedback from the mentor teacher, candidates will improve and refine their pedagogy.

**EDU 457. Literacy for Teaching Middle Levels (5-9). (3 Credits)**

Candidates will examine and create instructional strategies, specific to students in grades 5-9, which use reading, writing, speaking and listening skills to learn content matter in a given discipline. Candidates will further gain understanding regarding language development as well as how contextual factors of students and their environment influence literacy acquisition.

**EDU 458. Literacy for Teaching Middle Levels (5-9) Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom in grades 5-9. Under the supervision and direction of the mentor/classroom teacher, candidates will engage in literacy activities with students. Through classroom activities and other interactions with the mentor teacher, candidates will teach lessons focused on literacy and Core Teaching Practices specific to middle levels.

**EDU 460. Secondary Methods. (4 Credits)**

In this course, students gain an understanding of the content, methods, and materials for teaching in the secondary school setting.

**EDU 461. Second Eng/Lang Arts Methods. (1 Credit)**

In this course, candidates gain an understanding in the content, methods and materials for teaching English in the secondary school.

**EDU 462. Secondary Social Sci Methods. (1 Credit)**

In this course, students explore secondary social science instruction as it relates to goal determination, strategies and materials, implementation of teaching models and evaluation.

**EDU 463. Secondary Science Methods. (1 Credit)**

In this course, teacher candidates will learn methodologies of and develop skills for the planning, instructing, and assessing of science education. The course advocates the constructivist approach and the use of investigative labs to teach science in the secondary school classroom. It includes clinical experience teaching under the supervision of a cooperating teacher on site.

**EDU 464. Secondary Mathematics Methods. (1 Credit)**

This course focuses on the methods and materials for secondary mathematics teaching including: the nature of secondary students, secondary mathematics curricula, textual materials, course and lesson planning and professional growth.

**EDU 465. Elem Methods: Math & Science. (3 Credits)**

Teacher candidates will learn methodologies and develop skills for planning, teaching, and assessing in math and science in the elementary classroom. The course includes clinical experience under the supervision of a cooperating teacher and the course instructor.

**EDU 467. Secondary Phys Ed Methods. (1 Credit)**

This course provides a methodological approach to teaching physical education. Attention is devoted to understanding the growth of the student in curriculum development, program planning, and instructional techniques.

**EDU 468. Methods in Teaching World Lang. (1 Credit)****EDU 470. Literacy for Teaching Upper Levels (7-12). (3 Credits)**

Candidates will examine and create instructional strategies, specific to students in grades 7-12, which use reading, writing, speaking and listening skills to learn content matter in a given discipline. Candidates will further gain understanding regarding language development as well as how contextual factors of students and their environment influence literacy acquisition.

**EDU 471. Literacy for Teaching Upper Levels (7-12) Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom in grades 7-12. Under the supervision and direction of the mentor/classroom teacher, candidates will engage in literacy activities with students. Through classroom activities and other interactions with the mentor teacher, candidates will teach lessons focused on literacy and Core Teaching Practices specific to upper levels.

**EDU 472. Elementary Music Methods. (3 Credits)**

In this course, students discover principles, methods, and materials for teaching music in the elementary classroom.

**EDU 473. Secondary Music Methods. (3 Credits)**

In this course, students examine methods, materials and principles for organization of music courses and activities in secondary schools.

**EDU 474. Math & Science Elementary Methods. (2 Credits)**

Teacher candidates will learn methodologies and develop skills for planning, teaching, and assessing in math and science in the elementary classroom, with an emphasis on integration of these content areas.

**EDU 475. Math & Science– Lower Elementary Clinical. (1 Credit)**

This course will focus on applying the skills for planning, teaching, and assessing in mathematics and science in lower elementary (grades PK-3) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will plan and teach lessons in mathematics/numeracy and science, with an emphasis on integration of these content areas. Through personal reflection and feedback from the mentor teacher, candidates will improve and refine their pedagogy.

**EDU 476. Math & Science – Upper Elementary Clinical. (1 Credit)**

This course will focus on applying the skills for planning, teaching, and assessing in mathematics and science in upper elementary (grades 3-6) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will plan and teach lessons in mathematics and science, with an emphasis on integration of these content areas. Through personal reflection and feedback from the mentor teacher, candidates will improve and refine their pedagogy.

**EDU 480. Student Teaching for Middle Levels (5-9). (12 Credits)**

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in a middle level classroom (grades 5-9). Through self-reflection on instruction and feedback from the mentor, the candidate will develop and improve skills and practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities. Prerequisite: EDU 395.

**EDU 481. Student Teaching for PE/Health or Music. (12 Credits)**

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in a PE/Health or Music (K-12) classroom. Through self-reflection on instruction and feedback from the mentor, the candidate will develop and improve skills and practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities.

**EDU 482. Student Teaching for Upper Levels (7-12). (12 Credits)**

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in an upper level classroom (grades 7-12). Through self-reflection on instruction and feedback from the mentor, the candidate will develop and improve skills and practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities.

Prerequisite: EDU 395.

**EDU 484. Student Teaching for Lower Elementary. (12 Credits)**

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in a lower elementary classroom (grades PK-3). Through reflection on their instruction and feedback from the mentor, the candidate will develop and improve their practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities.

Prerequisite: EDU 395.

**EDU 485. Student Teaching for Upper Elementary. (12 Credits)**

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in an upper elementary classroom (grades 3-6). Through self-reflection on instruction and feedback from the mentor, the candidate will develop and improve skills and practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities.

Prerequisite: EDU 395.

**EDU 491. Intro to Learning Disabilities. (3 Credits)**

This course provides an introduction to the field of learning disabilities. Students will investigate academic, functional, and social characteristics of learners found eligible for special education services as learning disabled. Historical perspectives, definitions, service delivery systems, evaluation procedures, and current issues will be examined. This knowledge will prepare students to help others understand the needs of individuals with learning disabilities and to advocate for educational policy, appropriate resources, and evidence-based practices.

**EDU 492. Spec Ed Legis & Legal Guidelin. (3 Credits)**

This course will provide candidates with a deep understanding of the history of special education, current legal and ethical standards, and emerging issues which will provide them with a strong base to advocate for educational policy and appropriate resources to support high quality education and legal rights of individuals with exceptional learning needs.

**EDU 493. Mtg Social, Emot, Behav Needs. (3 Credits)**

This course will provide candidates with proficiency in understanding and managing the diverse social/emotional and behavioral needs of students with learning disabilities. Candidates will apply a thorough understanding of research-based strategies to develop intervention plans using current data-based assessment and practices. Candidates will be able to apply knowledge to create positive learning environments for all students.

**EDU 494. Coll w/Parents, Students, Prof. (3 Credits)**

This course will provide candidates advanced understanding of the educational and societal needs of students with learning disabilities as well as skills to advocate for educational policy, services, programs, and resources to support high quality education. Candidates will apply deep understanding to promote ethical, legal, and evidence-based practices for collaboration and professional development with stakeholders.

**EDU 495. Deter Elig & Design Ed Program. (3 Credits)**

This course will provide candidates with expertise in the assessment procedures required to identify a specific learning disability. Candidates will demonstrate skill in using assessment data to develop individualized educational plans which take into account a full continuum of program of program options and services. Candidates will demonstrate the ability to provide extensive information regarding the results of assessments and educational recommendations to all stakeholders.

**EDU 496. Language & Literacy. (3 Credits)**

This course will provide candidates with expertise in the teaching of language and literacy skills to students with learning disabilities. Candidates will demonstrate the skills in language and literacy assessments and development of instructional strategies designed to meet the individual needs of each student with learning disabilities. The candidates will also demonstrate the expertise in the area of response to intervention (RTI) and the role of the special education teacher in this process.

**EDU 497. Math Strat for Spec Lrng Needs. (3 Credits)**

This course will provide candidates with expertise in the teaching of mathematics to children with learning disabilities. Candidates will develop expertise in the area of NCTM standards for pre-12 grade, RTI as it applies to students with learning disabilities, curriculum based measures and progress monitoring tools to develop appropriate programs, and strategies to modify and adapt mathematics curriculum to meet the needs of students with learning disabilities.

**EDU 498. Inst Cont Areas Stud Lrng Dis. (3 Credits)**

This course will provide candidates with the knowledge and skill required to assist general educators with understanding the educational and emotional needs of students with disabilities along with the ability to implement accommodations, modifications and best practice instructional strategies in the general education setting.

**EDU 499. Dir Stu Teach in Spec Ed. (6 Credits)**

In this course, candidates will complete 8 weeks for directed student teaching under the direction of a certified special education teacher along with student teaching seminar. During this student teaching experience, candidates will be evaluated by their cooperating teacher in 5 areas: demonstrating understanding of students with learning disabilities, assessing students with learning disabilities and developing individualized programs, teaching and modifying instruction and curricula for students with learning disabilities, working in the professional environment.

## Education - CUW (ED)

**ED 1000. Orientation Seminar. (0 Credits)**

This course is a seminar for education majors who have not yet obtained Upper Division Status. This course orients students to the education program and the process of achieving Upper Division Status. Major components include an introduction to clinical experiences and program requirements. Students should register for ED 1000 their first semester in the education program and must pass this course. This course is pass/fail.

**ED 1099. Foundations of Personal Finance. (0 Credits)**

This course will provide participants with a clear understanding of personal budgeting and savings, loans and debt, and investing for one's future. The seminar utilizes the Foundations in Personal Finance: College Edition curriculum and resources developed by the Dave Ramsey team (Financial Peace University). This is a six-session seminar course in a pass/fail format.

**ED 1102. Foundations of Education. (3 Credits)**

This course is a critical examination of the forces that have shaped formal and informal education, especially as they affect American urban education. The course will review historical, philosophical, theological, social, scientific, and technological contributions that have influenced the American educational system. From this foundation, students will be encouraged to explore contemporary issues in American education as they consider their future roles in the teaching profession. This course will be taught with computer technology integrated throughout the course. This course serves as the first required professional course for teaching education students at Concordia University Wisconsin.

**ED 1103. Human Relations for Teachers. (3 Credits)**

This course is an interaction laboratory course designed to help candidates improve their interpersonal relationship skills and acquire competence in facilitating human relations activities in the classroom. Candidates will examine their attitudes and values toward and improve their techniques in working with learners, parents, colleagues, and community and minority groups. This course serves as an introduction of human relations' components to education majors.

**ED 1104. Human Relations- Study Abroad. (3 Credits)**

This course is an interaction laboratory course designed to help candidates improve their interpersonal relationship skills and acquire competence in facilitating human relations activities in the classroom. Candidates will examine their attitudes and values toward and improve their techniques in working with learners, parents, colleagues, and community and minority groups. This course serves as an introduction of human relations' components to education majors.

**ED 1151. Conflict Resolution for Educators. (1 Credit)**

This course is a course designed for online learning. The course addresses some common causes of conflict in a school environment and provides communication strategies useful for conflict resolution. The final unit examines a step-by-step plan for how to train students in the use of communication skills and peer mediation to assist other students engaged in conflict.

**ED 1209. Educational Psychology - Adolescent. (3 Credits)**

This course presents theories of development, learning, and motivation in the context of the early adolescent and adolescent students. This course includes a field experience component.

**ED 1211. Discovery Clinical. (0 Credits)**

This is an initial fieldwork course which provides the general clinical experience of fifteen hours in a variety of educational settings and sites. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings. At Concordia, Pre-UDS clinical hours must be completed before students can apply for Upper Division Status. Students should complete their clinical hours during their first and second years at Concordia. Students register for this course concurrently with ED 1209 Educational Psychology or ED 1275 Human Learning.

**ED 1212. Cultural Clinical. (0 Credits)**

This is a fieldwork course which provides a multicultural clinical experience of fifteen hours in a variety of urban educational settings and sites. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings. In the Cultural Clinical Experience, all candidates participate in a number of field experiences which facilitate their exploration of teaching and learning settings that include students from diverse backgrounds. At Concordia, Pre-UDS clinical hours must be completed before students can apply for Upper Division Status. Students should complete their clinical hours at Concordia in correlation with ED1103 Human Relations.

**ED 1213. Special Education Clinical. (0 Credits)**

This is a fieldwork course which provides a Special Education experience of 15 hours in a variety of educational settings and sites. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings. At Concordia, Pre-UDS clinical hours must be completed before students can apply for Upper Division Status. Students should complete their Special Education hours during ED 1230 Nature of the Exceptional Child.

**ED 1230. Nature of the Exceptional Child. (3 Credits)**

This course is designed to introduce the education student to a study of the major characteristics of all disabilities and gifted students as defined by state and federal law in order to provide for their needs in the general education classroom. The course provides significant foundational theories and practices for understanding special education as a discipline, legal requirements for Special Education services including IEPs, and rights and responsibilities of parents, teachers, other professionals and schools related to children with exceptional needs. Students learn about characteristics of learners, assessments used to diagnose them, support services, and how to create instructional and behavioral strategies for exceptional learners in the general education classroom. This course includes a field experience component. Students, who are education majors, must register for ED 1213 concurrently with this course.

**ED 1231. Best Practices in Engaging Children in Literacy. (3 Credits)**

This course presents an overview of texts for children – early childhood through the early adolescent years – along with criteria for making appropriate literature selections. Attention is also given to authors and illustrators and the awards presented by various committees. Practical strategies for stimulating children's interest in books will also be discussed. Additionally, students will also explore social issues as related to literature and develop an understanding of critical literary theories.

**ED 1275. Human Learning. (3 Credits)**

This course explores theories of human development, learning, and motivation from a brain-based perspective. Students will be actively engaged in the learning process through a variety of assignments and activities including clinicals, presentations, reflections, and other experiences to enhance understanding and application of brain-based learning theory in the classroom. This course includes a field experience component.

**ED 2000. UDS Seminar. (0 Credits)**

This course is a seminar for education majors who have obtained or are working toward obtaining Upper Division Status (UDS). UDS seminar orients students to required content knowledge exams, pre-student teaching, and completing degree requirements. Students should register for ED 2000 during the semester in which they plan to complete Portfolio II and apply for UDS.

**ED 2001. Cross Cultural Communication for Teachers of Language Learners. (3 Credits)**

Students will examine the cultural diversity that exists locally, nationally and globally in order to develop a positive appreciation for the contributions of other cultures, and use in classroom instruction. Students will gain skills for working with students from diverse language backgrounds and learn how to foster relationships with parents and the community.



**ED 2002. Accommodating Differences in Literacy Learners. (3 Credits)**

Teachers learn to prepare students in five broad areas that are instrumental in working with learners who have varying levels of language and literacy delays: relevant criteria used for determining language and literacy delays in children; relationships between cognition, speech, and language; cultural and linguistic differences; instructional arrangements for diverse learning styles; and core components of effective literacy instruction.

**ED 2003. Basic English Linguistics for Teachers of Language Learners. (3 Credits)**

This course introduces students to the phenomenon of language and aspects of English linguistics, including phonetics, phonology, morphology, syntax, semantics, dialects, and social contexts. It provides students the opportunity to explore the sounds of English by using the International Phonetic Alphabet, introduces theories of language acquisition.

**ED 2204. The Art & Science of Teaching Reading. (3 Credits)**

This course examines the science, research, and methodology behind literacy instruction. Effective literacy instruction involves an acute understanding of the reading process, which includes oral language development, concepts of print, phonological awareness, phonics/decoding, vocabulary, word knowledge, fluency, and comprehension. Pre-service teachers will assume responsibility for understanding this complex process and delivering an effective instruction using varied instructional approaches, curricular materials, and assessment tools. The results of successful instruction are readers who possess not only basic reading skills but also the ability to read for multiple purposes, including other curricular areas. This course will also consider how to support the reading development of English Language Learners, students with disabilities, students from low socioeconomic status, and students from diverse backgrounds. The practicum component of this course enables students to put some of these strategies and skills into teaching practice.

**ED 2208. Extracurricular Activities in the Fine Arts. (3 Credits)**

Extracurricular activities in the fine arts sustain and ensure the necessary continuum of creative outlets for students. This course will provide skills necessary for use in any educational level up to the end of high school. ED 2208 will offer students experience and knowledge that will not only be useful in teaching, but also for work with scouting groups, the community, or volunteer projects. This course fulfills three credits in the speech/communications and language arts minors available in the elementary and secondary education majors.

**ED 2252. Best Practices in Engaging Adolescents in Literacy. (3 Credits)**

This course provides an introduction to a variety of strategies for presenting adolescent literature in the classroom. The course includes an overview of genres along with an introduction to important early texts, as well as current adolescent/young adult texts appropriate for classroom use. Students will explore the issues of diversity, censorship, and privacy within relevant family and community situations. Attention is also given to authors in the field and also will identify criteria for selecting award-winning books.

**ED 2293. The Urban Education Landscape. (3 Credits)**

This course offers the student an extensive study of urban issues positively and negatively affecting urban education. Philosophies and specific strategies will be explored using a variety of resources and instructional tools.

**ED 2294. Paradigms for Success in Urban Education. (3 Credits)**

This course explores successful urban leaders in the areas of education and social services. The course surveys the development of beginning urban schools to high-performing models of academic success and strong values. The student will develop knowledge and skills to implement successful plans of action.

**ED 2295. Classroom Management. (3 Credits)**

Classroom Management is essential for developing a class culture conducive to student learning. In this class, students will observe, practice, and evaluate a variety of classroom management theories and strategies used in urban schools. Student will learn best-practices for preventing, monitoring, and reacting to student behavior. This course involves immersion experiences in a variety of urban schools.

**ED 2306. Teaching the Faith. (3 Credits)**

This course helps the student develop knowledge of resources and skills necessary to teach religion in the elementary or secondary classroom. This course is required for Lutheran education majors. Students will explore theological, relational, social, and educational issues related to teaching the faith. While focusing upon topics and issues related to a Lutheran school setting, much of what is explored will be useful as one considers present and future vocations in parish, family or other educational settings. Note: Completion of Core theology courses is a requirement prior to taking this class.

**ED 2327. Collaborating with Families and Professionals in a Diverse Society. (3 Credits)**

This course is designed to provide students with a practical look at how teachers and families can empower, collaborate, and advocate for children with special needs. Students will see how lasting partnerships can be formed between members of diverse families and professionals in special and general education including administrators, teachers, assistants, special educators, and related service providers. The course includes family systems theory, the history and current status of policy, family rights, and the principles of partnership and their application by teachers and other professionals. Focus is on communication between home and school and strategies for developing culturally appropriate family-centered practices.

**ED 2348. Developmentally Appropriate Practices for Early Childhood. (3 Credits)**

This course will prepare pre-service teachers to implement developmentally, culturally, and linguistically appropriate teaching approaches that enhance young children's learning and development, with an emphasis on the nature and functions of play. Curriculum design, goal development, and assessment strategies will be examined. This course will include a clinical experience in which pre-service teachers will use a play assessment tool to document the types of play and determine next steps to support the development of a young child. Learners will also use a readiness checklist to observe fine and gross motor skills.

**ED 2358. Emergent Writing: Birth to Grade 3. (2 Credits)**

This course examines the development of children as writers from ages birth to grade 3. This course includes a study of children's language development, specifically the relationship between language and writing, stages of writing development, supporting the child as a writer through Writer's Workshops and Writing Conferences. The course explores the use of writing as a way to communicate to a variety of audiences for multiple, authentic purposes. A deep understanding of the process writing approach is developed through course work. The course will examine current research and instructional strategies.

**ED 2432. Teaching Writing: Grades 4-12. (3 Credits)**

This course is designed to introduce and immerse students both in the theory and practice of writing instruction. Through an in-depth study of best practices for children (grades 4-12) students will: 1) explore how to design an effective writing program; 2) identify the characteristics of different writing types as well as purposes for writing; 3) examine strategies for teaching and learning in writing; and 4) examine current research in writing instruction for upper elementary and adolescent writers. This course will offer suggestions on how to create authentic, real-world writing experiences for students, coupled with extensive teacher modeling and mentor texts.

**ED 2464. Family - School Interactions. (3 Credits)**

This course studies the relationship between young children, parents, and schools. Course focuses on family structures and social factors that influence the family. Emphasis will be placed upon how schools and families can support each other and how community resources can be used. To be taken after or concurrent with student teaching.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3359.

**ED 2466. Health, Safety, and Fitness for the Young Child. (3 Credits)**

This course presents the integration of health, wellness, safety, nutrition, and fitness for children within early childhood settings. Students will explore curriculum, resources, and instructional strategies to teach young children about health, safety, and fitness. Additionally, students will learn to prepare and maintain safe and healthy early childhood environments. Students will complete a service project that promotes wellness for young children.

**ED 2484. Educational and Behavioral Management in Special Education. (3 Credits)**

Topics addressed in this course include individual and group behavior management, behavioral change strategies, and classroom management for students with special needs. Principles of applied behavior analysis are discussed to promote appropriate academic and social behaviors and to decrease challenging behaviors in school settings. Creating positive learning environments that facilitate student learning and effective social interaction is emphasized. Special emphasis is placed on the student's ability to recognize, apply, and evaluate various strategies of management, and to develop Behavior Intervention Plans (BIPs).

**ED 2820. How Adults Learn. (1 Credit)**

This course introduces the psychology of learning and various theories of adult development. Students apply concepts to their own experiences of adult learning and development.

**ED 3000. Student Teaching Seminar. (0 Credits)**

This course is a seminar for education majors who are preparing for the student teaching experience. Major components include Portfolio III, requirements and information for the student teaching experience, and edTPA. Students should register for ED 3000 in the semester prior to their planned student teaching experience.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3001. ELL Literacy: Reading, Writing, and Grammar Strategies. (3 Credits)**

This course provides students with opportunities to review, evaluate and adapt materials for use in teaching reading, writing and grammar to English Language Learners. Students will gain facility in matching and adapting texts and materials to the needs of different kinds of ELL learners.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3002. Methods of Teaching English as a Second Language. (3 Credits)**

This course introduces the student to the methods, curriculum, and current practices in the teaching of English as a second language.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3003. Observation, Analysis, and Practicum in ESL Classrooms. (3 Credits)**

This capstone course provides students with observation and analysis skills to apply to their own ESL teaching for this practicum experience, as well as with techniques for working with paraprofessionals in ESL/bilingual classrooms in schools.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3248. Philosophy, Organization, and Practices of Coaching Athletics. (2 Credits)**

This course is intended for education students pursuing the Athletic Coaching for Educators minor. Athlete-focused philosophies of coaching, management and planning of sports organizations, and theories and strategies of coaching are covered within this course.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3318. The Art & Science of Planning. (3 Credits)**

This course will prepare pre-service teachers to implement developmentally, culturally, and linguistically appropriate teaching approaches that enhance young children's learning and development, with an emphasis on the nature and functions of play. Curriculum design, goal development, and assessment strategies will be examined. This course will include a clinical experience in which pre-service teachers will use a play assessment tool to document the types of play and determine next steps to support the development of a young child. Learners will also use a readiness checklist to observe fine and gross motor skills

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3328. Teaching Students with Significant Disabilities. (3 Credits)**

This course examines and provides instruction in the teaching of the following areas for students with disabilities, especially those with moderate to severe disabilities: self-management and self-determination skills; social skills and emotional development; self-concept, personal competence, communication skills, and academic skills. This course also provides a study of the philosophical and practical base of effective assessment and intervention for individuals with moderate and severe disabilities, including assistive technology evaluations and applications. In addition, this course will focus on issues relevant to post educational, vocational, independent living, and community transitions, and the development of Individual Transition Plans.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3356. STEM: Math in Early Childhood. (2 Credits)**

This course explores content, materials, and strategies for teaching and assessing young children in mathematics. Current research in early childhood mathematics education is emphasized. Pre-service teachers will teach mathematics in local schools and develop a philosophy for teaching mathematics.

Prerequisites: minimum score of 01 in 'Upper Division Status', MATH 119 and 120.

**ED 3357. STEM: Science and Environment in Early Childhood. (2 Credits)**

This course provides the pre-service educator with the knowledge, skills, and dispositions necessary for engaging curiosity, developing scientific literacy, and embracing a sense of wonder in young children. This course addresses how young children construct and represent scientific knowledge through problem solving, inquiry-based exploration, cooperative learning experiences, and integration with other curricular areas. Students develop concepts about essential components and skills of scientific investigation; and use this information in developing, assessing, and modifying developmentally appropriate instructional strategies for diverse learners.

Prerequisites: minimum score of 01 in 'Upper Division Status' and SCI 151 or SCI 152.

**ED 3359. Curriculum and Techniques in Early Childhood. (4 Credits)**

This course is a study of developmentally appropriate practices for the whole child, with emphasis on the nature and functions of play. Students develop an understanding of constructivist theory and utilize strategies of curriculum design that are emergent, integrated, aligned with early learning standards, and meet the needs of diverse learners. To be taken prior to student teaching.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3378. Curriculum and Methods of Teaching Choral Education. (2 Credits)**

This course covers philosophical foundations of music education, levels of objectives with emphasis and the program and instructional level, characteristics of children and adolescents relevant to teaching music, classroom and rehearsal management, and methods for teaching choral music to students in grades 6-12.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3379. Curriculum and Methods of Teaching Instrumental Music. (2 Credits)**

This course covers the philosophical foundations of music education, levels of objectives with emphasis at the program and instruction level, characteristics of adolescents relevant to learning music, classroom management, rehearsal techniques, unit/lesson planning, genre-specific pedagogy and school rehearsal visitations.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3381. Curriculum and Methods of Teaching PE - Elementary. (4 Credits)**

This course provides the physical education major with an exposure to a variety of teaching methods, organization and management systems, age-appropriate activities, and best practice techniques in elementary physical education. It introduces teaching concepts related to the development of curriculum. Students are given the opportunity to "practice teach." A variety of materials are produced by the student for use in future teaching situations. This course provides a foundation in teaching physical education at the elementary level.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3400. Creativity in Early Childhood. (2 Credits)**

This course is a study of creativity and the importance of meaningful integration of the creative arts throughout the curriculum for young children; including music, visual arts, movement/fitness, and dramatic play. Students will explore methods to utilize the creative arts to support learning and creativity in young children and throughout early childhood education.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3401. Instruction & Assessment of Reading. (3 Credits)**

This course provides students with multiple reading and learning strategies to use across the curriculum. Theoretical models of reading and instructional approaches to the teaching of reading are reviewed, including developmentally appropriate instructional methods for teaching phonics and spelling, and assessments for instruction and accountability. Students will learn evidence-based instructional methods for: concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary and comprehension.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 204 or ED 2204\*.

\* May be taken concurrently.

**ED 3403. Elementary General Music Methods. (2 Credits)**

This course covers historical methods in teaching music for grades PK-5, including but not limited to singing, percussion instruments, recorders, autoharps, rhythmic dancing and note reading.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3416. Marketing in Early Childhood Programs. (1 Credit)**

This course presents the challenges related toward successfully marketing Early Childhood programs. Topics include formal and informal marketing as well as local and corporate sponsorship. Students will explore, critique, and reflect upon marketing strategies at an early childhood center during their Administration Practicum. Candidates must enroll in ED 3489, ED 3417, and ED 3418 concurrently with ED 3416.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3461 or ED 502.

**ED 3417. Financial Management for Early Childhood Programs. (1 Credit)**

This course presents the issues related to the unique workings of Early Childhood programs and competently managing their financial resources. Topics include bookkeeping, computer resources, and inter-staff communication. Students will explore, critique, and reflect upon financial management strategies at an early childhood center during their Administration Practicum. Candidates must enroll in ED 3489, ED 3416, and ED 3418 concurrently with ED 3417.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3461 or ED 502.

**ED 3418. Human Resources for Early Childhood Programs. (1 Credit)**

This course explores the intricate relationships and concerns found in managing staff in an early childhood program. Issues include off-site management, full-time and part-time employment, and inter-staff communication. Students will explore, critique, and reflect upon human resources management at an early childhood center during their Administration Practicum. Candidates must enroll in ED 3489, ED 3416, and ED 3417 concurrently with ED 3418.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3461 or ED 502.

**ED 3429. Urban Education Field Practicum. (3 Credits)**

This practicum course investigates the quality and performance of city classrooms. Students complete at least 20 hours in an urban classroom. Emphasis will be placed on teaching, feedback, and reflection.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3438. Transition and Collaboration for Adolescents with Disabilities. (3 Credits)**

This course is designed to provide an overview of the transition and community-based needs faced by adolescents with disabilities as they move from school-based instruction to community-based vocational or post-secondary settings. Emphasis is on legal issues and legislation, service delivery models, transition, and collaboration with community-based organizations and personnel.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3450. Instruction and Transition for Adolescents with Disabilities. (3 Credits)**

This course examines the instructional, transitional and community-based needs faced by adolescents with disabilities. Students learn how to modify, accommodate, and adapt instruction for exceptional youth, with an emphasis on adolescents who have disabilities. Students will identify appropriate attitudes and strategies that will help them build positive relationships with adolescents with disabilities and create appropriate learning environments as they move from school-based instruction to community-based vocational or post-secondary settings.

There is an emphasis is on legal issues, the continuum of alternate placements, post-secondary transition plans and collaboration with community-based organizations and personnel.

**ED 3452. Strategies for Teaching Exceptional Youth. (3 Credits)**

This course will help students understand the characteristics of adolescents with exceptionalities. Students will identify appropriate attitudes and strategies that will help them build positive relationships with exceptional students and create appropriate learning environments. Students will examine legal issues, inclusion, collaboration, and behavioral and academic needs as they pertain to exceptional youth. Students will learn how to modify, accommodate, and adapt instruction for exceptional youth, with an emphasis on adolescents who have disabilities, are gifted and talented, and are identified as at-risk.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3455. Legal Issues in Special Education. (3 Credits)**

This course presents students with an overview of the legal requirements of providing an education for children and youth with disabilities. Students will examine the Individuals with Disabilities Education Act (IDEA) and how it ensures students with disabilities receive appropriate educational and related services, including parental rights and responsibilities. Other laws affecting the education and treatment of students with disabilities will also be examined.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3457. Curricular Adaptations for Learners with Disabilities. (3 Credits)**

This course offers a framework for adapting the general education curriculum and instructional materials to meet the diverse needs of students, including those with disabilities and mental health challenges. Curriculum adaptations, modifications, and accommodations are defined and scrutinized. Planned supports such as instructional strategies, differentiated instruction, Universal Design for Learning, and assistive technology are explored as ways to accommodate students with diverse needs in the general education environment and curriculum. The course includes an emphasis on unit and lesson planning.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3459. Measurement and Evaluation - Health and Physical Education. (3 Credits)**

This course focuses on assessment techniques in health and physical education. This course discusses and provides methods for creating appropriate assessments, models for performance-based assessments, authentic assessments, and instruction for administering skill and fitness tests. Test construction will be examined. Students will develop a battery of assessment tools, intended for use at the elementary, middle, and high school levels.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3461. Administration of Early Childhood Programs. (3 Credits)**

This course is a study of planning and administering early childhood programs with emphasis on planning, implementing and evaluating programs. State regulations, establishing policies, leading and managing personnel, developing budgets and contemporary early childhood issues will also be examined. Strategies to facilitate learning in this course will include, but are not limited to, lectures, assigned readings, class discussions, group exercises, and application experiences.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3475. Adaptive Physical Education. (3 Credits)**

This course includes the study of those conditions and unique needs of the special needs child in the physical education environment. This course provides the student with knowledge of specific disabilities and impairments as they relate to a physical education and recreational setting. Concepts of inclusion and least restricted environments are presented. Teaching techniques, progressions and program modifications are reviewed for various environmental situations. This course works in conjunction with ED 3486.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 1230.

**ED 3476. Curriculum and Methods - Health Education. (3 Credits)**

This course introduces the student to general principles and methods of teaching health education. Emphasis will be placed upon pedagogy, application of appropriate materials, teaching aids, and evaluating effective health resources.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3486. Practicum in Adaptive PE. (0 Credits)**

This course introduces the student to a clinical experience with an adaptive cohort. Must be taken simultaneously with ED 3475.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3489. Practicum in Early Childhood Administration. (1 Credit)**

This practicum course provides the opportunity to relate theory to practice in an administrative childcare setting. Placement will be made with a director in a licensed and NAEYC certified childcare. Candidates must enroll in ED 3416, ED 3417, and ED 3418 concurrently with ED 3489.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3461 or EDG 502.

**ED 4301. Data Driven Analysis of Classroom Practice. (2 Credits)**

This course examines the research and methodology behind classroom management practices. It encourages the development of a personal philosophy to plan, implement, and assess the management, instruction, and student achievement occurring within a classroom. The course examines the use of formative assessment as a means for both developing and extending student understanding. Further, the course addresses a comprehensive framework for teaching that includes preparation, classroom environment, instruction, and professional responsibilities.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4302. Collaborating with Families and Members of the Community. (1 Credit)**

This course will focus on the broader function of the school within the community. The course highlights successful approaches for developing partnerships with community stakeholders, including the parents of students. Additionally, research and innovative partnership models will be explored.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4303. Language Arts Methods. (3 Credits)**

This course explores materials and methods in the study of the communication skills: speaking, listening, writing, and reading, and their interrelationships. Research-based practices in teaching students the many different types of literacy and becoming confident and independent readers and writers is emphasized.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4304. Curriculum and Methods in Mathematics. (3 Credits)**

This course explores content, materials and strategies for teaching and assessing elementary and middle school mathematics. Current research in mathematics education and curriculum development is emphasized. Pre-service teachers will teach mathematics in local schools and develop a philosophy for teaching mathematics.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4305. Curriculum & Methods in Science & Environment. (3 Credits)**

The course presents an overview of curriculum, materials, and methods of teaching science from an environmental education perspective. Pre-service teachers will design lessons to teach the nature of science in area schools using science content and inquiry-based teaching practices to construct evidence-based explanations about real-world phenomena.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4306. Curriculum and Methods in Social Studies. (3 Credits)**

This course examines the research and methodology behind successful social studies instruction at the elementary/middle level. The course introduces students to curriculum planning, methods, and materials in teaching social studies. Further, the course is designed to help you prepare to teach diverse populations of students. This course will develop your understandings of the thinking, reading, and writing required in the study of social studies and how to integrate literacy goals within your instruction. Teaching social studies at the elementary and middle school levels allows students to develop their inquiry, critical thinking, problem solving, and literacy skills. Locating and using resources is an integral component of social studies instruction. Included in this course are topics that address instructional philosophies, instructional strategies, assessment techniques, resource materials, and technology. Further, this course is designed to broaden one's content knowledge in history, geography, economics, behavioral science, and political science as these key areas are essential for providing meaningful experiences for elementary/middle level students.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4307. Curriculum and Methods in Language Arts and Social Studies. (3 Credits)**

This course explores materials and methods in the study of communication skills through the lens of social studies content areas. This course will develop your understanding of the thinking, speaking, reading, and writing required in the study of social studies and how to integrate literacy goals within your instruction. This will be done through the use of a wide variety of digital resources and platforms. The course introduces students to curriculum planning, methods, and materials in teaching language arts and social studies in the K through 9th-grade classroom.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4308. Curriculum and Methods in STEM. (3 Credits)**

This course presents an overview of K-9th grade curriculum and methodology for teaching science, technology, engineering, and mathematics for the purpose of understanding and exploring their environment. Mathematics methodology will focus on supporting students in developing strong conceptual understanding, procedural fluency, reasoning, and problem-solving skills. Science methodology will use content and practices through inquiry to provide evidence-based explanations about real-world phenomena. Engineering methodology will focus on problem-solving to use or develop technologies.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4310. Curriculum and Methods of Teaching Foreign Language. (3 Credits)**

This course introduces students to the methods, curriculum, standards and current practices in the teaching of modern languages including English as a Second Language.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4337. The Art and Science of Assessment. (3 Credits)**

This course covers research-based assessment strategies for determining both learner progress and instructional effectiveness. Both formative and summative assessments strategies will be created. Teacher candidates will learn fundamentals of assessment data analysis that will help inform next steps for instruction. Emphasis on appropriate feedback and means by which learners can implement that feedback to their continued learning will be taught. In addition, strategies for integrating academic language into assessment strategies will be covered. Taken concurrently with ED 4339.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4339. The Art and Science of Instruction. (3 Credits)**

This course covers research-based instructional strategies that engage and deepen the learner's understanding of focused content. This course also looks at general teaching practices that allow for successful implementation of lesson plans. In addition, this course covers classroom management strategies supported by research and theory. Taken concurrently with ED 4337.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4340. The Art and Science of Assessment and Instruction. (3 Credits)**

In this course, teacher candidates will explore research-based assessment strategies to evaluate learner progress and instructional effectiveness. They will develop both formative and summative assessment strategies. The course will provide a solid foundation in assessment data analysis, enabling candidates to make informed decisions regarding their instruction. Special attention will be given to providing appropriate feedback and empowering learners to utilize it for ongoing learning. Furthermore, candidates will gain insights into integrating academic language into their assessment strategies.

**ED 4343. Portfolio Completion: Early Childhood. (1 Credit)**

This course is taken concurrently with the student teaching semester. The course is designed to encourage reflection and discussion on the process of developing as an early childhood professional. During this reflective process, a professional portfolio will be completed and updated to include a resume, an updated philosophy statement, letters of recommendation, and documents from three student teaching placements. Students will also complete the performance-based assessment, edTPA, as required for Wisconsin state licensure.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4372. Curriculum and Methods of Teaching English - Secondary. (3 Credits)**

This course emphasizes writing of course objectives and lesson plans, instructional strategies, along with classroom management and discipline techniques.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4373. Curriculum and Methods of Teaching Social Studies - Secondary. (3 Credits)**

This course addresses principles, methods, and specific instructional strategies for teaching Social Studies courses at the secondary level and the middle school level. Educational standards and the various philosophies of teaching Social Studies courses will be discussed. Includes curriculum planning and the construction of unit and lesson plans using a variety of resources, technology, and instructional tools.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4374. Curriculum and Methods of Teaching Mathematics - Secondary. (3 Credits)**

This course combines principles and specific methods of teaching mathematics in the secondary school. National trends and current philosophy of teaching mathematics are discussed.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4376. Curriculum and Methods of Teaching Science - Secondary. (3 Credits)**

This course combines current research on learning theory with principles and specific methods of teaching science in the middle and secondary schools, including the instruction in the use of audio-visuals.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4377. Curriculum and Methods of Teaching Business Education - Secondary. (3 Credits)**

This course combines principles and specific methods in teaching business in the middle and secondary schools, including instruction in the use of audio-visuals.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4382. Curriculum and Methods of Teaching PE - Secondary. (3 Credits)**

This course provides the physical education major with an exposure to a variety of teaching methods, organization and management systems, age-appropriate activities, and best practice techniques in secondary physical education. It introduces teaching concepts related to the development of curriculum. Students are given the opportunity to "practice teach." A variety of materials are produced by the student for use in future teaching situations. This course provides a foundation in teaching physical education at the secondary level.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4388. Curriculum and Methods in English/Social Studies – Secondary. (3 Credits)**

Curriculum and Methods in English/Social Studies – Secondary combines principles, methods, and specific instructional strategies for teaching English courses and Social Studies courses at the secondary level and the middle school level. Educational standards and the various philosophies of teaching English and Social Studies courses will be discussed. Includes curriculum planning and the construction of unit and lesson plans using a variety of resources, technology, and instructional tools.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4411. The Profession and Ethics of Teaching. (3 Credits)**

This course is the capstone course of the education program, ideally taken just prior to student teaching. This course emphasizes key tenets of the profession: school law; ethics and judgment of educators, including conflict mediation and resolution; legal responsibilities of teachers; finding and securing a meaningful job, including the Call process to a Lutheran school; and ongoing professional development. Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4412. Portfolio Completion - Elementary/Content Tests. (1 Credit)**

This course is the culminating portfolio presentation that provides verification that the teacher candidate has completed all MCEA program and Wisconsin licensure requirements at that time. The Wisconsin Department of Public Instruction can change licensure requirements in the future, so students should consider applying for the license shortly after receiving endorsement. Recognizing that reflective, concerned, and competent teachers develop from a multitude of unique abilities and experiences, Concordia's teacher education program encourages the cultivation of unique, well-rounded teacher candidates. Since traditional evaluation procedures that focus on tests and grades fail to reveal the whole picture of the teacher education student, Concordia has instituted the portfolio process, which seeks to provide a more personal reflection of the unique abilities and accomplishments of each teacher education student. The final portfolio presentation provides evidence of the teacher candidate's proficiency in and application of the Wisconsin Teaching Standards with artifacts from student teaching. Students will enroll concurrently in ED 4421 and/or ED 4422.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4414. Portfolio Completion-Secondary. (1 Credit)**

This course is the culminating portfolio presentation that provides verification that the teacher candidate has completed all EA-A or EC-A program and Wisconsin licensure requirements at that time. Recognizing that reflective, concerned, and competent teachers develop from a multitude of unique abilities and experiences, Concordia's teacher education program encourages the cultivation of unique, well-rounded teacher candidates. Since traditional evaluation procedures that focus on tests and grades fail to reveal the whole picture of the teacher education student, Concordia has instituted the portfolio process, which seeks to provide a more personal reflection of the unique abilities and accomplishments of each teacher education student. The final portfolio presentation provides evidence of the teacher candidate's proficiency in and application of the Wisconsin Teaching Standards with artifacts from student teaching. The Wisconsin Department of Instruction can change license requirements in the future so students should consider applying for license shortly after receiving endorsement.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4421. Gr K-9 Student Teaching 1. (6 Credits)**

This course provides one of two culminating clinical experiences for students who will receive a teaching license for elementary and middle school. Teacher candidates will be mentored in the responsibilities and expectations of a K-9 teacher through observations, reflections, discussions, and professional development meetings. Elementary majors will enroll concurrently in ED 4422 and dual majors will enroll in one of the student teaching courses for Early Childhood or Special Education majors.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4422. Gr K-9 Student Teaching 2. (6 Credits)**

This course provides one of two culminating clinical experiences for students who will receive a teaching license for elementary and middle school. Teacher candidates will be mentored in the responsibilities and expectations of a K-9 teacher through observations, reflections, discussions, and professional development meetings. Elementary majors will enroll concurrently in ED 4421 and dual majors will enroll in one of the student teaching courses for Early Childhood or Special Education majors.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4425. Early Childhood Student Teaching. (6 Credits)**

This course provides one of two culminating clinical experiences for students who will receive a teaching license for elementary education. In a fulltime clinical placement, students will apply the 11 teacher education standards under the supervision of a cooperating teacher and university supervisor. Students will enroll concurrently in ED 4422, ED 4425, ED 4444, or ED 4447.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4433. Secondary Ed Student Teaching 1. (6 Credits)**

This course provides one of two culminating clinical experiences for students who will receive a teaching license for K-12 education. Students will enroll concurrently in ED 4434. Note – edTPA may be completed during this course.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4434. Secondary Ed Student Teaching 2. (6 Credits)**

This course provides one of two culminating clinical experiences for students who will receive a teaching license for K-12 education. Students will enroll concurrently in ED 4433. Note – edTPA may be completed during this course.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4440. Curriculum and Methods in Computer Science Education. (3 Credits)**

This course studies the strategies involved in teaching computer science. Focuses on choosing software that integrates into other areas of the curriculum, and details how to use that software effectively.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4442. ECSE Student Teaching. (6 Credits)**

This course provides one of two culminating special education clinical experiences for students who will receive a teaching license in ECSE. Teacher candidates will be mentored in the responsibilities and expectations of a special education teacher through observations, reflections, discussions, and professional development meetings. The setting will provide students with the experience in their developmental level. The student teacher will enroll concurrently in a second student teaching course to fulfill the requirements of their teaching license.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4444. CCSE Student Teaching 1. (6 Credits)**

This course provides one of two culminating special education clinical experiences for students who will receive a teaching license in CCSE. Teacher candidates will be mentored in the responsibilities and expectations of a special education teacher through observations, reflections, discussions, and professional development meetings. The setting will provide students with the experience in their developmental level. The student teacher will enroll concurrently in a second student teaching course to fulfill the requirements of their teaching license.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4447. CCSE Student Teaching 2. (6 Credits)**

This course provides one of two culminating special education clinical experiences for students who will receive a teaching license in CCSE. Teacher candidates will be mentored in the responsibilities and expectations of a special education teacher through observations, reflections, discussions, and professional development meetings. The setting will provide students with the experience in their developmental level. The student teacher will enroll concurrently in a second student teaching course to fulfill the requirements of their teaching license.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4449. Portfolio Completion - Special Education. (1 Credit)**

This course is the culminating portfolio presentation that provides verification that the teacher candidate has completed all special education program and Wisconsin licensure requirements at this time. Recognizing that reflective, concerned, and competent teachers develop from a multitude of unique abilities and experiences, Concordia's teacher education program encourages the cultivation of unique, well-rounded teacher candidates. Since traditional evaluation procedures that focus on tests and grades fail to reveal the whole picture of the teacher education student, Concordia has instituted the portfolio process, which seeks to provide a more personal reflection of the unique abilities and accomplishments of each teacher education student. The final portfolio presentation provides evidence of the teacher candidate's proficiency in and application of the Wisconsin Teaching Standards with artifacts from student teaching. Students will enroll concurrently in ED 4444 and/or ED 4447.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4454. Curriculum, Methods, & Practicum for CCSE/ECSE. (4 Credits)**

This is a field-based experience where special education majors work directly with learners with disabilities in their license area and age range. It is designed to provide students with the curricular methods, techniques, and adaptations necessary for programming for learners with disabilities. Course and field work will focus on evidence-based instructional strategies and practices, creating and supporting learning environments, writing and implementing unit and lesson plans, and collaborating with school professionals. UDS clinical and pre-student hours are a part of this course. This field-based experience will occur one or two terms prior to student teaching.

**ED 4455. Practicum Add-On for CCSE/ECSE. (1-4 Credits)**

This is a field-based experience where special education majors work directly with learners with disabilities in their license area and age range. It is designed to provide students with an add-on practicum working with learners who have disabilities. The field work will focus on evidence-based instructional strategies and practices, creating and supporting learning environments, writing and implementing unit and lesson plans, and collaborating with school professionals. This field-based experience will occur one or two terms prior to student teaching.

Prerequisite: ED 4454.

**ED 4477. Practicum in Adaptive Education. (1 Credit)**

The Practicum in Adaptive Education provides the opportunity to relate theory to practice in the field of special education. This clinical field experience fulfills the licensing requirement for the Adaptive Education Minor.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4478. Preschool Practicum and Synthesis. (3 Credits)**

This course provides the early childhood education candidate with an opportunity to relate theory to practice in a preschool setting. Students will consider and reflect upon a variety of topics related to professionalism, developmentally appropriate practice, communication, instructional planning and strategies, differentiation for diverse learners, and assessment strategies as they complete pre-student teaching requirements. The practicum placement will be made in a childcare center or school-based preschool setting. Must be taken the semester prior to student teaching.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4479. Assessment Strategies for Diverse Learners. (3 Credits)**

This course provides a foundation in using multiple methods of assessment and data sources in making educational decisions, as well as, the legal and ethical issues regarding the assessment of students with exceptional needs. Students will learn to conduct formal and informal assessments for eligibility and instructional purposes. They will interpret assessment results to guide educational decision-making including writing individualized plans and selecting supports and adaptations for learners with special education needs. Students will learn the importance of collaboration with families and other colleagues to assure that nonbiased and meaningful assessments are administered. Students will use technology to support assessment tasks.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4485. Special Education Law and IEPs. (3 Credits)**

This course addresses the philosophical, historical, and legal foundations of special education, from referral to placement. Students will acquire knowledge of special education legislation, policy, and terminology, including the provisions outlined in the Individuals with Disabilities Education Act (IDEA). Students will develop meaningful and compliant Individualized Education Plans (IEPs) and learn how to serve on school-based teams that interpret assessment data, write goals, and advocate for students with disabilities and their families.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4487. Implementation Strategies in Special Education. (2 Credits)**

This course provides an overview of implementation strategies for individuals with disabilities from early intervention to adult transition programs. Problem based learning is utilized to instruct students in writing IEPs/IFSPs and to serve on school-based teams that advocate for students with disabilities and their families. Additional topics include special education eligibility, service delivery models, introduction to cross-categorical concentration areas and Birth to Three services.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4501. Clinical Field Experience 1. (3 Credits)**

ED 4501 is an initial field work course within the online teacher licensure program. This course provides the candidate an opportunity for a minimum of forty-five (45) hours in a variety of educational settings and sites. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

**ED 4502. Clinical Field Experience 2. (3 Credits)**

This course is an initial field work course within the online teacher licensure program. ED 4502 provides the candidate an opportunity for a minimum of forty-five (45) hours in a variety of educational settings and sites - special education, cultural, and discovery. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

**ED 4503. Clinical Field Experience 3. (3 Credits)**

ED4503 is an initial field work course within the online teacher licensure program. ED4503 provides the candidate an opportunity for a minimum of forty-five (45) hours in a discovery educational setting. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

**ED 4504. Clinical Field Experience 4. (1 Credit)**

ED 4504 is an initial field work course within the online teacher licensure program. ED 4504 provides the candidate an opportunity for a minimum of fifteen (15) hours in a discovery educational setting. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

**ED 4505. Clinical Field Experience 5. (1 Credit)**

ED4505 is an initial field work course within the online teacher licensure program. ED4505 provides the candidate an opportunity for a minimum of fifteen (15) hours in a discovery educational setting. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

**ED 4506. Clinical Field Experience 6. (1 Credit)**

ED4506 is an initial field work course within the online teacher licensure program. ED4506 provides the candidate an opportunity for a minimum of fifteen (15) hours in a discovery educational setting. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

**ED 4507. Clinical Field Experience 7. (3 Credits)**

ED4507 is the final clinical field work course prior to student teaching within the online teacher licensure program. This is a 30-hour clinical experience with the emphasis on lesson and unit planning, teaching practices, and assessment for students in accordance with the general education curriculum. The cooperating teacher and a university supervisor observe the student with written feedback and in-person conferencing provided. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

**ED 4508. Clinical Field Experience Special Education. (3 Credits)**

This course is a field-based experience where special education majors work directly with children and youth with disabilities ages 4 to 21. It is designed to provide students with the curricular methods, techniques, and adaptations necessary for teaching learners with disabilities. The focus is on evidence-based practices, designing and adapting learning environments and curriculum, writing and implementing unit and lesson plans, collaborating with other professionals, and self-reflection. This field-based experience will occur one or two terms prior to student teaching.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

## Education - Project INVEST (EDI)

**EDI 102. Foundations of Education. (3 Credits)**

Foundations of Education examines the historical, philosophical, and social foundations underlying the development and purpose of education and evaluates current trends, issues, and various approaches in professional education programs in the United States and in Wisconsin. This course provides an introductory view of the teaching profession and fulfills the core requirement for Philosophical Foundations.



**EDI 103. Human Relations for Teachers. (3 Credits)**

This course is an interaction laboratory course designed to help students improve their interpersonal relationship skills and acquire competence in facilitating human relations activities in the classroom. Students will examine their attitudes and values toward and improve their techniques in working with all students, parents, colleagues, and community members. This course serves as an introduction of human relations' components to education majors.

**EDI 204. Develop Reading Grades 1-9. (3 Credits)**

EDI 204. Develop Reading Grades 1-9 examines the research and methodology behind literacy instruction. Effective literacy instruction is a challenging task as it involves an acute understanding of the reading process, which includes decoding and comprehension.

**EDI 221. Child Development. (3 Credits)**

Students will gain learning experience with infants and toddlers through examining infant and toddler development as it applies to an early childhood education setting. Students will integrate strategies that analyze development of infants and toddlers from conception to three years, correlate prenatal conditions with development, summarize child development theories, analyze the role of heredity and the environment, and determine how to create and maintain a culturally and developmentally appropriate environment.

**EDI 230. Nature of the Exceptional Child. (3 Credits)**

This course provides significant foundational theories and practices for understanding special education as a discipline, major federal legislation (IDEA), rights and responsibilities of parents, teachers, other professionals, and schools related to children with exceptional needs.

**EDI 231. Childrens Literature. (3 Credits)**

Presents an overview of texts for children – early childhood through the early adolescent years – along with criteria for making appropriate literature selections. Attention is also given to authors and illustrators and the awards presented by various committees. Practical strategies for stimulating children's interest in books will also be discussed. Additionally, students will also explore social issues as related to literature and develop an understanding of critical literary theories.

**EDI 275. Human Learning. (3 Credits)**

Explores theories of human development, learning, and motivation. The practical applications of these theories in educational psychology are presented. Students will be actively engaged in the learning process through a variety of assignments and activities including clinicals, presentations, reflections and other experiences relevant for their portfolio development. This course includes a field experience component.

**EDI 327. Collaborating with Families. (3 Credits)**

Throughout this course, students will examine partnerships with children's families and communities. The value, importance of and complexity of children's families and communities will also be examined. Critiques of parent involvement policies will be used as the foundation to create a new framework for parent, school and community partnerships.

**EDI 343. Synthesis & Prof Dev. (1 Credit)**

EDI 343. Synthesis Prof Dev. is a synthesis course designed to encourage reflection and discussion throughout the professional development process. This course is taken during the student teaching semester. Prerequisite: Upper Division Status.

**EDI 354. Teaching Reading and Emergent Language Development. (3 Credits)**

Teaching Reading and Emergent Language Development examines literacy development, theory, and practice in the early childhood years. This course focuses on emergent reading, speaking, and listening. Best practices for the teaching of reading in grades pre-K through third grade will be studied.

Prerequisite: EDI 204.

**EDI 356. Mathematics in ECE. (3 Credits)**

Math in Early Childhood Education presents an integrated approach to mathematics content and methods appropriate for early childhood pre-service and in-service teachers. Emphasis is on constructing knowledge through problem-solving, communication, reasoning, connecting mathematical ideas, representation, and generalization. Students will develop their conceptual understanding of "number," and will examine the requisite math topics and skills of the early childhood classroom. Emphasis will be given to teaching methods, which are developmentally appropriate for young children.

**EDI 357. Science and Environment in Early Childhood. (3 Credits)**

Science and Environment in Early Childhood, provides the pre-service educator with the knowledge, skills, and dispositions necessary for engaging curiosity, developing scientific literacy, and embracing a sense of wonder in young children. This course addresses how young children construct and represent scientific knowledge through problem solving, inquiry-based exploration, cooperative learning experiences, and integration with other curricular areas. Students develop concepts about essential components and skills of scientific investigation; and use this information in developing, assessing, and modifying developmentally appropriate instructional strategies for diverse learners.

**EDI 358. Teaching the Emergent Writer. (3 Credits)**

This course examines the development of children as writers. This course includes a study of children's language development, specifically the relationship between language and writing, stages of writing development, supporting the child as a writer, and spelling development. The course will examine current research and instructional strategies. Prerequisite: EDI 204.

**EDI 359. Curriculum and Techniques in EC. (3 Credits)**

Curriculum and techniques in EC is a study of developmentally appropriate practices with an emphasis on the importance of play and socialization on the learning and lives of young children. Students develop an understanding of the constructivist approach to early education; and utilize strategies of curriculum development that are emergent, integrated, aligned with early learning standards, and meet the needs of diverse learners. Strategies to facilitate learning in this course will include, but are not limited to, lectures, assigned readings, classroom observations, class discussions, group projects, and application experiences.

**EDI 400. Music Movement and Art. (3 Credits)**

This course is a study of creativity and the importance of meaningful integration of the creative arts, including music, visual art, dramatic play and movement, throughout the curriculum for young children. Students will explore methods to utilize the creative arts to support learning and creativity in young children.

Prerequisite: EDI 204.

**EDI 411. The Profession and Ethics of Teaching. (3 Credits)**

This is the capstone course of the education program, ideally taken just prior to student teaching. This course emphasizes key tenets of the profession: school law; ethics and judgment of educators, including conflict mediation and resolution; legal responsibilities of teachers; finding and securing a meaningful job and ongoing professional development.

**EDI 427. Student Teaching K I. (4 Credits)**

This course provides culminating clinical experiences for students who will receive a teaching license. Teacher candidates will be mentored in the responsibilities and expectations of an early childhood education teacher through observations, reflections, discussions, and professional development meetings. The setting will provide students with the experience in their developmental level. The student teacher will enroll concurrently in a second student teaching course (EDI 428) to fulfill the requirements of their teaching license.

**EDI 428. St Teaching Primary I. (4 Credits)**

This course provides culminating clinical experiences for students who will receive a teaching license. Teacher candidates will be mentored in the responsibilities and expectations of an early childhood education teacher through observations, reflections, discussions, and professional development meetings. The setting will provide students with the experience in their developmental level. The student teacher will enroll concurrently in a second student teaching course (EDI 427) to fulfill the requirements of their teaching license.

**EDI 429. Student Teaching K II. (4 Credits)**

This course provides one of two culminating clinical experiences for students who will receive a teaching license for elementary school. Students will enroll concurrently in EDI 430.

**EDI 430. St Teaching Primary II. (4 Credits)**

This course provides one of two culminating clinical experiences for students who will receive a teaching license for elementary school. Students will enroll concurrently in EDI 429.

**EDI 453. Evaluative Techniques in ECSE. (3 Credits)**

This course includes the study of standardized and informal assessment tools used in the identification of students with developmental disabilities, health disabilities, emotional/behavioral disorders and learning disabilities. Students will observe young children while exploring appropriate observational assessment techniques to identify certain behaviors or characteristics indicating developmental delays or at-risk status in the youngest of children. Students will also learn how to collaborate in the implementation, and monitoring of Individual Education Plans (IEP) and Individualized Family Service Plans (IFSP). Students will also understand the importance of families in assessing and implementing services for young children.  
Prerequisite: EDI 230.

**EDI 461. Administration of Early Childhood Programs. (1 Credit)**

Administration of Early Childhood Programs is a study of administration of early childhood programs with an emphasis on planning, implementing, and evaluating programs. State regulations, establishing policies, leading and managing personnel, developing budgets, and contemporary issues will be examined. Strategies to facilitate learning in this course include, but not limited to, lectures, assigned readings, class discussion, group exercises, and application experiences.

**EDI 466. Health, Safety, and Fitness for the Young Child. (2 Credits)**

Health, Safety, and Fitness for the Young Child studies the integration of health, wellness, safety, nutrition, and fitness for children within early childhood settings. Students will explore curriculum, resources, and instructional strategies to teach young children about health, safety, and fitness. Additionally, students will learn to prepare and maintain safe and healthy early childhood environments.

## English (ENG)

**ENG 100. Developmental Reading and Writing. (3 Credits)**

This course emphasizes the importance of written and verbal vocabularies and reading comprehension. In addition, it focuses on the application of basic English grammar usage to improve writing. This course is required for provisional students—the purpose of the course is to prepare students to succeed not only in ENG 104 (Introduction to Writing), but also in other courses requiring reading and writing.

**ENG 102. Elements of English Grammar. (3 Credits)**

This course is an elementary grammar course that focuses on basic principles of grammar and usage. It is intended for students whose background in grammar is weak, or for students who wish to brush up on their understanding of concepts and terminology. Emphasis is placed on applying principles in written communications and developing proofreading skills.

**ENG 103. Civilization & Worldviews: Literature. (3 Credits)**

This course provides practice and experience in reading and analyzing three primary genres of literature: fiction, poetry, and drama. The purpose of this course is to enable the student to enjoy and appreciate a wide spectrum of literature, with an understanding of how best to undertake various types of critical analyses of a work.

**ENG 104. Introduction to Writing. (3 Credits)**

This course is designed for the student with a good background in writing, focuses on the process of written expression, and gives practice in dealing with the various modes of discourse from free writing through research.

**ENG 105. Introduction to Writing Studio. (1 Credit)**

This course is a one-credit “studio” session that augments the work done in ENG 104. The studio session meets 1 hour per week in addition to the ENG 104 meeting times and is designed for students who will benefit from extra support, feedback, and attention. The work completed in ENG 105 will help clarify and reinforce an understanding of the writing process by providing students with active reading and study skills, individualized learning strategies, and a dedicated writing community.

**ENG 110. Introduction to Writing: Grammar. (3 Credits)**

This course prepares students for the reading and writing assignments they will receive as they complete their college program. The class begins with grammar and written diagnostic measures, after which it addresses rhetorical strategies used in developing and organizing ideas, the composition of college-level academic essays, and reading comprehension. It concludes with a brief introduction to the research process.

**ENG 130. Literature. (3 Credits)**

This course introduces students to forms of literature that include short story, drama, poetry, and the novel with a concentration on American literature, specifically focused on The American Dream. Students will learn how literary devices from all of the genres are used to create meaning for readers: plot, characterization, theme, point of view, setting, and figurative language. Students will engage in close reading: they will be asked to analyze literature inductively, using clues from the surface level of literature (literary devices) to create larger truths they see in the literature. Additionally, students will examine how these texts define what it means to be "American," specifically what material, social, spiritual, psychological, intellectual and environmental conditions contribute to this definition (both in the making of the texts and within the texts' representations). Students' analysis of texts will be expressed through writing projects, journals, presentations, and other activities.

**ENG 136. Literary Visions. (3 Credits)**

This course brings literature to life with dramatizations of individual works and readings of literary passages. As an introduction to literature, it incorporates both contemporary and traditional works in its selection of literary texts. It also places a strong emphasis on writing about literature as a way for students to learn and use advanced compositional techniques.

**ENG 190. Intro to English Studies. (3 Credits)**

This course provides an intensive introduction to concepts necessary for the study of literary and language studies, including major literary movements, basic principles of critical theory, literary research, and scholarly writing. English 190 is open to English majors, Secondary-Ed English majors, and others with permission of the department. Combined with either English 245 or 246, it fulfills the English 103/104 requirement in the Core Curriculum.

**ENG 205. English Language. (3 Credits)**

This course presents the basic structure of standard written English and elements of style in written composition. Activities will help students gain mastery in the conventions of English usage, explore the relationship between language and thought, and apply rhetorical principles in their own reading and writing. The course also will function as an introduction to linguistics, including attention to semantics, semiotics, and the cultural role of language.

**ENG 210. College Writing. (3 Credits)**

This course is a beginning college-level composition course designed to provide a variety of challenging writing tasks addressing a number of vital ideas and issues. Through critical reading and discussion of essays written by influential thinkers such as Niccolo Machiavelli, Martin Luther King, Jr., and Virginia Woolf, students learn to write thoughtful, logical, creative essays incorporating research when appropriate.

**ENG 211. Introduction to Composition Studio. (1 Credit)**

In this studio course, students engage in hands-on work in line with ENG 210's content and objectives and gain additional practice in writing by completing further assignments. The class sessions are conducted using a workshop model in which students share and discuss their work with one another. The class may focus on any aspect of writing that supports the English 210 course, such as invention, arrangement, and style; subject, audience, and purpose; response and revision; reading and writing; and editing and proofreading. The overall goal of the studio is to provide additional support for meeting the English 210 course objectives.

**ENG 245. Advanced Writing. (3 Credits)**

This course is designed for those students who have demonstrated competence in the basic techniques of expository writing and the mechanics of language. The object of the course is to steer students away from structured, research composition to drawing creative material from their own minds and experience.

Prerequisites: (ENG 104 or 190).

**ENG 246. Creative Writing. (3 Credits)**

This course involves studying theory, models, and strategies for writing fiction, poetry, and drama, as well as developing skills while creating new works in all three genres.

Prerequisite: ENG 104.

Pathway: CRAR

**ENG 250. Academic Writing and Research. (3 Credits)**

Academic Writing and Research teaches the conventions and expectations of academic research writing by guiding students through their own extended research project. This course teaches project discovery; annotation of source materials; processes of drafting and revision; delivery of a polished final product that adheres to the standards of citation style; and finally, remixing of the essay into a multimodal and/or digital format.

Prerequisites: (ENG 210 or 104).

**ENG 251. Practicum in Writing Consultation. (3 Credits)**

This course explores composition theory, writing center theory, critique of writing, collaborative learning, and tutoring philosophies. Students participate in writing consultations and management of the CUW Writing Center.

**ENG 300. Adolescent Literature. (3 Credits)**

This course is a survey of the seven styles of adolescent literature now appearing in print, accompanied by an historical overview of previous (late 19th/early 20th century) young adult literature. The student is asked to read numerous young adult novels within the types to determine their worth for young readers.

**ENG 304. Documentary Writing and Storytelling. (3 Credits)**

This course invites students to plan, research, script, shoot, edit, and present a documentary "short" focused on a specific, local problem that they would like to see addressed. Through extensive research, fieldwork, and interviews, students will explore an issue that has significance to a community and create a project that provides awareness and advocacy for populations who have been traditionally underserved or underrepresented. In this course, we will consider a historical perspective of the genre as a singular form of storytelling and persuasion, learn critical strategies for consuming documentaries, grapple with issues of "truth" as it relates to "nonfiction," and deliberate the ethics surrounding this form of film-making.

**ENG 305. English Grammar and Usage. (3 Credits)**

This course is intended for students who already have a solid background in grammar and wish to extend their knowledge and appreciation of grammatical principles. It is required of all English majors.

Prerequisites: (ENG 104 or 190).

**ENG 315. Contemporary Mosaic. (3 Credits)**

This course provides students the opportunity to read selections of contemporary American Literature in several genres that demonstrate the interplay among writers of different background and broadens one's understanding of life and literature.

Prerequisites: (ENG 104 or 190).

**ENG 341. American Literature I. (3 Credits)**

This course surveys the Romantic and Realist traditions of American Literature as they develop and form the basis for what has become the modern entity. Representative writers such as Poe, Hawthorne, Melville, Crane, and selected poets such as Whitman and Dickinson are considered for their influence on the development of American literature.

**ENG 342. American Literature II. (3 Credits)**

This course surveys the development of American literature from the latter part of the 19th century to the present. Representative writers will be studied.

Prerequisites: (ENG 103, 104 or 190).

**ENG 344. British Literature I. (3 Credits)**

This course reviews the early years of English literary history. The course begins with Beowulf and surveys four major literary periods: The Middle Ages, The Sixteenth Century, The Seventeenth Century, and the Restoration and the Eighteenth Century. Major authors studied include Chaucer, Milton, Marlowe, Spenser, and Swift.

**ENG 345. British Literature II. (3 Credits)**

This course surveys the continuing development of English literature from Blake through the Romantics and Victorians to the moderns. It is required for all English majors.

Prerequisites: (ENG 103, 104 or 190).

**ENG 347. World Literature I. (3 Credits)**

This course is a chronological survey of important and influential literary texts from various Western and non-Western cultures.

Prerequisites: (ENG 103, 104 or 190).

**ENG 348. World Literature II. (3 Credits)**

This course continues the chronological survey begun in ENG 347. The course includes a wide variety of literary styles, including text from various Western and non-Western cultures and civilizations from the 17th Century to the present.

**ENG 350. Classical & Modern Rhetoric. (3 Credits)**

This course provides an overview and study of the art of classical rhetoric, beginning with the ancient Greeks and culminating in twenty-first century understandings and applications.

**ENG 355. Modern Fiction & the Tradition. (3 Credits)**

This course examines principle authors and works of this century and studies the historical development of the novel as an aid to understanding the present conventions of the genre.

**ENG 356. Modern Poetry & the Tradition. (3 Credits)**

This course studies twentieth century poetic conventions and contemporary poets in historical perspective.

**ENG 357. Modern Drama & the Tradition. (3 Credits)**

ENG 357 examines the history and literature of Western drama from Aeschylus and Sophocles to Williams and Pirandello.

**ENG 358. Modern Non-Fiction & the Tradition. (3 Credits)**

This course examines the history and development of the most popular form of contemporary writing. Various methods of non-fiction discourse will be studied: journalism, biography, the essay, and new non-fiction.

**ENG 365. History of the English Language. (3 Credits)**

This course studies the history and structure of the English language and several grammatical systems of English and dialectology. It surveys the development of the English language, from the Old English period to the present, and provides an introduction to linguistics.

**ENG 370. Women's Literature. (3 Credits)**

This course enhances the English major's study of literature by examining works of women writers not covered in American and English Literature courses (ENG 341, 342, 344, and 345). Since it is generally acknowledged in academic circles that women's place in the literary canon has been neglected or underemphasized, ENG 370 places the more recognizable women authors beside the less well-known in order to establish a context from which all literature may be more fully understood and appreciated.

**ENG 380. Major Authors. (3 Credits)**

This course focuses on a single author, studying his or her work in depth. In some cases, it may focus on a small group of writers.

**ENG 386. Special Topics in Literature. (3 Credits)**

This course focuses on repeated themes or specific styles that have proven important in literature.

Pathway: CRAR

**ENG 392. Survey of American Literature. (3 Credits)**

This course provides a compressed survey of American Literature for non-traditional students in accelerated programs.

**ENG 394. Survey of British Literature. (3 Credits)**

This course provides a compressed survey of British Literature for non-traditional students in accelerated programs.

**ENG 395. Advanced Creative Writing. (3 Credits)**

This course provides a compressed survey of British Literature for non-traditional students in accelerated programs.

**ENG 396. English Language and Its Usage. (3 Credits)**

This course studies the history and structure of the English language and several grammatical systems modern English usage. It surveys the development of the English language, from the Old English period to the present, and provides an introduction to linguistics.

**ENG 399. Internship. (3 Credits)**

Internship

**ENG 410. Professional Writing Seminar. (3 Credits)****ENG 435. Literature for Young Adults. (3 Credits)**

This course surveys the growing body of literature written for the marketed to adolescents. What can young adult books tell us about adolescents and their lives? How do we read them differently as adults? Students will read so-called "problem" novels, mysteries, historical fiction, fantasy, and other genres of young adult literature. The course will also look at young adult literature as a microcosm of various literary techniques.

**ENG 465. Shakespeare. (3 Credits)**

This course examines the major works of Shakespeare including examples of the comedies, histories, tragedies, and the sonnets.

Prerequisites: (ENG 103, 104 or 190).

**ENG 475. Literary Criticism. (3 Credits)**

This course considers the premises and methods of criticism. The course will survey the various modern approaches to literature – formalist, genre, archetypal, historical, and others – and will provide exercises in practical criticism.

**ENG 480. Writing Creative Nonfiction. (3 Credits)****ENG 495. Senior Seminar. (3 Credits)**

This course provides students the opportunity to conduct a research project in the humanities. The semester's work is designed to integrate the humanities and to develop a Christian perspective on the arts, culminating in the creation and presentation of a research project.

Prerequisite: ENG 475\*.

\* May be taken concurrently.

## Entrepreneurship (ENTR)

**ENTR 250. Legal Landscape of Entrepreneurship. (3 Credits)**

This course provides students the opportunity to learn and understand the legal landscape of protecting and advancing innovation and startup ventures. It covers an array of important issues that every emerging entrepreneur should know. Students will learn which corporate ownership structure best suits their needs, how and when to engage in the patent filing process to protect intellectual property, fiduciary responsibilities for startup formation, funding the initiative, contracts with vendors and clients, understanding the basics of hiring and retaining the best staff, and protecting intellectual property.

**ENTR 290. Social Entrepreneurship. (3 Credits)**

This course focuses within a Christian context to identify and address social and global challenges. Students will apply innovation, creativity, critical thinking, and risk-taking to solve various challenges from an entrepreneurial perspective. Business skills such as planning, opportunity analysis, financial management, forecasting, and resourcefulness are critical elements of this course.

**ENTR 362. Planning New Ventures. (3 Credits)**

This course presents students interested in starting their own business or non-profit enterprise an opportunity to learn how to write and present a business plan, include market analysis, financial projections, and operating plan.

**ENTR 390. Entrepreneurship Practicum. (3 Credits)**

This practicum course is an action-based learning module where students of all disciplines collaborate to work on entrepreneurial endeavors. Whether working to launch their own startup ventures or assisting existing startups reach into new and emerging markets, this course seeks to empower students to innovate, problem-solve and adapt as they navigate the startup landscape. Entrepreneurship is both a mindset and a process. This course will cultivate, inspire and draw out creative and innovative student skills. Students take a holistic approach to problem solving, immersing them in their target market, and can work individually or in a team to formulate and advance their ideas. Grades will not be determined by whether or not a student launches a startup, but by the learning, problem solving, and collaboration that takes place.

## Environmental Science (ENV)

**ENV 130. Introduction to Sustainability. (3 Credits)**

This course is a comprehensive introduction to the vocabulary, importance, technology, and occupations concerning sustainability. This course is a guide on the principles that help us understand sustainability and how we can be more sustainable. This course reveals what types of well-paid sustainability careers exist. The list of topics ensures learners have a full exposure and understanding of sustainability as related to the triple bottom line, closed loop systems, ecological footprint, zero waste, alternative and renewable energy, local sourcing, nature's carrying capacity, water, transportation, food supplies, and climate change.

**ENV 160. Introductory GIS. (4 Credits)**

This course introduces the principles of Geographic Information Systems (GIS) using ArcGIS software. Topics covered include fundamental cartography, collecting, analyzing, and disseminating geographical data. Laboratory Course.

**ENV 180. Remote Sensing from Satellites and Drones. (3 Credits)**

This course introduces the use of remotely sensed data for the studying environmental conditions. Topics include data acquisition, processing, analysis, and application.

**ENV 220. Water Quality and Aquaponics. (4 Credits)**

This course explores how natural environmental processes are driven by chemical reactions and how these processes are affected by toxicants. Includes production techniques and methods for aquaponics, the combination of hydroponics and aquaculture. Laboratory Course.

**ENV 240. Native Plants of Wisconsin. (4 Credits)**

This course explores the plants present throughout the different regions and ecosystems of Wisconsin. Emphasis will be place on identifying native plants and their conservation. Laboratory Course.

**ENV 320. Environmental Data Analysis. (3 Credits)**

This course includes the fundamentals of statistics, data exploration, and graphing with practical application to environmental sciences. Computation will use the R software environment for statistical computing and graphics.

Prerequisite: MATH 205.

**ENV 499. Advanced Applied Field Research. (1-4 Credits)**

This course serves as a practical capstone experience in environmental science. The course involves individual engagement in experimental research, including experimental design, data collection, and data analysis. Successful completion of major capstone requirements includes presentation of results in paper, poster, and/or oral presentation formats. Note: Junior or senior standing required. Students may enroll in this course multiple times, up to a maximum of 4 total credits.

## Exercise Physiology (EXPH)

**EXPH 225. Introduction to Exercise Science. (3 Credits)**

This course involves understanding the realm of exercise science and the associated careers within exercise science. Students will discover career options ranging from exercise physiology, sport psychology, biomechanics, research, nutrition, graduate studies, medical school, and many more along with the necessary requirements, exams, and certifications to adequately prepare for the next step in a student's future vocation.

**EXPH 442. Exercise Testing and Prescription. (4 Credits)**

This course will focus on the theoretical and applied knowledge base required to conduct safe and effective exercise tests and fitness evaluations for healthy and at risk populations. Students will be expected to design effective exercise programs based on the evaluative tests. Clinical exercise physiology, basic electrocardiography, cardiovascular medications and client/patient risk stratification is included in the course. Additional lab time required.

**EXPH 460. Internship. (3-6 Credits)**

This course provides an opportunity for an upper level undergraduate student to gain valuable practical experience in an exercise physiology setting. This experience is aligned with the student's individual career or graduate study goals. The student will be able to demonstrate and apply the knowledge and skills they have learned in classroom and lab activities to a professional setting. Additionally, students are given the opportunity to network within their chosen profession. This internship is a dynamic program that will respond to change as warranted.

**EXPH 470. Exercise Physiology. (4 Credits)**

This course involves the application of beginning and more advanced anatomical and physiological processes to human movement, physical performance and rehabilitation.

Prerequisite: BIO 191.

**EXPH 471. Advanced Exercise Physiology. (4 Credits)**

This course is an in-depth look at the acute and chronic adaptations of the body to physical stress. Energy metabolism, cardiorespiratory physiology, endocrine physiology, and body composition analysis are some of the areas of emphasis in the course. Laboratory participation involving maximal oxygen consumption testing, body composition analysis, blood lactate analysis, spirometry, and submaximal aerobic capacity tests is expected of all students.

**EXPH 475. Seminar in Exercise Physiology. (2 Credits)**

This course requires students to select and present research articles from current topics in Exercise Physiology. Students will analyze, evaluate and discuss the methodology of the selected research topics. The importance of the Institutional Review Board in conducting research will be covered as a preparation for the EXPH 495 Senior Seminar research project.

**EXPH 480. Program Design and Application of Strength and Conditioning Principles. (3 Credits)**

This course will examine the various anatomical and physiological aspects associated with strength and conditioning. The students will have opportunities to analyze and design a strength and conditioning program for athletes from various sports or for individuals with special needs.

**EXPH 494. Exercise and Chronic Disease. (3 Credits)**

This course is an examination of the characteristics, physiological responses and exercise-related adaptations in individuals with select chronic diseases. Emphasis will be on pathophysiology and clinical considerations including exercise limitations, responses, and adaptations for each disease state. This course is designed to assist the student in preparation for the American College of Sports Medicine Health Fitness Instructor, Clinical Exercise Specialist, and/or Registered Clinical Exercise Physiology exams should the student desire to take these exams at a later time. It will also provide necessary knowledge and critical thinking skills for an Exercise Physiology Internship.

**EXPH 495. Senior Seminar. (3 Credits)**

This course allows for group investigation of a research topic providing students with the opportunity to gain practical research experience in study design as well as "hands-on" experience in conducting a research study from start to finish. Seminar work will include the evaluation of a research question, subject recruitment, data collection and analysis plus completion of an abstract, poster, and potentially a manuscript for presentation/publication.

## Family Life (FAM)

**FAM 105. Family Life Ministry Seminar. (2 Credits)**

Family Life Ministry seminar serves as an introduction to the vocation of Director of Family Life Ministries (DFLM). It explores the roles and responsibilities of a DFLM, the dispositions required for ministry, and provides an overview of six major areas of Family Life ministry. Students will interact with ministry professionals, research various aspects of this profession, and perform a self-assessment regarding their interests and gifts for the vocation of DFLM.

**FAM 210. Practical Skills in Family Life Ministry. (3 Credits)**

Students explore and practice foundational skills for family life ministry. Students will learn skills of meaningful communication as part of the foundation of relational ministry. Students will also learn how to lead Bible studies, plan and lead retreats, evaluate resources, and other essential skills for family ministry.

**FAM 311. Family Dynamics and Resource Management. (3 Credits)**

This course will provide students with an awareness of basic family theories as tools for understanding family strengths and weaknesses. The student will learn about the identification and management of family resources; the impact of decision making on a family's quality of life; and how families make decisions regarding the development and allocation of resources. The course will also explore the Biblical concept of stewardship.

**FAM 321. Parent Education and Guidance. (3 Credits)**

This course will examine the general philosophy and principles of family life education in order that the student will be able to plan, implement and evaluate such educational programs. The course will examine parenting as a process, parental rights and responsibilities, parental roles over the life cycle and variation in parenting practices.

**FAM 331. Observation of Infant and Toddler Development. (3 Credits)**

This course will explore the development of infants and toddlers pre-birth through 30 months old and the appropriate ways of interacting with this age group based on research and theory. It will look at understanding the development of the "whole child" which includes social/emotional, cognitive, and physical development. In addition, the course will explore the techniques used in making objective and effective observations of children from newborn through 30 months old.

**FAM 332. Observation of the Preschooler. (3 Credits)**

This course will explore the development of young children from 30 months old through age five and the appropriate ways of interacting with this age group based on research and theory. It will look at understanding the development of the "whole child" which includes social/emotional, cognitive, and physical development. In addition, the course will explore the techniques used in making objective and effective observations of children from 30 months old to age five.

**FAM 334. Therapeutic Interventions for the Hospitalized Child. (3 Credits)**

This course will introduce students to theories and intervention techniques that help children and families cope with stress from hospitalization or other life events that disrupt normal development. Strategies to assist with issues such as pain management; adjustment to chronic illness and long-term hospitalization; and adherence to medication management and routine medical care will be covered. Students will learn to assess and implement developmentally appropriate interventions, based on empirical data, to create individualized treatment plans in collaboration with the treatment team. The central role of therapeutic play in child life services will be emphasized, along with the provision of a safe, therapeutic and healing environment.

**FAM 390. Family Life Ministry Practicum. (3 Credits)**

Students will spend 120 hours in a supervised volunteer position at a local church or ministry. Note: Instructor permission is required for registration.

**FAM 394. Field Work in Youth Ministry. (3 Credits)**

This course will provide students with an awareness of basic family theories as tools for understanding family strengths and weaknesses. The student will learn about the identification and management of family resources; the impact of decision making on a family's quality of life; and how families made decisions regarding the development and allocation of resources. The course will explore the Biblical concept of stewardship. Prerequisite: minimum score of 01 in 'Family Life Upper Division'.

**FAM 430. Foundations of Family Life Ministry. (3 Credits)**

This course explores Biblical foundations for family ministry as well as family ministry philosophies. Students, then, form their own definition and philosophy on the basis of the Biblical foundation. The role of the home and the importance of parents for youth and children's ministry programming will be examined. Students will also learn how to design and implement intergenerational ministry programming.

**FAM 431. Youth Culture. (3 Credits)**

This class is in the Youth Minor, preparing men and women for ministry in the church. The class will help students explore generations and the youth culture in America. Students will explore ways to support homes with teens in crisis, stay current on youth culture issues, and learn the importance of building relationships with teens and their parents. It will also explore strategies to partner with homes in dealing with teen issues; to reach out and minister to youth and their homes in the community; apply theology to contemporary issues, and set up policy to protect teens and adults from misconduct or false accusation.

**FAM 432. Administration in Family Life Ministry. (3 Credits)**

This course examines processes, policies, and systems for successfully administering family life ministry programming in a congregational setting. Students learn to develop short- and long-term planning skills, recruit and train volunteers, and manage budgets. Students will learn ways to identify, plan, implement, evaluate, and lead a balanced ministry program.

**FAM 450. Advanced Practicum in Family Life Ministry. (3 Credits)**

For students who have completed FAM 390 but are required to have or desire additional practical experience in ministry, students will spend 120 hours in a supervised position at a local church or ministry. Note: Instructor permission is required for registration. Prerequisite: FAM 390.

**FAM 455. Family Life Ministry Internship. (3 Credits)**

The capstone Family Life ministry experience is in the student's final year and is called internship. Students apply academics and previous field experiences to serve in ministry under the mentorship of an experienced professional. The internship includes a ministry proposal, as a final project, based upon qualitative and/or quantitative data. Note: Instructor permission is required for registration. Prerequisite: FAM 390.

**FAM 494. Internship in Youth Ministry. (12 Credits)**

The capstone Family Life experience for a youth ministry minor is usually during the fourth year and is a full-time internship. Students use learned academic information and field experiences to serve in a congregational or ministry setting that serves teen-age youth and families for a minimum of six months. These experiences usually occur over the course of the fall or spring semester and beyond to fulfill the six month requirement. On-site supervision/mentorship of the student is done by an experienced ministry professional.

Prerequisites: FAM 390 and 394.

## Finance (FIN)

**FIN 121. Introduction to Actuarial Science. (3 Credits)**

This course introduces students to the field of actuarial science. Topics include career information and rigorous examples of problems that actuaries work on. Class meetings will include guest presentations from working actuaries and other professionals in the insurance industry.

**FIN 200. Personal Finance. (3 Credits)**

This course is a valuable survey course which explores areas of finance which have a direct impact on the individual's lifestyle. Course topics are treated in a non-technical manner. These topics include personal budgeting, financial planning, cash management, credit and loans, home buying, insurance, consumer information, investing, tax planning, retirement planning, and estate planning.

**FIN 300. Principles of Finance. (3 Credits)**

This course provides an introduction to the basic functions of financial planning, working capital management, financial markets, financial institutions, investment returns, capital budgeting methods, asset valuation, leverage, time value of money, and capital structure. Prerequisites: (ACCT 201 or 203).

**FIN 310. Basic Investing. (3 Credits)**

This course examines investors' activities and decision rules in the selection and management of financial assets. The focus of the course is financial instruments such as stocks, bonds, mutual funds, and derivatives, as well as the markets in which they are traded. The course will also emphasize the analytical approach to investment decision making.

Prerequisite: FIN 300.

**FIN 315. Principles of Insurance. (3 Credits)**

This course surveys methods of dealing with risk including risk retention, prevention, and transfer. Insurance is a major means of risk transfer. Various kinds of insurance, such as liability, property, life, health, and social insurance are examined.

Prerequisites: (BUS 315, MATH 205 or FIN 322).

**FIN 320. Money and Banking. (3 Credits)**

This course is a functional analysis of financial institutions with emphasis on commercial banking. It includes a review of the nature, history, and functions of money-creating depository institutions. It also includes an examination of the role of central banks and the implications of monetary and fiscal policy for economic growth, inflation, employment, trade and exchange rates.

Prerequisites: ECON 222 or 222 and ECON 231 or 231 and FIN 300 or 300.

**FIN 321. Financial Math for Actuaries. (3 Credits)**

This course is designed to prepare students for the Society of Actuaries Exam FM (Financial Mathematics). Topics include time value of money, annuities with payments that are not contingent, loans, bonds, general cash flows and portfolios, duration, convexity, and immunization.

Prerequisites: (FIN 121 or 300) and MATH 202.

**FIN 322. Probability and Statistics for Actuaries I. (3 Credits)**

This is the first course in the Actuarial Science program's probability and statistics sequence. Its purpose is to develop students' knowledge of the fundamental probability tools for quantitatively assessing risk. Topics include general probability theory, univariate probability distributions, and multivariate probability distributions, including conditional and marginal. Prerequisite: MATH 202.

**FIN 323. Probability and Statistics for Actuaries II. (3 Credits)**

This is the second course in the Actuarial Science program's probability and statistics sequence. Topics covered include sampling distributions, estimation and the properties of estimators, confidence intervals, hypothesis testing, and regression analysis. Prerequisite: FIN 322.

**FIN 340. Corporate Finance. (3 Credits)**

The primary goal of this course is to impart the knowledge to allow students to intelligently solve practical business problems. To achieve this goal, it is essential that students have a sound understanding of the financial theory. As such, the course will be theoretical in nature, often requiring rigorous quantitative analysis. Topics that will be covered include complex time value of money problems, security valuation, risk and return, capital budgeting techniques, the term structure of interest rates, the capital asset pricing model, dividend policy, and stock repurchases.

Prerequisite: FIN 300.

**FIN 341. Investment and Financial Markets for Actuaries. (3 Credits)**

This course develops students' knowledge of the theoretical basis of corporate finance, financial models and the application of those models to insurance and other financial risks. Topics include mean-variance portfolio theory, asset pricing models, market efficiency and behavioral finance, investment risk and project analysis, capital structure, and pricing methods of derivative securities.

Prerequisites: FIN 310 and 323.

**FIN 424. Advanced Excel for Financial Analysis. (3 Credits)**

This course gives students the opportunity to master Microsoft Excel's advanced functionality by using Excel to complete a wide range of tasks and projects that require data organization and analysis. Areas of focus include advanced data analysis, reporting templates, worksheet/workbook linking, importing and manipulating data, using VBA to create/edit macros for task automation, auditing tools, and other features especially useful to financial professionals.

Prerequisite: FIN 300.

**FIN 425. Securities Analysis. (3 Credits)**

This course is the study of investment choices and the analysis of each for the investment decision. Stocks, bonds, derivatives, and mutual funds are all examined. Understanding the characteristics of securities and how to evaluate them using financial spreadsheets and internet applications toward making a capital decision is emphasized.

Prerequisite: FIN 310.

**FIN 426. Applied Portfolio Management. (3 Credits)**

This course emphasizes investment selection/decision/policy issues, key concepts in modern portfolio theory, methods of common stock valuation, understanding the essentials of fixed income securities, determinants of option pricing, and evaluating managers' performance.

Prerequisite: FIN 425.

**FIN 430. International Finance. (3 Credits)**

This course examines the role of international financial management with emphasis on multinational corporations. It discusses topics such as the foreign exchange market and determination of exchange rates, the exchange risk exposure as it impacts management's decisions, the multinational corporation (MNC) and foreign direct investment (FDI), the rationality of FDI flows, the management of foreign operations, and the determinants of international flows of goods and funds.

Prerequisites: ECON 222, 231 and FIN 300.

**FIN 498. Special Topics in Finance. (3 Credits)**

This course offers topics designed to address current areas of student interest in finance.

## French (FRE)

**FRE 301. Composition and Conversation. (3 Credits)**

This course focuses on increasing proficiency in spoken and written French, using discussions and writing activities related to contemporary French culture.

## Geography (GEOG)

**GEOG 220. Cultural Geography. (3 Credits)**

Cultural Geography, or human geography, studies the interaction and integration of human achievements, needs, and institutions based upon geographic location. Cultural Geography investigates the development of food ways, popular culture, religion, economy, medicine, technology, crime, and human rights. In recent decades, the phenomenon of globalization has increased interconnectedness across borders transforming traditional, local cultures into global ones. Starbucks in Italy, Indian films winning American Oscars, and the increasing speed by which epidemics become pandemics characterize globalization. This course looks at these and other issues of culture and globalization.

**GEOG 340. World Regional Geography. (3 Credits)**

This course brings to life the impact of global issues by representing the daily lives of men, women, and children in the various regions of our globe. Exploring the rich diversity of human life, students will learn how the activities of ordinary people at the local level are connected to the geographic themes of population, climate, terrain, globalization, power, economics, politics, urbanization, and environment.

## German (GER)

**GER 101. Beginning German I. (3 Credits)**

GER 101 is a beginner course for students who have had no previous formal course work in German. Students will begin to develop listening, speaking, reading, and writing skills in the German language. Attention will be given primarily to grammar, vocabulary, and reading comprehension.

**GER 102. Beginning German II. (3 Credits)**

Beginning German II is for students who have had one semester of formal course work in German or the equivalent. Students will continue to develop basic listening, speaking, reading, and writing skills in the German language. An orientation to the culture of German-speaking countries is an integral part of the course.



## Graphic Design (GD)

### GD 100. Digital Design Fundamentals. (3 Credits)

In this course, students develop and implement strategies for graphic design through perceptual and conceptual problems. This course is intended to be an introduction to the Mac interface and processing systems and industry software such as Adobe Photoshop, Illustrator, and InDesign. The students will also have exposure to online publishing software, such as Blurb. This is an entry level course.

Pathway: CRAR

### GD 110. Graphic Design I. (3 Credits)

This course explores the general structure of the Macintosh computing platform. Graphic Design I presents students with an intensive function-based experience using Illustrator Creative Cloud and InDesign Creative Cloud. The student will develop a beginning understanding of the manipulation of this software and its uses for the communication designer. Digital pre-press concepts will also be introduced.

Pathway: CRAR

### GD 111. Graphic Design II. (3 Credits)

This course revisits the general structure of the Apple computing platform and presents students with an intensive function-based experience using Photoshop Creative Cloud. The student develops an understanding of the architecture and the manipulation of this software and its uses for the communication designer. Instruction will include digital pre-press concepts, animation and motion graphics.

Pathway: CRAR

### GD 299. Independent Study. (1-6 Credits)

Course will be developed by the instructor and student.

### GD 360. Web Design I. (3 Credits)

This course introduces students to the practical aspects of web design techniques and technology. Provides basic understanding of the major applications used in commercial website design (including but not limited to Adobe Photoshop/Image Ready, Dreamweaver and Flash) and the integration of these applications into the workflow of site design, from the initial concept to final execution. Studio Fee.

### GD 361. Web Design II. (3 Credits)

This course builds on basic skills developed in Web Design 1, students gain increased familiarity with the standard applications of web design (Photoshop/Image Ready, Dreamweaver and Flash), interweaving them to create a more advanced web experience. Overall focus centers on design, but students will also learn more intricate coding. Key topics include Cascading Style Sheets (CSS), JavaScript (JS), Extensible Hypertext Markup Language (XHTML), Application Development (with PHP scripting and MySQL databases) and ActionScripting in Flash. Studio Fee.

Prerequisite: GD 360.

### GD 375. Motion Graphics I. (3 Credits)

This course is a beginning level course in character animation and motion graphics. Project-based lessons introduce the student to Adobe Character Animator or Adobe Animate CC and After Effects.

### GD 380. Motion Graphics II. (3 Credits)

This course is an advanced level course in character animation and motion graphics. Project-based lessons present the key techniques for producing video projects that include character animation and lip-syncing using Adobe Character Animator or Adobe Animate CC and After Effects. Students learn to organize media, add and mix audio, create animation, rig a character, produce titles, and add special effects.

### GD 460. Graphic Outlook-Practicum I. (3 Credits)

This course is an advanced Senior Studio styled course that concentrates on layout and digital design and working with actual clients. Students must have an advanced skill level in the following software - including, but not limited to, advanced Adobe design programs such as, Photoshop, Illustrator, Aftereffects, Video Editing Software and In-Design to solve design problems.

### GD 461. Graphic Outlook-Practicum II. (3 Credits)

This course provides continued instruction in advanced layout and design for electronic and print media. Students utilize advanced software such as, Adobe Creative Suites, Macromedia, iLife, iWork and Microsoft Office work to create a professional portfolio and begin to develop a client base. Studio Fee.

Prerequisite: GD 460.

## Greek (GRK)

### GRK 201. Greek I. (3 Credits)

This course presents elements of vocabulary, morphology, and syntax with a reading of simple Greek prose. Students will learn to recognize Greek vocabulary, to distinguish between the various parts of speech, to analyze Greek morphology, and to apply rules of syntax in order to create translations of elementary Greek texts that represent a synthesis of Greek vocabulary, morphology, and syntax.

### GRK 202. Greek II. (3 Credits)

This course continues the presentation of elements of vocabulary, morphology, and syntax with a reading of simple Greek prose. Students will learn to recognize Greek vocabulary, to distinguish between the various parts of speech, to analyze Greek morphology, and to apply rules of syntax in order to create translations of elementary Greek texts that represent a synthesis of Greek vocabulary, morphology, and syntax.

Prerequisite: GRK 201.

### GRK 303. Greek III. (3 Credits)

This course completes the presentation of elements of vocabulary, morphology, and syntax with a reading of simple Greek prose. Students will learn to recognize Greek vocabulary, to distinguish between the various parts of speech, to analyze Greek morphology, and to apply rules of syntax in order to create translations of elementary Greek texts that represent a synthesis of Greek vocabulary, morphology, and syntax.

Prerequisite: GRK 202.

### GRK 304. Greek IV. (3 Credits)

This course consists primarily of intermediate narrative readings. These readings may come from any combination of the Gospels, the LXX, or the Church Fathers. Students will increase their knowledge of Greek vocabulary and further develop their understanding of Greek syntax. They will study the culture and genre in which the assigned texts were written while also learning about the transmission of the text of the Greek New Testament.

Prerequisite: GRK 303.

### GRK 403. Greek V. (3 Credits)

This course will consist primarily of intermediate epistolary readings from the New Testament or other Greek epistolary literature. Students will increase their knowledge of Greek vocabulary and further develop their understanding of Greek syntax. They will study the culture and genre in which the assigned texts were written while also learning about the textual apparatus used in critical editions of the Greek New Testament. Finally, they will produce an exegetical analysis.

Prerequisite: GRK 304.

**GRK 404. Greek VI. (3 Credits)**

This course consists of advanced readings from the New Testament or other Greek literature. Students will increase their knowledge of Greek vocabulary and further develop their understanding of Greek syntax. They will study the culture and genre in which the assigned texts were written while also researching and writing on aspects of the Greek language. Finally, they will produce a paper on Greek grammar.  
Prerequisite: GRK 403.

**GRK 414. Epic Poetry. (3 Credits)**

This course studies selected readings of such Greek poets as Babrius, Hipponax, Homer, Euripides, and Sophocles, with readings progressing from the relatively easy to the more difficult. The study of Greek prose may also be used to prepare students to read Greek poetry.  
Prerequisite: GRK 304.

**GRK 420. Greek Readings. (1 Credit)**

This course is a one credit readings course for students of all levels who wish to continue in the language in order to maintain their knowledge and ability in Greek.  
Prerequisite: GRK 303.

## Health & Human Performance (HHP)

**HHP 100. Stewardship of the Body. (1 Credit)**

This course is an exposure to a variety of lecture and laboratory programs designed to give the student insights into the nutritional, physical activity and physiological values of activity.

**HHP 104. Mindful Movement. (1 Credit)**

This course provides students the opportunity to improve flexibility, build strength, and relieve stress using yoga-like movement. Core strengthening, weight bearing on hands, and connecting movement with breath will be introduced with the goal of linking mind with body.

**HHP 116. Health Profession Medical Terminology. (1 Credit)**

This course is designed for students interested in health professions. This course will focus on medical terms, definitions, and abbreviations commonly associated with anatomy and the health professions. Basic medical terminology, health and disease, and diagnostic procedures will be covered. In addition, the following human body systems will be introduced: skeletal, muscular, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, nervous, special senses, integumentary, endocrine, and reproductive.

**HHP 120. Weight Training. (1 Credit)**

This course is designed to introduce the student to the principles and techniques of weight training through the use of weight machines and free weights.

**HHP 122. Badminton. (1 Credit)**

This course introduces the student to singles and doubles strategies along with developing serving style and basic strokes.

**HHP 124. Aerobics. (1 Credit)**

This course is designed to expose the student to a variety of different aerobic activities, help the student understand how to structure these activities to meet personal fitness goals, and assist the student in becoming more aware of the experiential nature of aerobic activity.

**HHP 129. Bowling. (1 Credit)**

This course introduces the approach, release, and delivery for satisfactory participation in the recreational sport of bowling. Scoring, strike adjustment systems, and spare conversion techniques are also presented.

**HHP 130. Advanced Weight Training. (2 Credits)**

This course analyzes the techniques and skills of weight training to achieve individual goals. The course will go over various core lifts, Olympic lifts, and repetition strength testing.

**HHP 149. Wellness Boot Camp. (1 Credit)**

This course introduces the student to nutritional, physical, and mental activities for lifetime wellness and fitness.

**HHP 160. Walking For Wellness. (1 Credit)**

This course is designed to utilize walking for fitness development, stress reduction, and personal wellness. Recommended prerequisite: HHP 100.

**HHP 161. Outdoor Adventure: Kayak/Canoe. (1 Credit)**

This course is designed to give students the basic skills and information needed to successfully and safely participate in the sport of kayaking or canoeing.

**HHP 166. Hiking. (1 Credit)**

This course introduces the student to the basic skills, nutritional demands, and safety aspects of hiking. Prerequisite: Ability to drive to an off campus location.

**HHP 168. Pickleball. (1 Credit)**

This course provides students the opportunity to improve fitness and learn basic skills, techniques and rules of Pickleball.

**HHP 171. Introduction to Exercise Science. (1 Credit)**

This course will introduce students to the field of exercise science, the department of Health and Human Performance, and the Health Science programs at Concordia University Wisconsin.

**HHP 192. Basic Taping & Wrapping Techniques. (1 Credit)**

This course provides the fundamental taping and wrapping techniques used in the prevention and care of athletic injuries.

**HHP 199. University Athletics. (1 Credit)****HHP 202. Introduction to Kinesiology. (3 Credits)**

This course allows students to explore the principles, scientific foundations, philosophy, and scope of physical activity as it relates to human movement.

**HHP 209. First Aid and CPR. (2 Credits)**

This course follows the requirements and methodology of the American Red Cross. The program is designed to give students the knowledge and skills to prevent, recognize, and provide basic care for injuries and sudden illnesses of adults, children or infants until medical professionals arrive and take over. The skills covered are essential for everyone; however, successful completion of the course will not qualify one as a health care professional. AED instruction is included.

**HHP 210. Health Care Delivery. (2 Credits)**

This course is designed to introduce the student to the basic elements of athletic training patient care. This will be accomplished by exposing the student to the foundational behaviors of professional practice, clinical examination, diagnosis skills, cultural competence, communication skills, and healthcare administration.

**HHP 212. First Aid and Emergency Procedures w/Lab. (3 Credits)**

This course will prepare students to make appropriate decisions regarding first aid care and to act skillfully on those decisions. Students will be given the opportunity to take the American Heart Association Heartsaver Examination for First Aid, CPR, and AED. Students will also address special concerns in the athletic population such as equipment removal, stabilization, and airway management. First Aid and Emergency Procedures Lab will allow students the opportunity to practice first aid and CPR skills in a controlled environment and to make life-saving decisions on practice manikins. Students will also perform carries and transportation techniques on suspected spine-injured victims.

**HHP 215. Fit & Well. (2 Credits)**

This course explores the importance that physical activity and nutrition play in maintaining wellness in our lives.

**HHP 260. School and Community Health. (3 Credits)**

This course seeks to provide participants with a greater understanding of the factors that contribute to individual and societal health. Current health status, health behavior trends and health decisions are discussed and correlated as actions that may reduce risk of disease. Participants will also integrate themselves into the community to learn and share more about health care providers.

**HHP 265. Healthy Lifestyles. (3 Credits)**

This course focuses on the knowledge and skills that are essential to prevent or at least postpone various health problems. Emphasis will be placed on, but not limited to, preventing heart attacks and cancer. The information presented in class and the activities experienced in class will assist the students in making educated decisions regarding healthy behavior patterns.

**HHP 274. Care and Prevention of Athletic Injuries. (3 Credits)**

This course is designed to give the student an understanding of the field of athletic training and to develop knowledge, skills and values of the various components related to the athletic training profession.

**HHP 275. Administration and Organization of Sport. (3 Credits)**

This course introduces the student to administrative and organizational policies, procedures, budget principles, public relations, legal considerations, event management, safety consideration and other issues at all levels of sport. Students are involved in selected hands-on experiences at various levels and types of participation.

**HHP 280. Psychology of Sport. (3 Credits)**

This course is designed to help those interested in sport and exercise gain insight into the emotional and psychological factors that affect skill performance and activity.

**HHP 281. Theory and Techniques of Coaching Softball. (2 Credits)**

This course provides the student with the theoretical information necessary for the successful coaching of softball as well as skill analysis, drill development, tactics, strategies and other coaching techniques.

**HHP 282. Theory and Techniques of Coaching Basketball. (2 Credits)**

This course will provide the student with theoretical information necessary for the successful coaching of basketball as well as skill analysis, drill development, tactics, strategies, and other coaching techniques.

**HHP 284. Theory and Techniques of Coaching Football. (2 Credits)**

This course provides students with the theoretical and philosophical information necessary for the successful coaching of football as well as skill analysis, drill development, tactics, strategies and other coaching techniques.

**HHP 286. Theory and Techniques of Coaching Track. (2 Credits)**

This course provides students with the theoretical and philosophical information necessary for the successful coaching of track and field. Event analysis, training theory, individual and team strategies and other coaching techniques are covered.

**HHP 287. Theory and Techniques of Coaching Soccer. (2 Credits)**

This course provides the student with the theoretical information necessary for the successful coaching of soccer as well as skill analysis, drill development, tactics, strategies and other coaching techniques.

**HHP 288. Theory and Techniques of Coaching Volleyball. (2 Credits)**

This course provides the student with the theoretical information necessary for the successful coaching of volleyball as well as skill analysis, drill development, tactics, strategies and other coaching techniques.

**HHP 290. Theory and Techniques of Coaching Wrestling. (2 Credits)**

This course provides the student with the theoretical information necessary for the successful coaching of wrestling as well as skill analysis, drill development, tactics, strategies and other coaching techniques.

**HHP 342. Nutrition for Wellness and Performance. (3 Credits)**

This course introduces the student to principles of nutrition. It emphasizes the importance of good nutrition to promote a healthy lifestyle, enhance performance, prevent injury and foster wellness throughout life. Real world application is emphasized.

**HHP 350. Coaching Methods. (3 Credits)**

This course presents the theories of coaching and strategies of team sports.

**HHP 355. Teaching Core Activity III. (3 Credits)**

This course includes instruction in theories, techniques, and progressions. Students will be afforded the opportunity to practice teach in a variety of physical activities and lifetime sports. Unit plans and lesson plans will be developed and completed. Teaching methodologies, skill progressions and developmentally appropriate content material will be covered.

Prerequisite: HHP 208.

**HHP 356. Teaching Core Activity IV. (3 Credits)**

This course focuses on the development of teaching methods and pedagogies of a variety of sports and activities within a physical education environment. Particular attention will be paid to the breaking down of skills and use of cues. Activities included (but not limited to) are: volleyball, kickball, Sepak Takraw, archery, golf, Exerstriding, Kin-Ball, football, speedball, track and field, and self-defense. Common pedagogical knowledge and skills which cut across activities will be emphasized.

Prerequisites: HHP 208 and 355.

**HHP 361. Technology in Health and Human Performance. (3 Credits)**

HHP 361 is a required course for students seeking licensure to teach physical education and health in Wisconsin. It is also required for the coaching minor. The course will show students how to incorporate technology into the classroom, gymnasium, recreation and related health facilities. The course will show students how to access, use, interpret, utilize and evaluate various sources of information technology. Concepts related to best practice teaching (unit and lesson plan development, application of technology to assist in fitness assessment, life-long activity engagement, and individual wellness pursuits) are explored.

Prerequisite: minimum score of 10 in 'Upper Division Status'.

**HHP 371. Exercise Physiology. (3 Credits)**

This course involves the application of anatomical and physiological processes to human movement, physical performance, and rehabilitation. Human Anatomy and Physiology I and II are prerequisites for this course.

**HHP 373. Motor Development. (3 Credits)**

This course focuses on developmental principles as they apply to movement and are influenced by the maturation process. An integrative approach will be used emphasizing the role of movement and physical activity in an individual's total growth and development from birth through adulthood.

**HHP 375. Biomechanics. (3 Credits)**

HHP 375 deals with mechanical principles regarding such things as force, inertia, momentum, friction, and the application of these principles to various movement, rehabilitation and skill activities. This course provides students with an understanding of the principles of physics which govern effective and efficient movement. This knowledge is essential for teaching skills, analyzing movement, conducting injury rehabilitation programs and other activities involving the development and use of the human body.

Prerequisites: BIO 191 and 192.

**HHP 410. Measurement and Evaluation in Health & Human Performance. (3 Credits)**

focuses on assessment techniques in health and physical education. This course discusses and provides methods for creating appropriate assessments, models for performance-based assessments, authentic assessments, and instruction for administering skill and fitness tests. Test construction will be examined. Students will develop a battery of assessment tools, intended for use at the elementary, middle, and high school levels. 3 credits.

**HHP 412. Adapted Physical Education. (3 Credits)**

HHP 412 includes the study of those conditions and unique needs that prevent students from succeeding in regular physical education classes. This course provides the student a clear comprehension of specific disabilities and impairments as it relates to a physical education setting. Concepts of least restricted environment and inclusion are models used in teaching techniques and program modifications.

**HHP 450. Curriculum and Methods - Health. (3 Credits)**

This course introduces the student to general principles and methods of teaching health education. Emphasis will be placed upon pedagogy, application of appropriate materials, teaching aids, and evaluating effective health resources.

Prerequisites: (HHP 100 or 150) and HHP 260 and 265.

**HHP 460. Internship. (1-6 Credits)**

This course is an off-campus, supervised, educational internship experience of at least 120 clock hours (per 3 credit hours) at an approved affiliate site offering programs and experiences in fitness development or health promotion.

**HHP 475. Seminar in Exercise Physiology. (2 Credits)**

Students will select research articles from current topics in Exercise Science. Students will analyze, evaluate and discuss the methodology of the selected research topics. In addition, the importance of the Institutional Review Board in conducting research will be covered in preparation for HHP 495 Senior Seminar's research project.

**HHP 490. Coaching Practicum. (1-3 Credits)**

This course is designed to give the student-coach an opportunity to gain a hands-on field experience by working with a sports program under the direction and guidance of an experienced head coach. This practicum is taken after all other coaching courses are completed.

Prerequisite: minimum score of 10 in 'Upper Division Status'.

**HHP 495. Senior Seminar in Exercise Physiology. (3 Credits)**

This course involves the design and conducting of an exercise physiology-related research study in collaboration with other students in the class. Students will submit an IRB application, conduct the research, analyze the data, and present the results. Potential exists for the submission of the research project to a regional or national exercise physiology organization for publication. Senior status required.

## Health Care Management (HCM)

**HCM 300. Healthcare Ethics. (3 Credits)**

This course explores systems of moral reasoning and their impact upon the legal and ethical decision-making process within health care organizations and professionals. Themes to be explored include confidentiality, informed consent, decision making capacity, treatment refusal, end of life decisions and care, and legal issues related to initiating or withdrawing treatment. Exposes students to the breadth of legal aspects of Health Care Management in order to assist health care professionals in identifying when a situation is likely to be subject to a law or regulation.

**HCM 304. Health Care Planning and Evaluation. (3 Credits)**

This course examines the principles, methods, and basic fundamentals in planning, evaluating and measuring outcomes in the health care delivery system. Students learn the process of planning for the delivery of health care services to the surrounding communities while adapting to the changing environment.

Prerequisites: BUS 315, ACCT 203, HCM 320, 330, 300 and 335.

**HCM 308. Eldercare. (3 Credits)**

This course is an in-depth study of the challenges facing elders in American society, the services available to them, and a critical evaluation of public policy. Specifics include a life course perspective on aging that makes this course applicable and meaningful for people to study, provides an examination of the meaning of old age, explains how the body, mind, spirit and soul are affected by the decline of age. Students are expected to spend 16 to 18 hours per session on academic work for this course.

**HCM 310. Current Trends in Healthcare. (3 Credits)**

This course is designed to discuss current health care issues regarding the rising and unsustainable costs of health care, the importance of competition within health care, the debate surrounding the Medicare system, continuous mergers and collaborations with system and business, and the future resolve of health care in the United States and beyond. This course is designed to be directly applicable to the students' careers in health care and will prepare students for a career of service to Christ, the church, and the community in the field of health care management.

**HCM 320. Management Principles in Health Care. (3 Credits)**

This course focuses on the fundamentals of healthcare management for the health care administrator. Basic management functions of planning, organizing, leading and controlling health care organizations are emphasized. In this module management functions are practically applied to health care organizations by means of an introductory overview of different management principles and techniques.

**HCM 330. Financial Issues in Health Care. (3 Credits)**

This course studies finance, economics, budgeting, pricing, and managed care as they relate to the health care industry. Students gain an understanding of managed care, a basic knowledge of the budgeting process and the economic risks unique to the health care sector and the contribution of the health care industry to the Gross Domestic Product. The national health care policy of the United States is compared and contrasted to that of other developed nations.  
Prerequisites: BUS 315 and ACCT 203.

**HCM 335. Health Care Marketing. (3 Credits)**

This course studies marketing principles, concepts, and operations and provides the student with the necessary marketing skills to promote health care services or products. The course introduces the student to the complex world of health care marketing and promotion and examines marketing plans and focus groups.

**HCM 399. Health Care Practicum. (6 Credits)**

This course engages students in a practical on-the-job learning experience in a health care setting. The course requires that students complete a journal of their learning, a reflective plan for personal and professional development, and a research paper on a topic related to the work they have done at the site of the practicum. Minimum of 60 hours over at least 6 weeks required in the health care setting. Students wishing to sit for the State of Wisconsin Nursing Home Administrator exam must do this practicum in a nursing home setting and the research paper must be on a related topic. Taken after completion of all other courses in the major.

## Hebrew (HEB)

**HEB 301. Hebrew I. (3 Credits)**

This course presents elements of vocabulary, morphology, and syntax with a reading of simple Hebrew prose. Students will learn to recognize Hebrew vocabulary, to distinguish between the various parts of speech, to analyze Hebrew morphology, and to apply rules of syntax in order to create translations of elementary Hebrew texts that represent a synthesis of Hebrew vocabulary, morphology, and syntax.

**HEB 302. Hebrew II. (3 Credits)**

This course presents elements of vocabulary, morphology, and syntax with a reading of simple Hebrew prose. Students will learn to recognize Hebrew vocabulary, to distinguish between the various parts of speech, to analyze Hebrew morphology, and to apply rules of syntax in order to create translations of elementary Hebrew texts that represent a synthesis of Hebrew vocabulary, morphology, and syntax.

**HEB 401. Hebrew III. (3 Credits)**

This course completes the presentation of elements of vocabulary, morphology, and syntax with a reading of simple Hebrew prose. Students will learn to recognize Hebrew vocabulary, to distinguish between the various parts of speech, to analyze Hebrew morphology, and to apply rules of syntax in order to create translations of elementary Hebrew texts that represent a synthesis of Hebrew vocabulary, morphology, and syntax.  
Prerequisite: HEB 302.

**HEB 402. Hebrew IV. (3 Credits)**

This course consists primarily of simple to intermediate narrative readings. Students will increase their knowledge of Hebrew vocabulary and further develop their understanding of Hebrew syntax. They will also study the culture and genre in which the assigned texts were written while learning about the transmission of the text of the Hebrew Old Testament.  
Prerequisite: HEB 401.

**HEB 412. Hebrew Readings. (1 Credit)**

This course is a one credit readings course for students of all levels who wish to continue in the language in order to maintain their knowledge and ability in Hebrew.  
Prerequisite: HEB 401.

**HEB 413. Hebrew V. (3 Credits)**

This course will consist primarily of intermediate poetic readings from the Old Testament. Students will increase their knowledge of Hebrew vocabulary and further develop their understanding of Hebrew syntax, especially as that syntax and vocabulary are affected by the genre of poetry. They will also study the culture and genre in which the assigned texts were written while learning about the textual apparatus used in critical editions of the Hebrew Old Testament.  
Prerequisite: HEB 402.

**HEB 414. Hebrew VI. (3 Credits)**

This course will consist of advanced readings from the Hebrew Old Testament. Students will increase their knowledge of Hebrew vocabulary and further develop their understanding of Hebrew syntax. They will also study the culture and genre in which the assigned texts were written.  
Prerequisite: HEB 413.

## History (HIST)

**HIST 101. World Civilizations I. (3 Credits)**

This course will offer an introduction to the major events and themes in world history from the earliest civilizations to the Middle Ages, including the origins of agriculture and urbanization, the rise of empires, the emergence of world religions, and the first period of globalization. In addition to gaining a broad understanding of the major events in global history prior to the modern era, students will practice the skills historians use to analyze artifacts, identify patterns in human social organization, and differentiate political and social practices across cultural contexts.

**HIST 102. World Civilizations II. (3 Credits)**

This course will provide an introduction to the major events and themes in Early Modern and Modern world history including the development of transoceanic trade, colonization and empire building, industrialization, world wars, and decolonization. In addition to gaining a broad understanding of how these events shaped social, cultural and political life, students will be introduced to the skills, tools, and methods historians use to narrate the past and debate how we ought to understand it.

**HIST 151. American Civilization I. (3 Credits)**

This course surveys and analyzes the history of the United States from pre-Columbian America to 1877. It sets out the basic narrative of U.S. history and explores the political, cultural, social and economic changes that have occurred in the American story. This course is offered at CUAA only.

**HIST 152. American Civilization II. (3 Credits)**

This course surveys and analyzes the history of the United States from 1877 to the present. It sets out the basic narrative of U.S. history and explores the political, cultural, social, and economic changes that have occurred in the American story. This course is offered at CUAA only.

**HIST 153. American Civilization. (3 Credits)**

This course surveys the history of the United States from pre-Columbian America to the present, and explores political, ideological, social and religious changes that have occurred in the American story.

**HIST 161. History and Worldviews of the Western World. (3 Credits)**

This course provides the student with an examination of the chronology and major themes of Western Civilization through the study of primary and secondary sources. Fulfills core history requirement.

**HIST 163. Non-Western World. (3 Credits)**

This course is a survey of the peoples and cultures of Africa, Asia, the Middle-East, the Pacific Rim, and pre-Columbian America, providing the students background to make sense of these increasingly important regions in the world.

**HIST 190. Western Historical Perspectives. (3 Credits)**

Historical perspective means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past. At any time, different historical actors may have acted on the basis of conflicting beliefs and ideologies, so understanding diverse perspectives is also a key to historical perspective-taking. Though it is sometimes called "historical empathy," historical perspective is very different from the common-sense notion of identification with another person. Indeed, taking historical perspective demands comprehension of the vast differences between us in the present and those in the past. The goal of the course is to introduce students to how the historical narrative changes over time and focus upon an historical incident that best highlights the shift in focus of history historians.

**HIST 203. Historical Methods. (3 Credits)**

This course examines the nature of history, philosophies, and methodologies of major historians. Readings include selections from Thucydides to contemporary historians. Student activities, presentations, and essays will include research techniques, examining primary sources, problems in knowledge and explanation, historical criticism, and questions arising from various historical viewpoints.

**HIST 205. Faces of Culture. (3 Credits)**

This course is a foundations social science course in introductory cultural anthropology. Anthropology is presented from a holistic perspective using an integrated approach to race, class, gender, and ethnicity.

**HIST 208. History of Christianity. (3 Credits)**

This course offers a broad introduction to the history of Christianity, from its beginnings, through the Reformation, to the denominations of the modern era. Major events, doctrinal developments and distinctions, key figures and problems will be emphasized.

**HIST 210. History of Food. (3 Credits)**

This course will examine the history of food, beginning with the Neolithic revolution that gave rise to the agriculture and animal domestication and ending with the quandaries over diet that plague modern society. The course will highlight food economically, socially and culturally, looking at how different societies have procured sustenance, and how they have attached different meanings to what they consume.

**HIST 212. Monsters. (3 Credits)**

This course examines monsters and the historical, social, cultural and scientific contexts in which they arose and in which they continue to exist. Monsters have been pivotal to world folk tales, myths, literary texts, and films. These hybrids of living creatures and otherness have endured since the beginnings of time and inhabit both the ancient and modern imagination. Through study of monsters throughout time and around the globe students will develop an understanding of different cultures and the way in which people engage the world around them.

**HIST 215. The Civil War. (3 Credits)**

This course explores the period 1861-1865 when the country was rent apart by the most divisive war in American history, the war which has to a large degree shaped current American political, economic, and social realities. Though the course will examine the historical context in which the war unfolded, the military aspects of the Civil War will receive significant attention.

**HIST 220. Sports of the World. (3 Credits)**

This course explores global sport and its importance for and impact upon modern international society. The purpose of the course is to help students to frame sport, professional and amateur, in an appropriate historical and cultural context. This permits the student to better understand how sport transcends time and borders, unifies and divides, and creates heroes and goats that are remembered for generations.

**HIST 221. The Ancient World. (3 Credits)**

This course examines the major cultures of the ancient Near East (Egyptian, Assyrian, Babylonian, etc.) from the earliest times to development of Archaic Greece, and in so doing offers a backdrop to the ancient world of the Old Testament and the classical era of the Greeks and Romans. Fulfills core cross-cultural requirement.

**HIST 223. Michigan History. (3 Credits)**

This course surveys and analyzes the social, cultural, and political history of the State of Michigan from contact with the indigenous peoples to the present. This course fulfills the Michigan history requirement for Teacher Certification in Social Studies. While primarily designed for students in social studies education, the course is open to students of any major. This course is offered at CUAA only.

**HIST 235. Rats, Lice & Mice: Hist of Disease. (3 Credits)**

This course examines the global history of medicine and disease from antiquity until the 20th century. The overall theme is the biological and cultural impact of disease (especially epidemics) on society. The course focuses upon major historical infectious disease outbreaks e.g. plague, smallpox, AIDS, Ebola and examines the course of the disease, medical/health responses to the disease and the political/economic/cultural/social impacts upon the affected societies.

**HIST 238. The American Federal System. (3 Credits)**

This course is a proposed new course for the online Secondary Education program. We're developing and phasing in those courses gradually, and that one is at the bottom of our development list because we currently have options that students can take while we focus on developing the American history courses. So, we don't have a syllabus, and thus no course description, for the course at this moment. I'm not even sure who will be in charge of developing it yet!

**HIST 240. Ancient Civilizations. (3 Credits)**

This course surveys ancient civilizations across the globe, with particular emphasis upon religion, geography and culture. The course examines civilizations located in Asia, India, South America, and North America. Fulfills core cross-cultural requirement.

**HIST 241. History & Culture of Latin America. (3 Credits)**

This course explores the history and culture of North, Central and South America and the Caribbean from the Aztecs, Incas, and Mayas to the present. Fulfills core cross-cultural requirement.

**HIST 243. Modern Africa. (3 Credits)**

This course examines the political, economic, social and ethnic issues confronting contemporary Africa. Various historical issues are explored in the course, including the Atlantic slave trade, 19th-century imperialism, colonialism, post-war decolonization, ethnic conflicts, AIDS and globalization. Fulfills core cross-cultural requirement.

**HIST 246. History of Modern Japan. (3 Credits)**

This course is an introduction to the history of Japan, emphasizing Japan's distinctive cultural, spiritual, political, educational, artistic, and social life. The antecedents of modern Japan are traced from ancient and feudal times. A comparison and contrast is made between the cultures of Japan and the United States. Fulfills core cross-cultural requirement.

**HIST 250. Modern Middle East. (3 Credits)**

This course surveys the rise and disintegration of the Ottoman Empire as well as later 20th-century developments in the Middle East, with particular emphasis on the Arab-Israeli conflict. Fulfills core cross-cultural requirement.

**HIST 255. Empires: East & West. (3 Credits)**

This course offers an introduction to the political construct of "empire" by studying various empires, from the Romans to the Soviets, using a comparative approach. Students will re-examine imperial imperatives of the past will reconsider contemporary opinions about the respective benefits of empire and nation states. Fulfills core cross-cultural requirement. Fulfills core cross-cultural requirement.

**HIST 265. World of Superheroes. (3 Credits)**

This course examines the history and culture of superheroes. The world of superheroes includes figures whose histories are drawn from folklore, myths and legends of numerous civilizations. The superhero today should thus be re-conceptualized as part of a local, national and even global culture and should be examined in light of what superheroes reflect about the cultures that created them, particularly in terms of law, politics, religion, philosophy, science, gender and race. The course will highlight not only the hero in history but the roles of superheroes across cultures, e.g., Japan, India, the Middle East, Africa, South America and Mexico. Fulfills core cross-cultural requirement.

**HIST 270. Asia on Fire. (3 Credits)**

This course surveys the various conflicts (including World War II, the Chinese Civil War, Korean War, etc.) occurring on the Asian continent and Pacific Rim during the 20th century with particular emphasis upon how these conflicts impacted the Asian peoples and their struggles for independence. Fulfills core cross-cultural requirement.

**HIST 277. Byzantium. (3 Credits)**

This course offers an overview of the history of the Byzantine Empire, starting with the division of the Roman Empire into Eastern and Western halves by the Emperor Diocletian, to the fall of Constantinople, the capital of the Byzantine Empire, to the Ottoman Turks in 1453. Political, cultural, religious and social aspects of the Empire will be surveyed and Byzantium's relations with various regions, particularly Western Europe, the emerging Russia, and the Islamic world will be emphasized.

**HIST 284. Imperial China. (3 Credits)**

This course explores China's ancient history and introduces students to ancient Chinese culture through a number of cultural activities. Fulfills core cross-cultural requirement.

**HIST 285. History of Modern China. (3 Credits)**

This course examines China's modern history from the Qing dynasty to the present. It also introduces students to Chinese culture through a number of cultural activities. Fulfills core cross-culture requirement.

**HIST 295. America and Vietnam. (3 Credits)**

This course examines the history of two quite different countries from the period of colonization to the fall of Saigon in 1975. Both countries will be studied in terms of political, economic, religious, social, and diplomatic trends. Particular consideration will be given to the impact the Vietnam conflict had upon the course of history in both the United States and Vietnam. Fulfills core cross-culture requirement.

**HIST 309. Early America: 1492-1800. (3 Credits)**

This course examines the early heritage of the United States from the Native Americans to the election of Thomas Jefferson. The course explores such topics as the beginnings of our multi-cultural society, the growth of representative government, and the diverse economic and social values in early America.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 322. The Classical World. (3 Credits)**

This course surveys the history of Greece and Rome during the Classical era, with special attention to political, social, cultural, economic, and religious aspects. The course will also emphasize the history of Christianity in its initial centuries.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 325. The City & American Culture. (3 Credits)**

This course examines the history of cities in the United States, their portrayal in American culture, and their effects on society and social policy. Students will study the central role cities have played in American society and culture from the Industrial Revolution to the Progressive Era and into the age of suburban sprawl and post-industrialism. Finally, students practice the methods of cultural history and sociology to examine how Americans have thought about cities and their role in the nation.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 330. History of Modern Europe. (3 Credits)**

This course studies developments in European social, political, economic, religious, and cultural history from the French Revolution to the present.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 351. Indus America: 1865-1920. (3 Credits)**

This course explores the development of the United States from an agrarian to an industrial nation and from a hemispheric to a world power.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 352. US-World Power: 1920-Present. (3 Credits)**

This course studies the political, economic, social, and intellectual development of the United States since World War I. Several important events and representative figures of the period will be studied in depth.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 358. Renaissance and Reformation in Europe. (3 Credits)**

This course presents an overview of European history from the 13th to the 17th centuries, with especial emphasis upon the Renaissance and Reformation. Students will explore how these movements impacted the development of Western Civilization in general and Europe in particular.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 360. Revolutionary Europe. (3 Credits)**

This course surveys the history of Europe in the 17th and 18th centuries, a period during which Europe experienced revolutions of all kinds—political, religious, scientific, technological, military, economic—and witnessed some of the greatest political, cultural and intellectual changes in European history.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 363. Women in America. (3 Credits)**

This course introduces students to significant worldviews and major events that affected women's history in the United States. The students will examine women's involvement within the major social institutions of America, and what role women have played in economics, education, family, politics, and religion from early settlement to current times.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 376. Classical Greece and Rome. (3 Credits)**

This course is an interdisciplinary study of the civilization of the Ancient Greeks and Romans - their culture, philosophy, and arts - and the continuing heritage of classical thought.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 378. Africa: History & Culture. (3 Credits)**

This course uses methods of geography, history, anthropology, and ethnography to examine political, cultural, and physical evidence to study Africa.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 380. The American Republic, 1800-1860. (3 Credits)**

This course studies the history of the United States from Washington's administration to the Civil War, exploring the political, economic, social, and intellectual growth of the nation.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 383. Age of Enlightenment. (3 Credits)**

This course examines the greater 18th century in the Atlantic World. The course focuses on the importance of the Scientific Revolution and its effect on the Age of Reason and the Enlightenment. It also explores the development of capitalism, the expansion of slavery, cultural trends, including art and music, and the American and French Revolutions, which ended the era.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 385. Historical Methods. (3 Credits)**

This course introduces students to the nature and theory of history through the study of past developments in historical research and writing. Students will explore the work of the historian and the concept of historiography through various exercises. In addition, students will consider the meaning of history, particularly from the Christian perspective. Offered fall semester only.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 386. Mediev Wrld: Knghs, Dams, Dem. (3 Credits)**

This course approaches the subject of the Middle Ages in a way different from the traditional approach of either English or History in that it will focus on exploring the medieval worldview through an examination of documents, literary works and artifacts utilizing the disciplinary methodologies of English and History. As an interdisciplinary course, students will use and synthesize methodologies from both academic disciplines to engage the complexities of the medieval period.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 387. Field Ed in History. (3 Credits)**

This course offers various opportunities for students to gain practical experience through service in the field of History particularly as a student mentor. Student interns will work under the supervision of a faculty supervisor.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 389. America's Game: Football and Society. (3 Credits)**

This course offers perspectives on American society by examining a sport that from small town high school fields, through historic college stadiums to the majesty of the Super Bowl has captured the American spirit. The growth in the popularity of the sport coincided with the rise of the U. S. as a global power. Students will examine the rise of the NCAA, development of professional football, standardized rules, urbanization, race relations, and team relocations.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 390. Baseball in America. (3 Credits)**

This course surveys the history of the United States through a very distinctive lens, that of baseball. Besides examining the game itself, the course will explore baseball's experience with race and gender issues, urbanization and industrialization, immigration and labor issues, professionalization, community loyalty and the role of the individual in American society.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 394. Contemporary Studies. (3 Credits)**

This course is a review and exploration of the cultural condition within the Western tradition through the present day. It approaches the contemporary scene as a discourse: by examining samples of critical and scientific theory as well as samples of visual art and literature, it attempts to trace the mutual influence each has felt from and exerted upon the other.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 401. Hist Ed in West Tradit. (3 Credits)**

This course surveys the history of education in the West, beginning with classical Greece and Rome and proceeding through various periods of history to 20th-century American education. Students will read selections from landmark figures in the history of education, such as Aristotle, Cicero, Quintilian, Vergerius, Luther, Melancthon, Rousseau, and Dewey, and will examine the objectives, ideals, theories and historical contexts of education over time and place. This study will provide the context for an evaluation of education in the contemporary Western world.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 420. European National History. (3 Credits)**

This course examines the history of a specific European country (England, France, Germany or Russia), exploring political, social, economic, religious, and other factors. The course will examine one nation; the nation under study will rotate from year to year.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 463. Special Topics in Western History. (3 Credits)**

This course provides the student with the opportunity to explore a theme, question or topic in Western history in an in-depth fashion in a seminar-style course.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 464. Topics in American History. (3 Credits)**

This course provides the student with the opportunity to explore a theme or question in American history in an in-depth fashion in a seminar-style course.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 465. Special Topics: Global History. (3 Credits)**

This course provides the students an opportunity to explore a theme, question, or topic in global history in an in-depth fashion in a seminar-style course.

Prerequisites: (CCE 110, 120 or HIST 190).

**HIST 475. The Reformations. (3 Credits)**

This course consists of an in-depth study of the Reformations of 16th-century Europe, including the Lutheran, Calvinist and Catholic. The student will be given the opportunity to explore in depth the ideas (theological, political, educational, etc.) and the major themes (salvation, individualism, fracturing of the Catholic Church into different denominations, education, religious war, religious toleration, etc.) through directed readings of selected texts, individual research and group projects.

Prerequisites: (CCE 110, 120 or HIST 190).



**HIST 490. History Seminar. (3 Credits)**

This course is a culminating undergraduate experience in which the student will study history by researching, writing, and presenting a piece of original historical work.

Prerequisite: HIST 385.

## Interprofessional Education (IPE)

**IPE 100. Introduction to Inter-professional Education. (0 Credits)**

This is an introductory course to “inter-professionalism” – the health and social care movement towards team-based or collaborative care. In particular, the course focuses on “inter-professional education” (IPE), which formally began in the late 1990s and early 2000s as various health professions adopted a set of key competencies for students and professionals to acquire. The history of IPE is covered in this course along with the four key competencies established by the Inter-professional Education Collaborative (IPEC). Students are evaluated through short papers and quizzes.

**IPE 110. Intro to Undergrad Research Methods. (1 Credit)**

Undergraduate research is a learning activity that enriches a student's undergraduate experience. Students report that participation in research, scholarship, or creative activity broadens and deepens their classroom learning and supports the development of a range of skills. Students under my supervision will learn a variety of laboratory techniques that will enhance their scientific knowledge and skill as they seek a higher education degree such as Masters, PhD's, and a Professional degree. Students will learn from basic laboratory skill in working in a lab setting. Later the students will be guided to conduct their own scientific research under my supervision.

**IPE 490. Understanding IPE through the Experiences of Working Professionals. (1 Credit)**

This course will help students develop inter-professionally in mind, body, spirit and to eventually collaborate more effectively as a future professional. As a capstone course, it is required for students to complete the IPE Undergraduate Certificate. It will provide students with opportunities for growth in well-established inter-professional competencies through engagement with readings, multimedia presentations, and the IPEC Competency Domains. Students will be required to complete both short Reaction Papers as well as a longer paper that results from the interviewing of a working professional outside their individual field of study. Finally, students will produce a short video/ audio recording of themselves during an interview scenario discussing their understanding of inter-professionalism. At the conclusion of this course, students will have a nuanced and critically-informed view of IPE as well as the ability to articulate what inter-professionalism means for another profession and for their own future career as a health and social care professional.

## Justice & Public Policy (JPP)

**JPP 102. Introduction to Law Enforcement. (3 Credits)**

This course studies the history, philosophy and functions of local police departments, county sheriff departments, state law enforcement agencies and federal investigatory and intelligence gathering agencies.

**JPP 103. Criminology. (3 Credits)**

This course studies causations of crime, including sociological, psychological, biophysiological and free will theories.

**JPP 104. Introduction to Courts. (3 Credits)**

This course studies the history, philosophy and functions of American courts.

**JPP 110. Juvenile Justice Theory. (3 Credits)**

This course studies the organizations, functions, and jurisdiction of juvenile justice agencies along with the theories and causations of juvenile crime and antisocial behavior.

**JPP 150. Introduction to Probation and Parole. (3 Credits)**

This course provides an introduction to probation and parole in the American Criminal Justice System. As the problem of prison overcrowding continues, probation and parole will expand, and so will the focus on the application of services provided to offenders who are allowed to be supervised in the community. Students will gain an understanding not only of probation and parole history, administration, policy, and procedures, but also areas of best practices in the field. The course also provides insight into the challenging, but interesting work performed by probation and parole officers and the techniques utilized to effectively manage caseloads.

**JPP 206. Corrections in America. (3 Credits)**

This course studies the history, philosophy and functions of the American correctional system.

**JPP 207. Substantive Criminal Law. (3 Credits)**

This course studies definitions of law, definitions of crime, general principles of criminal responsibility, elements of the major crimes, punishments, conditions or circumstances that may excuse criminal responsibility or mitigate punishment

**JPP 214. Criminal Investigation. (3 Credits)**

This course studies the criminal investigation process including interviewing, crime scene analysis, collection of evidence, and analysis of issues critical to investigations.

**JPP 245. Criminal Justice Research Methods. (3 Credits)**

This course will acquaint the student with the various research skills and methods used in this discipline of Criminal Justice. Both quantitative and qualitative research strategies will be discussed, as well as issues in measurement, research design, and hypothesis formation.

**JPP 255. Stress Management. (3 Credits)**

This course introduces techniques and strategies developed for coping with or lessening the psychological, physical, and emotional effects of everyday life pressure when working in the justice and public service systems, thereby improving job performance.

**JPP 288. Terrorism. (3 Credits)**

This course will introduce students to the phenomena of contemporary terrorism and extremism. Emphasis will be placed on extremism as a foundation for terrorist behavior, types of terrorism, and how governments and law enforcement agencies respond to terrorism.

**JPP 308. Procedural Criminal Law. (3 Credits)**

This course studies the history of laws and the constitution, and the procedures in place in criminal law from when police stop a citizen through the trial process.

**JPP 310. Administrative Law. (3 Credits)**

This course provides the student with an understanding of the interaction of public administrative agencies with the more “established” sectors of government, specifically, the legislature and judiciary. This is acquired in part through analysis of the U.S. Constitution, enabling legislation, and the Administrative Procedure Act. The student develops an appreciation of the breadth of influence of these agencies, and the role of law in legitimizing and limiting the role of bureaucracies.

**JPP 311. Criminal Psychology. (3 Credits)**

This course studies the psychological theories of crime causation and the impact of the use of psychology on the Legal System.

**JPP 312. Forensic Investigation. (3 Credits)**

This course provides the student with a general understanding of physical scientific methods utilized in criminal investigative operations. Using the laboratory method of instruction, the course will expose the student to current advances in criminalistics such as DNA identification.

**JPP 313. Organized Crime. (3 Credits)**

This course studies the history, structure, and operations of organized crime.

**JPP 320. Management of Public Service Agencies. (3 Credits)**

This course introduces the student to the study of administration and management techniques, with a public administration emphasis, as they are applied to public service organizations.

**JPP 325. Criminal Justice Liability Law. (3 Credits)**

This course explores the various areas of liability law as it relates to the criminal justice function within the entire justice system. Issues of liability covered are related to use of force, civil rights violations, pursuit and arrest situations, failure to train and supervise, failure to respond, and vicarious responsibility.

**JPP 330. Public Finance and Budgeting. (3 Credits)**

This course exposes the student to principles of budgeting and finance of a public agency. The student will gain a general understanding of fiscal principles and how to adapt those principles to the operations of a public agency.

**JPP 350. Special Topics in Criminal Justice. (1-3 Credits)****JPP 399. Career & Internship in Justice and Service. (3 Credits)**

This course combines an internship component along with exploration of the numerous career opportunities in the fields of justice and public service. The internship provides an opportunity to exercise, in a practical manner, the skills, knowledge and responsibilities of a public service practitioner.

**JPP 414. White Collar Crime. (3 Credits)**

The course will explore the underlying criminological principles, concepts and alternative theories relevant to what is defined as "occupational related crimes." The fraud schemes commonly used in the commission of an occupational related crime involve asset misappropriation, financial statement irregularities, and corruption. The causation for committing an occupational related crime will focus on the circumstances and opportunities that motivated an individual in a lawful occupation to act dishonestly. Practical problems and real-life case studies will be used to provide students with an opportunity to observe, to analyze and to examine the complex and realistic social-economic factors that motivated the criminal behavior. In addition, students will be introduced to the four key areas relating to fraud examinations: fraud prevention and deterrence, legal elements of fraud, fraudulent financial transactions and fraud investigation.

**JPP 415. Ethics in Justice and Public Service. (3 Credits)**

This course studies the many ethical problems and dilemmas confronted by the criminal justice and public service professional.

**JPP 416. Careers in Criminal Justice. (3 Credits)**

This course presents the numerous career opportunities in the field of criminal justice.

## Latin (LAT)

**LAT 101. Beginning Latin I. (3 Credits)****LAT 102. Beginning Latin II. (3 Credits)****LAT 105. Latin I: Basic Grammar & Vocabulary. (3 Credits)**

LAT 105 provides a foundation in elementary Latin grammar and vocabulary. The class provides a framework for a deeper understanding of English through the study of Latin models. In addition to grammar and vocabulary studies in Wheelock's Latin, the class also reads Livy's Early History of Rome (in English translation) to explore the beginnings of the Roman culture. No previous study or knowledge is assumed for this class.

**LAT 106. Latin II: Basic Grammar & Vocabulary. (3 Credits)**

LAT 106 is a continuation of LAT 105, concluding the Wheelock grammar text, and reading further into Livy's cultural history of Rome. The students will have an increased awareness of the reason for many of the rules governing standard English, as well as a firm foundation in the noble Latin language.

**LAT 205. Intermediate Latin I. (3 Credits)**

reviews and builds upon the vocabulary and grammar introduced in LAT 105 and LAT 106. The emphasis shifts to the translation of specific passages from Roman authors. The course introduces a more intensive study of language itself, discrete from a continuing comparative study of Latin's relationship to English.

Prerequisite: LAT 106.

**LAT 206. Intermediate Latin II. (3 Credits)**

is a continuation of LAT 205. The student translates more complex passages, and is introduced to various difficult idioms of the Latin language usually associated with poetic structure. The course compares and contrasts the syntactic and linguistic Latin styles of various Roman authors.

Prerequisite: LAT 205.

**LAT 305. Readings in Latin I. (3 Credits)**

is designed for the student who is comfortable with translating Latin poetry and prose into English. Representative authors for this class include Caesar, Catullus, Livy, Sallust, and Tacitus. The student also sees how these authors have influenced the culture of not only their own world, but of the present age.

Prerequisite: LAT 206.

**LAT 306. Readings in Latin II. (3 Credits)**

is a continuation of LAT 305, and is designed for the student who is comfortable with translating Latin poetry and prose into English. Representative authors for this class include Caesar, Catullus, Livy, Sallust, and Tacitus. The student also sees how these authors have influenced the culture of not only their own world, but of the present age.

Prerequisite: LAT 305.

**LAT 345. Latin Church Fathers. (3 Credits)**

focuses on a single author, whose Latin writings will be explored in depth. Grammar and syntactical styles associated with this writer will be examined, as will the content of the texts, and how they relate to the culture of today. The student and the teacher will together decide on the Roman authors include Jerome, Augustine, Virgil, Petronius, Cicero, Caesar, Horace, Pliny, and Seneca.

Prerequisite: LAT 306.

**LAT 346. Medieval Authors. (3 Credits)**

also focuses on a single author, whose Latin writings will be explored in depth. The Latin writer for LAT 406 will be different than the one chosen by the student and professor for LAT 405, but will focus on a similar in depth study of this author's use of language and importance to culture. Prerequisites: LAT 306 or approval of instructor. Prerequisite: LAT 306.

**LAT 385. Special Topics in Roman Culture I. (3 Credits)**

explores a various aspects of the Roman world's impact on the world's culture in the 21st Century. The student will read and explicate various Latin texts in a thematic study. Topics could include Rome's impact on theater, government, literature, or architecture. The topics will be determined by the student and the teacher.

Prerequisite: LAT 306.

## Legal Studies (LEGL)

**LEGL 230. Environmental Law & Politics. (3 Credits)**

This course provides an historical analysis of environmentalism and the origins of environmental law, and also analyzes environmental law, policies, and procedures in the United States.

**LEGL 325. Lgl Landscape American School. (3 Credits)**

This course analyzes individual rights and responsibilities under the laws of the United States of America as they relate to education and educational institutions. The course will devote significant time to First Amendment issues and in particular to religious liberty and the operation of faith-based institutions. The course will engage students in a systematic legal analysis of key Supreme Court decisions regarding various Constitutional rights and responsibilities.

## Liberal Arts (LA)

**LA 105. Higher Education: A New Experience. (3 Credits)**

This course orients students to Christian higher education through an engaging, student-centered approach that supports students in reaching for academic excellence and exploring their God-given talents.

**LA 107. Liberal Arts for Health Care Providers. (3 Credits)****LA 115. Student Success Strategies. (3 Credits)**

This course engages students in cultivating the abilities necessary for academic and professional success, including study and research skills, learning styles, use of technology, and critical thinking skills.

**LA 305. Teaching Methods of Classical Education. (3 Credits)****LA 490. Practicum. (1-6 Credits)****LA 499. Classical Education Student Teaching. (1-6 Credits)**

## Management (MGMT)

**MGMT 130. Management & Leadership. (3 Credits)**

This course introduces the student to the fundamental principles and practices of management and leadership. After a brief historical review, the concepts of organizational culture, globalization, and social responsibility are examined. The basic functions of management – planning, organizing, leading, and controlling – are studied in depth. This course introduces students to creating people-focused organizations.

**MGMT 250. Nonprofit Management Principles. (3 Credits)**

This course provides a foundation to introduce students to the strategic areas and fundamental skills for nonprofit sector success in a managerial role. Students will gain a general understanding of nonprofit practices, human resource development, organizational development and strategic management.

**MGMT 325. Financial Issues in Nonprofit Management. (3 Credits)**

This course examines the basic elements of nonprofit financial management, highlighting the differences in not-for-profit accounting standards, including program designation of operating expenses, sources of revenue, budgeting, and governmental reporting requirements. Other topics include financial analysis, cost accounting, auditing, cash flow management, and management controls.

**MGMT 336. Human Resource Management. (3 Credits)**

This course gives students an introduction to the field of HRM, and the theories and technical aspects of the HRM function. Although not every student taking this course will become an HR professional, the materials covered in this course are beneficial no matter what career path one chooses. For some students who plan to be in a management type of roles in the future, this course is an introduction to the concepts of managing and directing the work of employees.

**MGMT 340. Organization Behavior. (3 Credits)**

This course considers the behavior of individuals and groups within an organizational context. Students consider individual-level factors such as motivation and attitudes, group-level factors such as communication, leadership, work teams and conflict, and organizational-level factors such as organizational structure, culture, learning and change process.

Prerequisite: MGMT 130.

**MGMT 345. Diversity, Inclusion, and Human Relations. (3 Credits)**

In this course a Christian perspective of diversity will be explored with implications for problem-solving, leadership and organization development, conflict resolution, and advancement of human resources to unleash expertise and productivity. Topics covered will include, but are not limited to, constructs of race, ethnicity, nationality, social class, religion, sexual orientation, disability, physical appearance, and age.

**MGMT 349. Legal Issues in Nonprofit Management. (3 Credits)**

This course examines the legal and ethical issues faced in nonprofit governance, leadership and management including tax exempt status, risk management, fiduciary and board responsibilities.

Prerequisite: MGMT 250.

**MGMT 360. Small Business Administration. (3 Credits)**

This course studies the problems and opportunities of managing a small company. Specific concerns of retail, service, and small manufacturing firms are addressed. Location selection, financing, and operations are investigated.

Prerequisite: MGMT 130.

**MGMT 429. Operations Management. (3 Credits)**

This course studies the structure and functioning of production systems within a manufacturing context. The complexity of international business operations is also studied. Topics include: plant location and operation, inventory control, transportation, technology acquisition (CAD/CAM), work flow planning, JIT concepts, and statistical quality control. Also covered is how each of the above topics generally relates to the global service environment.

**MGMT 450. International Business. (3 Credits)**

This course is a systematic course concerned with the challenges, problems and opportunities that face corporations operating outside their domestic environment. The emphasis will be placed upon the basic principles, concepts, and techniques relevant to international business management. Other than business issues generally discussed in the fields of economics, politics, finance, marketing and law, this course stresses the integration within a global business context.

Prerequisites: MGMT 130 or 130.

**MGMT 472. Managing Change. (3 Credits)**

This course engages students in the analysis of an organization's needs and the development of a plan to influence major organizational change from the human resources perspective or the managerial perspective.

Prerequisites: MGMT 336 and (BUS 272 or MGMT 130).

## Marketing (MKTG)

**MKTG 131. Sales and Marketing. (3 Credits)**

This course studies the basics of the role of marketing in society and within the firm. This course covers marketing history, the present-day practices, personal selling strategies and future projections.

**MKTG 223. Public Relations. (3 Credits)**

This course surveys the techniques and procedures used to secure publicity in business and politics, as well as manage responses to public issues affecting the publicity-seeking business, person, or organization. Topics covered include: identifying publics, media use, message preparation and dissemination, strategy, and ethical and legal concerns.

**MKTG 251. Nonprofit Marketing. (3 Credits)**

This course provides students an introduction to marketing the nonprofit organization, through advertising, public relations, community relationships, and collaborations. Effective communication of the mission and programs to funders and potential clients is emphasized. Students develop a marketing plan for a nonprofit organization.

Prerequisite: MGMT 250.

**MKTG 304. Retail Management. (3 Credits)**

This course examines the interrelationships of the various facets of retailing as a set of marketing activities. Retailing is the marketing and sale of goods and services to the ultimate consumer for personal, family or household use. Consequently, the course presents the strategic processes of determining location, product selection, merchandising, promotion, customer service, and pricing as they contribute to successful retail marketing. MKTG 131 recommended.

**MKTG 325. Promotion & Advertising. (3 Credits)**

This course analyzes current advertising procedures and practices. Topics include: methods of approach and appeal; basic campaign strategy, copy, visualization, and layout; mechanical production; relationship of behavioral sciences to advertising, their use and selection; packaging, brand identification and promotion; market research, ethics, and consumer protection. MKTG 131 recommended.

**MKTG 345. E-Commerce. (3 Credits)**

This course examines, from a marketing perspective, the impact, challenges, opportunities, and costs of using the internet and intranets as integral tools in business, including business-to-business and business-to-consumer operations. Topics covered in the course include: benefits and limitations of EC, e-tailing, B2B EC, effect of EC on customer relations, EC and procurement, EC and inventory management, EC payment systems, and legal and ethical concerns. The focus of the course is on EC within the discipline of marketing; however, the course will also briefly review web page design and maintenance, web programming principles, and web software agents.

**MKTG 399. Marketing Internship. (6 Credits)****MKTG 422. Marketing Management. (3 Credits)**

This course studies the integrated management of all aspects and components of the marketing function. It also studies how the marketing function interrelates with the other major functions of a business. Topics covered include: the marketing mix and how adjustments of the mix can provide solutions to marketing problems, how leadership (marketing management) affects marketing practices, marketing planning, marketing resource allocation, marketing information systems, analyzing consumer and business markets, market segmentation and forecasting, marketing strategies, managing product lines and brands, pricing, channel selection and management, and marketing communications.

Prerequisite: MKTG 131.

**MKTG 426. Marketing Research. (3 Credits)**

This course presents the methods and measurements appropriate for deriving meaning for problems concerned with decisional research. Cases demonstrate the concepts and techniques of decisional research constrained by time and economic considerations.

**MKTG 440. International Marketing. (3 Credits)**

This course studies marketing principles from an international perspective, and examines the problems, opportunities, considerations and public policies peculiar to marketing across national boundaries. The course focuses on applying sound marketing principles to international situations. Hence, emphasis will be placed on case analysis and acquiring detailed information about the country or region where a firm might engage in international marketing.

**MKTG 445. Advanced Marketing Management. (3 Credits)**

This course studies the integrated management of all aspects and components of the marketing function. It also studies how the marketing function interrelates with the other major functions of a business. Topics covered include: the marketing mix and how adjustments of the mix can provide solutions to marketing problems, how leadership (marketing management) affects marketing practices, marketing planning, marketing resource allocation, marketing information systems, analyzing consumer and business markets, market segmentation and forecasting, marketing strategies, managing product lines and brands, pricing, channel selection and management, marketing communications. Prerequisite: for traditional students completion of all MKTG courses, for adult accelerated students MKTG 422 and two other marketing courses. Prerequisite: MKTG 422.

## Mathematics (MATH)

### **MATH 094. Mathematics Concepts for Elementary Teachers 1. (1 Credit)**

This course is part of a series of individualized courses designed to enable pre-service Early Childhood and Middle Childhood through Early Adolescence teachers build their mathematics content knowledge. Students will gain a stronger understanding of foundational mathematics concepts and gain procedural proficiency. In addition, students will enhance their written and verbal mathematics communication skills.

### **MATH 095. Mathematics Concepts for Elementary Teachers 2. (1 Credit)**

This course is part of a series of individualized courses designed to enable pre-service Early Childhood and Middle Childhood through Early Adolescence teachers build their mathematics content knowledge. Students will gain a stronger understanding of foundational mathematics concepts and gain procedural proficiency. In addition, students will enhance their written and verbal mathematics communication skills.

### **MATH 096. Mathematics Concepts for Elementary Teachers 3. (1 Credit)**

This course is part of a series of individualized courses designed to enable pre-service Early Childhood and Middle Childhood through Early Adolescence teachers build their mathematics content knowledge. Students will gain a stronger understanding of foundational mathematics concepts and gain procedural proficiency. In addition, students will enhance their written and verbal mathematics communication skills.

### **MATH 119. Number Sense: Teaching Pre K-9. (3 Credits)**

This course is the first course in a two-course sequence that presents an integrated approach to mathematics content and methods appropriate for early childhood, elementary, and middle school pre-service teachers. Emphasis is on constructing knowledge through problem solving, communication, reasoning, connecting mathematical ideas, representation, and generalization. Pre-service teachers will develop their conceptual understanding of “number”. Specific number sense topics include numeration systems, number theory, concepts of numbers and operations (whole numbers, integers, fractions, decimals, percents, and ratios), estimation, and proportional reasoning. Preservice teachers will invent strategies to solve computations.

### **MATH 120. Data & Space: Teaching Pre K-9. (3 Credits)**

This course is the second course in a two-course sequence that presents an integrated approach to mathematics content and methods appropriate for early childhood, elementary, and middle school pre-service teachers. Emphasis is on constructing knowledge through problem solving, communication, reasoning, connecting mathematical ideas, representation, and generalization. Pre-service teachers will develop their conceptual understanding of “uncertainty” and “geometry”. Topics include collecting, representing and analyzing data; concepts of chance; strategies for determining probability of events; functions; properties of 2-D and 3-D figures; transformations, similarity and symmetries; measurement systems; perimeter, area, volume, and surface area; and topology.

Prerequisite: MATH 119\*.

\* May be taken concurrently.

### **MATH 121. Intermediate Algebra. (3 Credits)**

This course continues the study of algebra combining previously acquired algebraic knowledge with new topics. Content includes: real numbers, exponents, polynomials, linear equations, quadratic equations, systems of equations, functions, graphing, rational expressions, and determinants.

### **MATH 125. Contemporary Math. (3 Credits)**

This course presents problem solving, structure and properties of the real number systems, number theory, principles of descriptive and inferential statistics, probability and geometry topics. Emphasis is on application to real life situations.

### **MATH 128. College Algebra. (3 Credits)**

This course presents linear, quadratic, polynomial, exponential and logarithmic functions and their graphs, asymptotes and end-behavior of functions, inverse functions, systems of equations, and applications of these.

### **MATH 130. Basics of Statistics. (3 Credits)**

This course studies the basic methods of sampling and interpreting data probability, the normal distribution, correlation, hypothesis testing and confidence intervals. Recommended three years of high school college preparatory mathematics or MATH 121. For BSN Completion students only.

### **MATH 150. Trigonometry. (3 Credits)**

This course provides the essential elements of trigonometry, particularly emphasizing the trigonometric functions. Recommended two years of high school college preparatory algebra and one year of geometry or MATH 121.

### **MATH 197. Applied Calculus. (3 Credits)**

This course presents the basic concepts of differential and integral calculus including limits, continuity, differentiation, and integration of real-valued functions. Applications are chosen from business, life sciences, and social sciences. Recommended 4 years of high school college preparatory mathematics or MATH 128.

Prerequisite: MATH 128.

### **MATH 201. Calculus I. (4 Credits)**

This course presents limits, continuity, and differentiation of real valued functions as well as their applications. Integration of functions and their applications are also discussed. Recommended four years of high school mathematics or MATH 128 and MATH 150.

Prerequisite: MATH 128.

### **MATH 202. Calculus II. (4 Credits)**

This course presents analytic geometry, integration and differentiation of trigonometric, exponential, and logarithmic functions. Techniques of integration, improper integrals, parametric equations, and differential equations are also discussed. Sequences and series are also introduced.

Prerequisite: MATH 201.

### **MATH 203. Calculus III. (4 Credits)**

This course presents vectors, vector-valued functions, partial derivatives, and multiple integration with applications. An introduction to vector calculus is also presented including vector fields, line integrals, and surface integrals.

Prerequisite: MATH 202.

### **MATH 205. Statistics I. (3 Credits)**

This course presents the basic methods of sampling and interpreting data, probability, the normal distribution, correlation, hypothesis testing and confidence intervals.

### **MATH 220. Discrete Math. (3 Credits)**

This course presents the topics of sets, proof, boolean algebra, logic, induction, combinatorics, graph theory, functions, and algorithms.

Prerequisites: (MATH 201 or 197).

**MATH 305. Statistics II. (3 Credits)**

This course is designed to continue the student's background in probability and statistics. Students examine ANOVA, two sample tests, regression and multiple regression, non-parametric statistics, and the Chi-square distribution.

Prerequisite: MATH 205.

**MATH 313. Math in the Middle School. (3 Credits)**

This course investigates methods and content appropriate for teaching mathematics to middle school students using the Common Core State Standards, Standards for Mathematical Practice Standards, and Content Standards, as a framework. Emphasis is placed on the application of mathematics in the STEM areas (science, technology, and engineering). Additionally, it provides real-world lesson planning and teaching experience.

**MATH 321. Abstract Algebra. (3 Credits)**

This course is a study of sets, mappings, operations, relations, partitions, and the basic algebraic structures; groups, rings, integral domains, fields, and vector spaces. Strongly recommended for those in secondary mathematics.

Prerequisite: MATH 202.

**MATH 325. Linear Algebra and Differential Equations. (4 Credits)**

This course presents elementary linear algebra, including matrices and determinants, vector spaces, linear transformations, solutions of linear systems, and differential equations including series of equations.

Prerequisite: MATH 203.

**MATH 331. Geometry. (3 Credits)**

This course is a study of postulational development of Euclidean and non-Euclidean geometries.

Prerequisite: MATH 202.

**MATH 441. Real Analysis. (3 Credits)**

This course presents differentiation and convergence in a real  $n$ -space; topology of the real line and metric spaces; theory of the integral; and uniform convergence.

Prerequisite: MATH 203.

**MATH 461. Probability & Statistics. (3 Credits)**

Basic probability theory; random variables, single, joint, conditional and marginal probability distributions; expectation, variance, covariance and other moments and other moment generating functions.

**MATH 490. Math Senior Seminar. (3 Credits)**

This course is the culminating undergraduate experience in mathematics. It provides an opportunity for the student to work with a specific topic from the spectrum of mathematical knowledge. An individual research project will be required. Senior standing and at least 24 credits in mathematics courses.

**MATH 495. Mathematics Education Senior Seminar. (3 Credits)**

This course is the culminating undergraduate experience in the accelerated mathematics education program. It provides an opportunity for the student to work with a specific topic from the spectrum of mathematics education knowledge. An individual research project will be required. Note: A student must have completed 24 credits of mathematics coursework prior to taking this class.

## Multicultural Studies (MCST)

**MCST 120. The Cultural History of Africans in the Americas, 1619-Present. (3 Credits)****MCST 446. Multicultural Leadership. (3 Credits)**

This capstone course will engage students with Multicultural Leadership Theory and help students understand leadership theory that is culturally nuanced, preparing them to be leaders as they begin their vocations as Concordians. This course will study different fields and how Multicultural Leadership skills will serve them as leaders to take on difficult, systemic challenges they will face in the workplace.

## Music (MUS)

**MUS 080. Concert/Recital Attendance. (0 Credits)**

MUSIC 080 Concert/Recital Attendance is the primary instrument faculty use to assure music majors attend departmental concerts and peer student recitals. Each semester in order to receive a passing credit, music students must attend a minimum of 4 campus events.

**MUS 100. Piano Class for Beginners. (3 Credits)**

Piano Class for Beginners provides group instruction, emphasizing the development of basic keyboard skills and instruction in reading both G and F clef notation.

Pathway: CRAR

**MUS 105. Music Theory Fundamentals. (3 Credits)**

Music Fundamentals is an introduction to the fundamentals of music reading and performance. Topics will include reading and singing from treble and bass clefs, basic rhythms, and chord structures.

**MUS 130. Guitar Class. (1 Credit)**

Guitar Class is a beginning level introduction to the guitar with an emphasis on basic note reading, flat-pick technique, and playing basic chords as accompaniment to songs. Basic music theory as it pertains to note reading is also included. Previous knowledge of music and guitar is not required. Pathway: CRAR

Pathway: CRAR

**MUS 150. Drumline Techniques. (1 Credit)**

Drum Line studies and performs music for Drum Line, including Snare, Toms, Bass Drums, and Cymbals. Emphasis on reading notated music and ensemble precision skills. Membership by audition only.

**MUS 171. Creative Arts: Music. (3 Credits)**

Creative Arts: Music provides students with an opportunity to experience music in its many forms by learning the elements of music and studying how these elements are used in various styles.

Pathway: CRAR

**MUS 172. Music Appreciation. (3 Credits)**

This course is designed to help students grow in their musical comprehension. Rooted in Western Art music, students will be exposed to music from each of the principal musical eras.

**MUS 175. Musical Theater Workshop. (1 Credit)**

Musical Theater Workshop studies and performs music written for musical theater in a variety of musical theater style and genres.

**MUS 176. Opera Workshop. (1 Credit)**

Opera Workshop studies and performs music written for opera, as well as styles and languages.

**MUS 180. Chapel Ringers. (1 Credit)**

Chapel Ringers consists of 11-13 handbell ringers and performs primarily for on-campus chapel services and concerts. Membership is by audition only – preferably for the entire academic year.

Pathway: CRAR

**MUS 181. Symphonic Wind Ensemble. (1 Credit)**

Symphonic Wind Ensemble is the premiere university instrumental ensemble which performs concerts throughout the academic year. The ensemble maintains a repertoire of both secular and sacred music, and performs in both worship and concert settings. Participation in annual winter tour is required. Membership is by audition only.

Pathway: CRAR

**MUS 182. Chapel Choir. (1 Credit)**

Chapel Choir is a mixed-voice ensemble of up to 90 voices which sings in several major on-campus settings and for weekly chapel services. Open to all students, faculty and staff. Membership is by audition only.

Pathway: CRAR

**MUS 184. Kammerchor. (1 Credit)**

Kammerchor is a highly select mixed voice ensemble which performs at a variety of campus and off-campus activities and takes an annual tour. Preference is given to sophomores through seniors, or to those who demonstrate solid choral background. Participation is expected for the entire academic year. Membership is by audition only.

Pathway: CRAR

**MUS 185. Alleluia Ringers. (1 Credit)**

The Alleluia Ringers is a select handbell choir of 13-14 ringers which performs in worship and concert settings both on- and off-campus. Selection is by audition only, and for the entire academic year.

Pathway: CRAR

**MUS 186. Instrumental Ensembles. (1 Credit)**

Instrumental Ensembles is designed to assemble small instrumental ensembles (8 or less) within a specific family of woodwind, brass, percussion or string instruments. These ensembles do not tour but perform both on and off campus.

Pathway: CRAR

**MUS 187. Pep Band. (1 Credit)**

Falcon Pep Band is an ensemble playing a repertoire of high-energy, high-volume popular music performed at designated home football and basketball games.

Pathway: CRAR

**MUS 188. Jazz Ensemble. (1 Credit)**

Jazz Ensemble students study and perform the repertoire of the various jazz idioms including swing, be-bop, big band and contemporary fusion. The ensemble seeks to provide a comprehensive study of the performance repertoire for both players and appreciation by the audiences. Membership is by audition only.

Pathway: CRAR

**MUS 190. String Ensemble/Chamber Orchestra. (1 Credit)**

String Ensemble is the performing university string ensemble which performs concerts throughout the academic year. The ensemble maintains a repertoire of historical music significance from the standard orchestral repertoire from 1600 to the present. The dual format provides a string ensemble in the Fall semester then adding requisite winds, brass and percussion personnel for larger symphonic works during the Spring semester.

Pathway: CRAR

**MUS 191. Selah. (1 Credit)**

Selah is a select ensemble for women's voices that performs at a variety of campus and off-campus activities. Preference is given to those who demonstrate solid choral background. Ordinarily participation is expected for the entire academic year. Membership is by audition only.

Pathway: CRAR

**MUS 192. University Band. (1 Credit)**

University Band is an instrumental ensemble that gives students the opportunity to continue to use instrumental musical skills on campus in a concert band setting. University Band performs a repertoire of sacred and secular music at concerts throughout the academic year. Membership is by audition only.

Pathway: CRAR

**MUS 193. Women's Chorale. (1 Credit)**

A non-auditioned choir for women. Women's Chorale sings a wide range of literature written for women's voices.

**MUS 194. Men's Chorus. (1 Credit)**

A non-auditioned choir for men. Men's Chorus sings a wide range of literature written for men's voices.

**MUS 195. Brass Ensemble. (1 Credit)**

The Brass Ensemble is open to students with previous experience playing brass instruments. performs concerts throughout the academic year. Membership by audition only.

**MUS 196. Percussion Ensemble. (1 Credit)**

The Percussion Ensemble is open to students with previous experience playing percussion instruments. Performs concerts throughout the academic year. membership by audition only.

**MUS 197. Concordia Civic Chorale. (1 Credit)**

is a large mixed ensemble that sings for on-campus performances. Open to all students, faculty and staff, alumni, and community members. Membership is by audition only.

Pathway: CRAR

**MUS 201. Applied Piano. (1-2 Credits)**

Course Description: Students, both music majors and non-majors, may register for private piano lessons for either 1 credit (one 30 minute weekly lesson) or for 2 credits (1 hour weekly lesson). Piano majors are required to take applied piano for 2 credits each semester. The weekly lesson time is arranged with the instructor at the beginning of the semester.

Pathway: CRAR

**MUS 203. Beginning Piano I. (1 Credit)**

Beginning Piano I is an introduction to the piano covering music notation, key signatures, chords, musical symbols and terminology, major and minor mode, scales and arpeggios, beginning improvisation, harmonization, and repertoire.

**MUS 204. Keyboard Skills. (2 Credits)**

Keyboard Skills intends to improve musicianship through application of the keyboard as a learning tool. Keyboard technique, sightreading at the piano, harmonization of melodies, performance of scales and harmonic progressions, simple accompanying, and improvisation will be elements of this class. This course is offered in the fall semester, and is open to music majors and minors. Completion of this class with a grade of "C" or above satisfies the music department's keyboard proficiency requirement. Pathway: CRAR

**MUS 205. Intro to Multimedia Production. (2 Credits)**

Intro to Multimedia Production introduces the student to various forms of music technology for basic sequencing, recording, score production, and sound amplifications. These techniques will be applied in the production of original compositions, improvisations, and arrangements.

**MUS 206. Beginning Piano II. (1 Credit)**

Beginning Piano 2 continues exploring music notation, key signatures, chords, musical symbols and terminology, major and minor mode, scales and arpeggios, beginning improvisation, harmonization, and repertoire on the piano.

**MUS 207. Introduction to Worship Arts Leadership. (0 Credits)****MUS 208. Worship Arts Ensemble. (0 Credits)**

Worship Arts Ensemble is a praise team that provides opportunities for performance and leadership growth in the worship, music, organization, and technology components of worship arts.

**MUS 210. Arborsong. (1 Credit)**

Arborsong is a select vocal ensemble that performs at a variety of campus and off-campus activities. Ordinarily participation is expected for the entire academic year. Membership is by audition only.

**MUS 211. Applied Voice. (1,2 Credits)**

Applied Voice is the pedagogical and performance study of the voice. The student works toward the recital track throughout the undergraduate residency. The capstone for this course is MUSIC 499 Recital. Pathway: CRAR

**MUS 212. Traditional Chapel Ensemble. (0 Credits)**

Traditional Chapel Ensemble is a music team that provides opportunities for performance and leadership growth in the worship, music, organization, and technology components of traditional liturgical music.

**MUS 217. Chamber Music. (1 Credit)**

Chamber music is a music performance class that allows music students the opportunity to explore various genres of chamber music through study and performance.

**MUS 218. Vocal Pedagogy. (1 Credit)**

Vocal pedagogy provides instruction on various aspects of vocal studio teaching, including vocal production, diction, and repertoire selection.

**MUS 221. Applied Organ. (1,2 Credits)**

One private half-hour organ lesson weekly, or one hour lesson every two weeks. Pathway: CRAR

**MUS 225. Applied Lessons in Composition. (1,2 Credits)**

Private music lessons focused on the composition of original music.

**MUS 232. Applied Brass. (1,2 Credits)**

Applied Brass is the pedagogical and performance study of trumpet, French horn trombone, euphonium or tuba. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUSIC 499 Recital. Pathway: CRAR

**MUS 233. Applied Percussion. (1,2 Credits)**

Applied Percussion is the pedagogical and performance study of the snare drum, bass drum, tympani, cymbals and mallet instruments. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUSIC 499 Recital.

Pathway: CRAR

**MUS 234. Applied Strings. (1,2 Credits)**

Applied Strings is the pedagogical and performance study of violin, viola, cello and bass. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUSIC 499 Recital.

Pathway: CRAR

**MUS 235. Applied Guitar. (1,2 Credits)**

Applied Guitar is the pedagogical and performance study of guitar in a half-hour (for one credit) or an hour (for two credits) individual lesson each week. This course emphasizes note reading, chords, pick-style technique, and classical (fingerstyle) technique. Also included is the application of these techniques to the preparation and presentation of song melody and accompaniment. Pathway: CRAR

Pathway: CRAR

**MUS 236. Applied Woodwinds. (1,2 Credits)**

Applied Woodwinds is the pedagogical and performance study of flute, oboe, clarinet or saxophone. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUSIC 499 Recital.

Pathway: CRAR

**MUS 237. Applied Jazz Improvisation. (1,2 Credits)**

Applied Jazz Improvisation is the pedagogical and performance study of musical instruments utilizing theoretical and practical approaches to improvisation in the style of jazz.

**MUS 240. Music Theory I. (3 Credits)**

Music Theory I enables students to explore musical concepts through analysis, sightsinging, aural training, and composition. Harmonic studies include primary chords in root position and cadential preparations. A grade of "C" or better is required to advance to MUS 241.

**MUS 241. Music Theory II. (3 Credits)**

Music Theory II is a continuation of Music Theory I with special emphasis on primary chords in inversion, seventh chords, secondary dominants and chromatic materials. A grade of "C" or better is required to advance to MUS 242.

Prerequisite: MUS 240 \*

\* May be taken concurrently.

**MUS 242. Music Theory III. (3 Credits)**

Music Theory III is a continuation of Music Theory II with special emphasis on secondary functions, modulation, altered chords, and chromatic harmony. A grade of "C" or better is required to advance to MUS 243.

Prerequisite: MUS 241 \*

\* May be taken concurrently.

**MUS 243. Music Theory IV. (3 Credits)**

Music Theory IV continuation of Music Theory III with special emphasis on extended harmonies, formal analysis, and twentieth century techniques. A grade of "C" or better is required to continue in the music department class sequence.

Prerequisite: MUS 242 \*

\* May be taken concurrently.



**MUS 246. Aural Theory I. (1 Credit)**

Aural Theory I provides students with the knowledge to read at sight, notate, and improvise short musical examples.

**MUS 247. Aural Theory II. (1 Credit)**

Aural Theory II provides students with the knowledge to read at sight, notate, and improvise short musical examples.

**MUS 248. Aural Theory III. (1 Credit)**

Aural Theory III provides students with the knowledge to read at sight, notate, and improvise short musical examples.

**MUS 250. Beginning Conducting. (3 Credits)**

Beginning Conducting presents the fundamental and working knowledge of rudimentary conducting principles including baton techniques, beat patterns, analytical skills, non-verbal expression and fundamental gesture. This course will also introduce some of the essential administrative duties germane to the ensemble director.

Pathway: CRAR

**MUS 251. Aural Theory IV. (1 Credit)**

Aural Theory IV provides students with the knowledge to read at sight, notate, and improvise short musical examples.

**MUS 271. Music History I. (3 Credits)**

Music History I surveys the history of music from the Medieval through the Baroque periods; introduces and develops the musical forms pertinent to the respective periods, as well as their parallel correlation to the artistic, literary, architectural, and socio-economic aspects of general historical development; encourages, develops, and reinforces analytical and research skills.

Prerequisites: MUS 240 and 241.

**MUS 272. Music History II. (3 Credits)**

Music History II surveys the history of Western Civilization's concert music from the Pre-Classical Period through the end of the Romantic Period (ca. 1900). Additionally, it introduces and explores the musical forms pertinent to the respective style periods, as well as their parallel correlations to the artistic, literary, architectural, and socio-economic aspects of general historical development.

**MUS 273. Music History III. (3 Credits)**

Music History III blends the study of traditional Twentieth-Century concert music with an introduction to the wide variety of music traditions from around the globe. It discusses the manner in which music symbolizes a people's way of life and represents a distillation of cultural style. Further, it explores how changing technologies shape the sounds, settings, and significance of music experience. The course is designed to create a dialogue between traditional Western concert music and global music in an interactive context.

**MUS 301. Applied Piano. (1,2 Credits)**

Students, both music majors and non-majors, may register for private piano lessons for either 1 credit (one 30 minute weekly lesson) or for 2 credits (1 hour weekly lesson). Piano majors are required to take applied piano for 2 credits each semester. The weekly lesson time is arranged with the instructor at the beginning of the semester.

Pathway: CRAR

**MUS 311. Applied Voice. (1,2 Credits)**

Course Description: MUS 211/311 – Applied Voice is the pedagogical and performance study of the voice. The student works toward the recital track throughout the undergraduate residency. The capstone for this course is MUSIC 499 Recital.

Pathway: CRAR

**MUS 315. Techniques of Teaching Voice. (1 Credit)**

Techniques of Teaching Voice presents the tripartite nature of the singing instrument; focusing on the physiology of the laryngeal structure and its function, the mechanics of the breath apparatus as applied to the singing voice and most importantly, the relationship of mind and body. This course allows the student to gain practical experience in applying the concepts acquired in this course.

**MUS 321. Applied Organ. (1,2 Credits)**

One hour private organ lesson weekly.

Pathway: CRAR

**MUS 325. Applied Lessons in Composition. (1,2 Credits)**

"Private music lessons focused on the composition of original music."

**MUS 332. Applied Brass. (1,2 Credits)**

Applied Brass is the pedagogical and performance study of trumpet, French horn trombone, euphonium or tuba. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUSIC 499 Recital.

Pathway: CRAR

**MUS 333. Applied Percussion. (1,2 Credits)**

Applied Percussion is the pedagogical and performance study of snare drum, bass drum, tympani, cymbals and mallet instruments. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUSIC 499 Recital.

Pathway: CRAR

**MUS 334. Applied Strings. (1,2 Credits)**

Applied Strings is the pedagogical and performance study of violin, viola, cello and bass. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUSIC 499 Recital.

Pathway: CRAR

**MUS 335. Applied Guitar. (1,2 Credits)**

Applied Guitar is the pedagogical and performance study of guitar in an hour individual lesson each week. This course emphasizes classical fingerstyle technique, note reading, chords, and pick-style technique. Also included is the application of these techniques to the preparation and presentation of song melody and accompaniment. The capstone for this course is MUSIC 499 Recital.

Pathway: CRAR

**MUS 336. Applied Woodwinds. (1,2 Credits)**

Applied Woodwinds is the pedagogical and performance study of flute, oboe, clarinet or saxophone. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUSIC 499 Recital.

Pathway: CRAR

**MUS 340. World Music. (2 Credits)**

World Music is an introduction to the music of the world's peoples designed to enable the student to experience and understand the meanings of music in the lives of diverse human communities.

**MUS 344. Song Writing & Arranging. (3 Credits)**

Song Writing and Arranging focuses on the musical composition and arranging of music in popular styles designed for either solo or congregational singing.

**MUS 351. Advanced Conducting. (3 Credits)**

Advanced Conduction further develops beginning conducting skills with special emphasis on effective rehearsal techniques. The student has the opportunity to gain some practical experience in both instrumental and choral conducting.

**MUS 356. Techniques of Teaching Brass. (1 Credit)**

Techniques of Teaching Brass includes instruction in the pedagogy of brass playing and teaching. This course will survey the art and practice of brass playing relative to trumpet, French horn, trombone and tuba. This course is designed to prepare future music educators by emphasizing basic techniques in brass pedagogy for these instruments from elementary to high school. This course is part of the K-12 instrumental music education curriculum.

**MUS 357. Techniques of Teaching Woodwinds. (1 Credit)**

Techniques of Teaching Woodwinds includes instruction in the pedagogy of woodwind playing and teaching. This course will survey the art and practice of woodwind playing relative to flute, oboe, clarinet, and saxophone. This course is designed to prepare future music educators by emphasizing basic techniques in woodwind pedagogy for these instruments ranging from elementary to high school. This course is part of the K-12 instrumental core music education curriculum.

**MUS 358. Techniques of Teaching Percussion. (1 Credit)**

Techniques of Teaching Percussion includes instruction in the pedagogy of percussion playing and teaching. This course will survey the art and practice of percussion playing relative to snare drum, bass drum, cymbals, timpani and keyboard mallet percussion. This course is designed to prepare future music educators by emphasizing basic techniques in percussion pedagogy for these instruments from elementary to high school. This course is part of the K-12 instrumental music education curriculum.

**MUS 359. Techniques of Teaching Strings. (1 Credit)**

Techniques of Teaching Strings includes instruction in the pedagogy of string playing and teaching. This course will survey the art and practice of string playing relative to violin, viola, cello, and bass. This course is designed to prepare future music educators by emphasizing basic techniques in string pedagogy for these instruments from elementary to high school. This course is part of the K-12 instrumental music education curriculum.

**MUS 399. Junior Recital. (1,2 Credits)**

Junior Recital is a non-required public solo performance by music students on a major instrument. This public solo performance requires 50 minutes of solo performance on a culmination of repertoire studied in the Concordia University undergraduate studio.

**MUS 430. Applying Worship Arts Leadersh. (3 Credits)**

Worship Arts Leadership applied in classroom, field research, and congregational settings. Students will design theoretical and practical proposals to enhance worship excellence.

**MUS 442. Form and Analysis. (3 Credits)**

Form and Analysis is a study of traditional musical forms and structures and their organizing principles. It will familiarize students with the musical parameters and events that indicate important considerations in the design of a composition.

**MUS 445. Composing and Arranging. (3 Credits)**

Composing and Arranging explores the role of the musician as composer and arranger. Assignments related to the specific needs of the parish and school: orchestration, harmonization, arrangement and composition of original material.

**MUS 450. Worship Arts Practicum. (3 Credits)**

Worship Arts Practicum is the culminating field experience where students apply Worship Arts Leadership skills in a congregational setting. This involves all aspects of worship, from planning to implementation.

**MUS 461. Music in Worship. (3 Credits)**

Music in Worship presents the principles and practice of liturgical music, especially as it finds current expression in Lutheran worship. The study includes historical background but stresses practical contemporary issues.

**MUS 465. Survey of Christian Hymnody. (3 Credits)**

Survey of Christian Hymnody presents the development of hymnody from Bible times to the present and helps develop knowledge of the large scope of hymnic literature and its ever-changing usage in worship.

**MUS 469. Issues in Church Music. (3 Credits)**

Issues in Church Music identifies current significant worship issues facing church musicians, provides opportunities for comparing and contrasting approaches to dealing with these issues, and acquaints the student with important resources for making effective decisions in the current American worship milieu.

**MUS 485. Handbell Methods and Materials. (3 Credits)**

Handbell Methods and Materials prepares the student to be a handbell choir director. The course provides techniques of handbell ringing, strategies for planning and organizing a handbell choir, and experience in performing and conducting handbell music.

**MUS 491. Parish Music Practicum/Internship. (3 Credits)**

allows the student to gain first-hand experience in parish musical work. This course is a requirement for the Director of Parish Music major. Prerequisite: successful passing of keyboard proficiency exam.

**MUS 499. Recital. (1,2 Credits)**

Senior Recital is a required public solo performance by music students on a major instrument. This public solo performance requires 50 minutes of solo performance on a culmination of repertoire studied in the Concordia University undergraduate studio.

## Nursing-Undergrad (NURS)

**NURS 202. Gerontological Nursing Theory. (3 Credits)**

This course explores the health needs of the older client. Primary, secondary, and tertiary preventions are discussed as they relate to retaining, attaining, and maintaining the older client's line of defense. Prerequisite: NURS 250.

**NURS 203. Professional Core Foundations. (3 Credits)**

In this course, students learn the basic principles of professional nursing including the philosophical basis, conceptual framework and the roles, responsibilities, and standards of care for the professional nurse. Prerequisites: BIO 149, 191, 192 and CHEM 105.

**NURS 212. Gerontologic Nursing Clinical. (2 Credits)**

This course provides guided clinical experience correlated with theoretical content of NURS 203, NURS 213, NURS 222, NURS 232, and NURS 250/255.

**NURS 213. Foundational Nursing Skills 1. (1 Credit)**

In this course, the student will focus on professional psychomotor nursing skills and therapeutic communication that complements didactic content of NURS 202. This course provides reinforcement of psychomotor experiences in the clinical setting.

**NURS 222. Nursing Pathophysiology. (3 Credits)**

This course presents various altered health states and their variances from wellness in the human body. Course discussion includes essential concepts of disease processes by body systems, core body functions, general mechanisms, and systemic manifestations of altered health across the lifespan. This course will enable students to apply this knowledge to clinical practice and complements other course offerings at this level of study.

**NURS 232. Wellness Assessment. (3 Credits)**

This course identifies nursing's role in assessing deviations from wellness and the way in which individuals maintain lines of defense. Nursing laboratory work required.

**NURS 250. Nursing Pharmacology I. (2 Credits)**

This is an introductory course focusing on concepts and principles of pharmacology. The emphasis is on the nurse's role in clinical applications of drug therapy. Coursework focuses on nursing considerations for drug administration and safety across the lifespan, including correct dosage calculations.

Prerequisites: BIO 149, 191, 192 and CHEM 105.

**NURS 255. Nursing Pharmacology 2. (2 Credits)**

This course builds on Nursing Pharmacology I to help students apply the basic concepts of pharmacology. The course introduces students to drug therapies related to endocrine, reproductive, respiratory, and gastrointestinal systems, and the chemotherapy of infectious diseases as related to attaining, retaining, or maintaining patient health.

**NURS 270. Pathophysiology Across the Lifespan. (4 Credits)**

In this course, students will explore variances in health states, disease processes and fundamental pathophysiologic concepts essential to caring for patients across the lifespan.

**NURS 271. Health Assessment Across the Lifespan. (4 Credits)**

This course is designed to provide students with the beginning knowledge and skills needed to assess the health status and the experience of health and illness of individuals across the lifespan. Focus will be placed on professional communication skills and how to distinguish normal from abnormal findings during a physical examination.

**NURS 272. Pharmacology. (3 Credits)**

In this course, students will develop an understanding of basic pharmacological principles and drug therapies for various illnesses, with a focus on nursing implications of safe medication administration, monitoring, and teaching.

Prerequisites: NURS 270 and 271.

**NURS 273. Fundamentals of Professional Nursing. (5 Credits)**

This courses introduces students to the role of critical thinking in applying the nursing process and basic nursing skills to promote, maintain, and restore the health of patients. Emphasis will be placed on integrating the key aspects of therapeutic communication, use of assessment skills, decision making, and professional nursing behaviors in the provision of nursing care to individuals. This course contains didactic, laboratory, and simulation experiences.

**NURS 301. Dimensions of Professional Nursing. (3 Credits)**

This course incorporates the Neuman Systems Model within the nursing process. The student will be introduced to the history, mission, and philosophy of CUW and the School of Nursing, legal aspects of nursing, and the profession of nursing. The student will develop skills for oral and written professional presentation through use of informatics, multimedia, and learning current APA writing style.

**NURS 303. Psychological Wellness Theory. (3 Credits)**

The focus of this course is on nursing practice related to mental health in diverse settings. Mental health topics related to special populations and people with both chronic and acute psychiatric needs are explored.

**NURS 305. Trends in Professional Nursing. (3 Credits)**

In this course, students examine trends in healthcare which include advancements in genetics, genomics, nursing and health care informatics, and related legal and ethical issues in nursing practice.

**NURS 313. Foundational Nursing Skills 2. (1 Credit)**

This course focuses on professional psychomotor nursing skills and therapeutic communication that complements the didactic content of NURS 310. It also provides reinforcement of psychomotor experiences in the clinical setting.

**NURS 315. Psychological Wellness Clinical. (1 Credit)**

In this practicum course, students are provided with guided clinical experiences in a variety of settings in working with patients needing mental health care. A major focus of the practicum includes application of communication skills to establish therapeutic relationships with patients.

**NURS 316. Alterations in Adult Health 1 Theory. (3 Credits)**

In this practicum course, students are provided with guided clinical experiences in a variety of settings in working with patients needing mental health care. A major focus of the practicum includes application of communication skills to establish therapeutic relationships with patients.

**NURS 317. Alterations in Adult Health 1 Clinical. (2 Credits)**

This course gives students opportunities to provide guided nursing care in diverse settings to patients experiencing chronic illness and their families. Students apply the concepts learned in NURS 316 and prerequisite courses. Concurrent enrollment in NURS 316.

**NURS 335. Nursing Research. (3 Credits)**

This course introduces students to the research process, synthesis of research findings and application of evidence in practice.

**NURS 336. Nursing Research for RNs. (3 Credits)**

This course introduces students to the research process, synthesis of research findings and application of evidence in practice.

Prerequisites: MATH 130 and NURS 301.

**NURS 340. Community Wellness Theory. (3 Credits)**

This course presents nursing responsibilities in assisting individuals, families, and groups to meet stressors and retain, attain, and maintain system stability within the community setting.

**NURS 341. Community Wellness Clinical. (1 Credit)**

This course provides guided clinical experience with individuals and aggregates in a variety of settings and agencies. Course must be taken concurrently with NURS 340.

**NURS 342. Population Health. (3 Credits)**

This course provides an overview of the concepts and theories related to public health/community nursing. It explores the role of the nurse in developing and implementing strategies for sustaining and promoting health among diverse populations in the community. Principles of epidemiology, public health, population-focused practice, and community assessment are included. Students will be immersed in the role expectations of the community-based nurse via clinical experience.

**NURS 344. Alterations in Adult Health 2 Theory. (3 Credits)**

Based on the concepts of NURS 316, this course focuses on evidence-based knowledge and critical thinking experiences that address the needs of adults experiencing acute illness. Concepts of promotion, maintenance, and restoration of health are emphasized. Students acquire knowledge and skills vital to identifying physiological, psychological, sociocultural, nutritional, developmental and spiritual variables affecting health. Attributes of professionalism, including interpersonal skills to promote interprofessional patient and family-centered care are integrated throughout the course.

**NURS 347. Alterations in Adult Health 2 Clinical. (2 Credits)**

This course gives students opportunities to provide guided nursing care in diverse settings to patient experiencing acute illness and their families. Students apply the concepts learned in NURS 344 and prerequisite courses.

**NURS 371. Evidence-Based Nursing and Change Management. (2 Credits)**

In this course, students are introduced to the research process, synthesizing research findings, and applying evidence to nursing practice. Using evidence as a foundation for change management is addressed.

**NURS 372. Patient-Centered Care: Chronic Care. (4 Credits)**

In this course, students will focus on planning evidence-based nursing care of patients with chronic conditions. Students will apply acquired knowledge and skills affecting health promotion, maintenance, and restoration of health in the collaborative care of chronically ill patients and their families.

**NURS 373. Patient-Centered Care: Chronic Care Clinical. (3 Credits)**

In this course, students have guided clinical experiences with patients experiencing chronic conditions, and their families, in chronic healthcare settings.

**NURS 374. Health Systems: Policy, Regulation, and Quality Issues for Professional Nursing. (2 Credits)**

In this course, political structures and social forces that shape nursing practice and healthcare delivery will be examined. Students will investigate the history of healthcare delivery and the influence of emerging technologies on healthcare financing, access, quality and patient safety. Students will become involved in policy advocacy at the systems level.

**NURS 376. Patient-Centered Care: Acute Conditions. (4 Credits)**

In this course, students will focus on planning evidence-based nursing care of individuals with acute conditions. Students will apply acquired knowledge and skills affecting health promotion, maintenance, and restoration of health in the collaborative care of acutely ill individuals and their families.

**NURS 377. Patient-Centered Care: Acute Conditions Clinical. (3 Credits)**

In this course, students have guided clinical experiences with individuals experiencing complex conditions, and their families, in acute care settings. Taken concurrently with NURS 376.

**NURS 378. Population-Focused Care. (3 Credits)**

In this course, students focus on health promotion and health education across the lifespan. Students apply knowledge of primary, secondary, and tertiary prevention and evidence-based practice that promote healthy behaviors to reduce co-morbidities and mortality among the population.

**NURS 379. Population-Focused Care Clinical. (2 Credits)**

In this course, students have guided clinical experiences with individuals, families, and groups, across the lifespan, in a community setting. Taken concurrently with NURS 378.

**NURS 403. Alterations in Adult Health 3 Theory. (4 Credits)**

Built on the concepts discussed in NURS 316 and NURS 344, this course focuses on evidence-based knowledge and critical thinking experiences that address the nursing care needs of ill adults. Healthcare interventions that support safety, risk reduction, health promotion, and transitional care needs will be emphasized. Concepts of professional and leadership skills will be enhanced through a focus on the continuum of care.

**NURS 404. Alterations in Adult Health 3 Clinical. (2.5 Credits)**

gives students opportunities to provide guided nursing care in diverse settings to ill adults and their families. Students apply the concepts learned in NURS 403 and prerequisite courses. Concurrent enrollment in NURS 403.

Prerequisites: NURS 344 and 347.

**NURS 408. Advanced Concepts in Perfusion. (4 Credits)**

This course will expose students to pathologies that affect perfusion as well as nursing assessments and interventions to support perfusion. This includes mechanical and pharmacological therapies and other critical care nursing skills to help support patients through life-threatening perfusion dysfunction. At the completion of this course students will have the ability to earn the American Heart Association certifications for both Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS).

**NURS 422. Family-Centered Nursing: Pediatrics Theory. (3 Credits)**

In this course the student will be introduced to the stressors encountered and nursing preventions required to retain, attain, and maintain system stability with pediatric clients and their families.

**NURS 423. Family-Centered Nursing: Pediatrics Clinical. (1 Credit)**

This course provides guided clinical experience with childrearing families in a variety of settings and agencies.

**NURS 425. Family-Centered Nursing: OB & Women's Health Theory. (3 Credits)**

This course focuses on stressors encountered and nursing interventions required to retain, attain and maintain system stability throughout a woman's life from menarche through post menopause. Content includes gynecologic health concerns, obstetrics and neonatal care.

**NURS 426. Family-Centered Nursing: OB & Women's Health Clinical. (1 Credit)**

This course provides guided clinical experience with childbearing families and women's health in a variety of settings.

**NURS 440. Leadership and Management in Healthcare Systems Theory. (3 Credits)**

This course explores the principles of effective leadership/management skills in managing the health needs of individuals and groups.

**NURS 441. Leadership and Management Practicum: In an Evolving Healthcare System. (2.5 Credits)**

This course affords students the opportunity to apply the principles of effective leadership/management skills in the clinical setting.

**NURS 442. Leadership – The Future of Nursing. (3 Credits)**

This course presents the principles of leadership and management as they relate to the role of the nurse leader/manager and professional in any health care setting. The focus is on critical analysis of management, and leadership concepts.

**NURS 451. Global Education Costa Rica. (3 Credits)**

This course allows students to study the history, culture, and health beliefs of Costa Rica through a short-term immersion experience.

**NURS 452. Global Education Mexico. (3 Credits)**

This course allows students to study and experience the history, culture, and health beliefs of various countries.

**NURS 453. Global Education Costa Rica Immersion. (3 Credits)****NURS 460. Cultural Diversity in Nursing. (3 Credits)**

This course focuses on developing an appreciation for diversity and strategies for providing culturally congruent competent nursing care with a multi-cultural society.

**NURS 472. Family Centered Care Theory. (3 Credits)**

In this course, students focus on planning evidence-based nursing care of children and childbearing women with varied health, wellness, and illness needs. Students apply acquired knowledge and skills affecting health promotion, maintenance, and restoration in the collaborative care of pediatric patients and childbearing women.

**NURS 473. Family Centered Care Clinical. (2 Credits)**

In this course, students have guided clinical experiences with children and childbearing women in diverse healthcare settings. Taken concurrently with NURS 472.

**NURS 474. Patient Centered Care: Complex Conditions and Transitional Care Theory. (4 Credits)**

In this course, students focus on planning evidence-based nursing care of patients with complex conditions. Students will apply acquired knowledge and skills affecting health promotion, maintenance, and restoration of health in the collaborative care of patients and their families.

**NURS 476. Trans to Pro Nurs Prtce Theory. (2 Credits)**

In this course, students explore principles of effective leadership and management related to the professional nursing role. The focus is on critical analysis of management and leadership concepts, theories, and skills, applied to intraprofessional and interprofessional teams caring for the health needs of individuals and groups.

**NURS 477. Introduction to Integrative and Complementary Therapies. (1,2 Credits)**

This course provides an overview of a variety of complementary therapies outside the realm of conventional medical options used in the United States. Content includes alternative, manipulative, biologically based, energy therapy mind/body interventions.

**NURS 479. Transition to Professional Nursing Practice. (6 Credits)****NURS 480. Professional Nursing Preparation and Licensure. (1 Credit)**

In this course, students assess their knowledge and understanding of critical concepts and the application of clinical judgement required for entry into professional nursing. Through the use of diagnostic tools and resources, students develop a plan for areas of needed growth, NCLEX-RN success, and licensure application.

**NURS 492. Seminar in Contemporary Nursing. (3 Credits)**

In this final BSN Completion capstone course, students complete a study of a patient/family with a chronic health threatening illness from diagnosis to end of life. Issues affecting contemporary inter-professional care and health care delivery are examined. Students gain clinical experience in evaluation of patient centered transitions, including discharge planning, to ensure continuity of care.

**NURS 494. Introduction to EKG. (1 Credit)**

This course introduces the nursing student to basic rhythms of the heart. Requires junior or senior level nursing status.

## Paralegal Studies (PLGL)

**PLGL 100. Introduction to Paralegal Studies & Ethics. (3 Credits)**

This course introduces the function and sources of American law, the American legal system, and legal practice, focusing on the role of the paralegal. This course also examines ethical considerations in the practice of law that paralegals are likely to encounter. Attorney and paralegal ethical codes are examined.

**PLGL 101. Legal Research & Writing I. (3 Credits)**

This course teaches students the principles of legal research and focuses on locating and analyzing case law, statutes, regulations, and other legal authorities and secondary sources to solve legal problems. Students will apply research to writing legal memoranda and other practical writing exercises. Students are trained in the use of WESTLAW computerized legal research and alternative electronic research methods. Both federal and Wisconsin materials are used extensively in this course.

**PLGL 102. Legal Research & Writing II. (3 Credits)**

This course teaches students the principles of legal research and focuses on locating and analyzing case law, statutes, regulations, and other legal authorities and secondary sources to solve legal problems. Students will apply research to writing legal memoranda and other practical writing exercises. Students are trained in the use of WESTLAW computerized legal research and alternative electronic research methods. Both federal and Wisconsin materials are used extensively in this course.

Prerequisite: PLGL 101.

**PLGL 201. Civil Litigation I. (3 Credits)**

This course studies civil litigation principles and practices prior to and through trial, including an introduction to procedures in the courts and administrative agencies. The course focus is on preparation of initial pleadings, documents related to discovery, motion practice and trial. The course also examines pre-litigation investigation and fact-gathering strategies used in the practice of law.

**PLGL 210. Tort Law. (3 Credits)**

This course examines areas of legal liability commonly encountered by individuals and business as well as the methods of liability avoidance. Topics covered include intentional torts, negligence, strict liability, product liability, malpractice, premises liability, consumer protection, and other areas of tort liability.

**PLGL 220. Contract Law. (3 Credits)**

This course examination the formation of effective legal contracts, how contracts are performed, and how to remedy for nonperformance or breach of contract. Contract drafting, analysis and litigation skills learned in this course apply to a wide variety of legal situations.

**PLGL 230. Legal Aspects of Business Org. (3 Credits)**

This course provides an overview of the formation and operation of business enterprises, focusing on the sole proprietorship, forms of partnerships, limited liability companies, and incorporated entities. Students are introduced to the advantages and disadvantages of each form of business organization, explore ethical considerations, and draft various documents as they pertain to the formation, maintenance, and dissolution.

## Pharmacy (PHAR)

### **PHAR 105. Introduction to Pharmacy. (1 Credit)**

Intro to pharmacy is an online introductory course intended for undergraduate students who are interested in the profession of pharmacy, regardless of previous experience in the profession. This course is designed to help students understand the progressive world of pharmacy and the profound impact pharmacists have on patient care. Whether you are considering pharmacy as a potential career path or are just interested in the subject, this course will open your eyes to the exciting profession of pharmacy. This course will introduce the student to the history of pharmacy, the pharmacist's and technician's role in patient care, drug discovery, pharmacy law, and many other important pharmacy topics.

Prerequisites: PHAR 310 and 312.

### **PHAR 310. Pharmacy Biochemistry. (3 Credits)**

Pharmacy Biochemistry is a one-semester course covering how atoms and molecules interact to produce life processes. Topics include, but are not limited to, biological synthesis of macromolecules, the chemistry of biological molecules, protein structure and function, enzyme mechanisms and kinetics, carbohydrate and lipid metabolic processes, nucleic acid chemistry and protein synthesis, cell communication, and biochemical regulation. Pharmacy Biochemistry is limited to CUW School of Pharmacy students.

### **PHAR 312. Pharmacy Anatomy and Physiology. (5 Credits)**

This course will be divided into separate units, each consisting of an in-depth description and analysis of the human body. Anatomic structures will be presented from the molecular level (molecular biology) and the microscopic level (histology) to the gross anatomic level. Diagrams, illustrations, and photographs showing the anatomic relationships will be complemented with radiographic modalities including X-ray, CT, MRI, and Ultrasound images. When pertinent, photographs and video of surgical specimens and procedures will be presented. Each student must participate in one small-group interactive session in the CUW Human Cadaver lab later in the semester. Understanding the physiologic regulation of each organ system and the interaction between organ systems will be an expectation for the students.

Demonstration of physiologic responses will be complemented via special in-class exercises including basic physical examination skills and other diagnostics modalities such as ECG, Echocardiogram, Pulmonary Function Testing, and basic hematologic and blood chemistry analysis. Students will not participate in any invasive procedure or examination skill such as phlebotomy, but will be expected to understand those invasive procedures which were demonstrated on medical videos during class time. Included in the topics will be an introduction to Pregnancy and Fetal Development.

### **PHAR 314. Pharmacy Microbiology. (4 Credits)**

This course introduces the pharmacy student to the fundamentals of microbiology and immunology, especially as it relates to clinical applications. Organisms of interest include bacteria, viruses, fungi, and parasites, as well as the immunological responses of the host, and the molecular mechanisms of transfer of genetic information and drug resistance within pathogenic microbes. The primary goal is to assist each student to (i) acquire and integrate the knowledge necessary to make scientifically based judgments concerning immune and microbial diseases, and (ii) apply new findings gained by personal observation or by informed reading of the current literature.

Prerequisites: PHAR 310 and 312.

### **PHAR 316. Cell and Molecular Fundamentals. (1 Credit)**

Cell and Molecular Fundamentals for Pharmacology students is a 1 credit, one-semester study of essential cell and molecular mechanisms underlying processes essential to life and instrumental in understanding disease and drug mechanisms. Topics will include, but are not limited to the cellular basis of living organisms, internal cell structure and cytoskeleton, endomembrane sorting and transport, protein contributions to cell and organelle function, cell communication mechanisms, cell cycle and apoptosis, structural organization of genomes, control of gene expression, and differentiation mechanisms facilitating tissue form and function. The course is designed specifically to complement PHAR 310 Pharmacy Biochemistry and to support CUW School of Pharmacy (SOP) student progression into pharmacology.

### **PHAR 320. Pharmaceutics I. (2 Credits)**

This course covers the theory of physicochemical and kinetics principles applicable to pharmaceutical systems, states of matter, with emphasis on aqueous solution chemistry, including solubility, acid-base systems, buffer systems, partition coefficient/distribution, along with diffusion, drug release, dissolution processes, and pharmaceutical kinetics/stability.

### **PHAR 322. Pharmaceutics II. (4 Credits)**

Building upon the content of Pharmaceutics I, this course expands the knowledge base within the domain of drug delivery. Pharmaceutical dosage forms are introduced, along with their rationale for delivering optimal therapeutic benefit. A survey of the various sites available for drug administration, anatomic, physiologic and pathophysiologic considerations of those sites, and drug product requirements are covered. Oral, pulmonary, ocular, otic, buccal, sublingual, inserted, dermal, specialty, innovative dosage forms and device/drug product combinations, ETC., are included. Students taking this course will develop competency in the principles upon which dosage forms act on or within the human body, thus fulfilling the University's core curriculum goal of scientific literacy. (Includes patient care skills teaching laboratory.)

Prerequisite: PHAR 320.

### **PHAR 330. Pharmacology and Medicinal Chemistry I. (3 Credits)**

This course introduces the pharmacy student to the fundamentals of pharmacology, toxicology, and medicinal chemistry. Included are more comprehensive overviews of Autonomic and Central nervous system pharmacology. The theme of xenobiotics is used to keep an initial focus on the broad spectrum of pharmacologic and toxicologic properties of external compounds (drugs and toxins) that affect the nervous system. This first course of three Pharmacology / Medicinal Chemistry courses will emphasize target organ effects, dose/response, and the molecular basis of drug action so that students can fully understand basic pharmacologic principles of drug and xenobiotic handling. Neuropharmacology and analgesic drugs that act on the Central nervous System are the organ system of focus. Neurotoxicology-related topics that are discussed in this course include substance abuse and treatment, poison control support of emergency medicine, and public health / preventive medicine frameworks. Topics in medicinal chemistry provide the basis for understanding how drug structure affects function, and how pharmaceutical products are designed and developed.

Prerequisites: PHAR 310, 312 and 320.

### **PHAR 340. Pharmacy and the Health Care System. (3 Credits)**

This course will cover the major concepts related to the structure and functioning of the U.S. health care system. Emphasis will be placed on analyzing issues associated with health care systems and personnel and the way health care is organized, financed, and regulated. The course will also examine the provision of drugs and pharmacy services in the context of the health care enterprise.

**PHAR 350. Pharmacotherapy I: Self Care. (2 Credits)**

Pharmacotherapy I: Self-Care is the first of five courses in which you will learn about pharmacotherapy, which is the treatment of disease through the use of drugs. This course will discuss the pathophysiology, epidemiology, and treatment of common, self-limiting conditions.

**PHAR 352. Pharmacy Calculations. (1 Credit)**

Accurately performing pharmaceutical calculations is a critical component in providing patient care in every pharmacy practice environment. Consequently, pharmaceutical calculations are a vital part of any pharmacy curriculum. Although most pharmaceutical calculations are not 'rocket science', it is a topic that deserves attention because it requires virtually flawless accuracy. Before students are able to become optimally proficient at performing pharmaceutical calculations, they must understand approaches to pharmaceutical calculations that help minimize error and maximize accuracy. Their pre#course perceptions of pharmaceutical calculations must also be openly addressed so that these perceptions do not hinder the students' focus on pharmaceutical calculations.

**PHAR 370. Applied Patient Care I. (2 Credits)**

APC I is the first of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient#centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient interviewing, patient education, communication with patients and health care professionals, and critical thinking in the context of pharmacy's multiple disciplines. This course series integrates knowledge from multiple disciplines in the curriculum and provides a chance for students to apply this knowledge while developing their patient care skills and professional attitudes for utilization during subsequent coursework in Applied Patient Care, experiential education (IPPEs) and pharmacy practice.

**PHAR 372. Applied Patient Care II. (2 Credits)**

APC II is the second of six integrated patient care skill development courses in the School of Pharmacy curriculum. The series aims to teach students critical thinking and to provide patient-centered care by utilizing the Pharmacists' Patient Care Process (PPCP), and this course is focused on the specific direct patient care skills of gathering a medication list (collect), and providing patient education (implement), with an introduction to assessment, plan, and documentation as related to pharmaceutical assessment, care plan delivery, and EHRGO documentation, and ISBAR notes. This course series integrates knowledge from multiple disciplines in the curriculum and provides a chance for students to apply this knowledge while developing their communication skills, including health literacy, cultural competency, prescription drug processing and drug information foundations, as well as their professional attitudes for utilization during subsequent coursework in Applied Patient Care, experiential education (IPPEs) and pharmacy practice. This accomplished through case studies and patient care simulations that focus on basic science, pharmaceutical science, clinical science, and patient care concepts in one course.  
Prerequisite: PHAR 370.

**PHAR 380. Introductory Pharmacy Practice Experience I. (3 Credits)**

During the first semester of Introductory Pharmacy Practice Experience (IPPE#1), students are exposed to the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists, patients, and other healthcare providers. An emphasis will also be placed on beginning to understand the role that cultural differences play in health care. Experiential rotations at off campus pharmacies will include a minimum of 40 hours each in a community and hospital setting. Legal, ethical, and practice issues in pharmacy are discussed during classroom and experiential activities.

**PHAR 382. Introductory Pharmacy Practice Experience II. (3 Credits)**

During the second semester of Introductory Pharmacy Practice Experience (IPPE#2), students continue to explore the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists, patients, and other healthcare providers. Off campus experiences will include a minimum of 40 hours each in a community and hospital setting where students apply skills and knowledge from the didactic curriculum. Course content focuses on communication, professional development, medication safety, and working in healthcare teams.  
Prerequisite: PHAR 380.

**PHAR 424. Applied Pharmacokinetics/Therapeutic Drug Monitoring. (3 Credits)**

This course expands on the previous teaching regarding absorption, distribution, metabolism, and elimination/excretion (ADME/ADE). Students will need to draw on their previous coursework to understand fundamental concepts in ADME/ADE and readily apply this knowledge. Further examination of pharmacokinetic (PK) models will assist students' conceptual understanding of ADME/ADE. Using this conceptual framework, students will simultaneously develop and hone skills in PK dosing and therapeutic drug monitoring. Students should be prepared to not only acquire new knowledge but also readily apply their new and existing PK knowledge to optimize doses and solve complex PK dosing problems. To accomplish these tasks the course will move rapidly and students must contact instructors immediately with problems in keeping pace.  
Prerequisites: PHAR 322, 330 and 352.

**PHAR 426. Advanced Pharmaceutical Preparations. (2 Credits)**

This course is a continuation of the non-sterile and sterile product preparation skill development from the Pharmaceutics II course and laboratory. Topics emphasized will include aseptic technique, incompatibilities, cytotoxic preparations, parenteral nutrition and continued proficiency in common sterile preparations.  
Prerequisite: PHAR 322.

**PHAR 432. Pharmacology & Medicinal Chemistry II. (4 Credits)**

This course continues to expand the pharmacy student's knowledge of the fundamentals of pharmacology and toxicology, re-emphasizing critical objectives with regard to drug Mechanism of Action, Absorption, Distribution, Metabolism, and Elimination. Extensive review of drug structure, receptor binding, and Medicinal Chemistry will be a focal point for the course plus new drug discovery and development. The Medicinal Chemistry sections of this course will emphasize drug structure as a determinant of receptor binding, receptor activation, and receptor antagonism. The logic of drug design will be presented, with a focus on how variations to chemical structure can lead to changes in drug efficacy, as well as altered toxicity and bioavailability.  
Prerequisite: PHAR 330.

**PHAR 434. Pharmacology & Medicinal Chemistry III. (4 Credits)**

This course continues to expand the pharmacy student's knowledge of the fundamentals of pharmacology and toxicology, re#emphasizing critical objectives with regard to drug Mechanism of Action, Absorption, Distribution, Metabolism, and Elimination. Extensive review of drug structure, receptor binding, and Medicinal Chemistry will be a focal point for the course. The Medicinal Chemistry sections of this course will emphasize drug structure as a determinant of receptor binding, receptor activation, and receptor antagonism. The students will have to be able to draw basic structures. The students will also continue their drug#drug interaction project from the previous semester.  
Prerequisite: PHAR 432.

**PHAR 442. Social and Behavioral Pharmacy. (2 Credits)**

This course is a survey of topics in the social and behavioral sciences as applied to pharmacy. The goal of the course is to give students a better understanding of how social, psychological, and socio-cultural factors explain and relate to disease processes, patients and pharmacist's orientation to the health care system, and patient-pharmacist encounters. Topics covered include (but are not limited to) the relationship between the mind and the body, the nature and experience of chronic illness, mental illness, substance use, patient counseling and communication, pharmacist-physician interaction, medication adherence, and medication errors.

**PHAR 450. Pharmacotherapy II. (3 Credits)**

This required course is the second of five courses in pharmacotherapy. Pharmacotherapy II is designed to teach students the epidemiology, etiology, pathophysiology, clinical presentation, treatment options and evaluation of therapeutic outcomes of many renal, fluid and electrolyte, acid-base, and cardiovascular disorders. The course aims to develop pharmacists with the clinical knowledge, skills, and judgment to make clinical decisions based on sound therapeutic principles of drug and disease state management, treatment guidelines, and relevant individual patient factors. Ultimately the goal of this course is to empower students to be able to provide evidence-based, safe, and appropriate medication use for patients with renal, fluid and electrolyte, acid-base, and cardiovascular disorders.

Prerequisites: PHAR 330 and 350.

**PHAR 452. Pharmacotherapy III. (4 Credits)**

Pharmacotherapy III is the third of five courses in which students will learn about the treatment of diseases through the use of medications. The course focuses on the core content areas of infectious diseases, endocrine disorders, and inflammatory disorders. Students will develop the skills needed to make evidence-based, patient-specific medication use recommendations relative to the core content areas.

**PHAR 460. Medical Literature Evaluation I. (2 Credits)**

Medical Literature Evaluation I is the first in a 2-course series focusing on the use of medical literature for patient care. This course will focus on the critical evaluation of primary literature, including principles of biomedical statistics, research design, literature evaluation, and application to patient care.

**PHAR 462. Medical Literature Evaluation II. (2 Credits)**

Medical Literature Evaluation II is the second in a 2-course series focusing on the use of medical literature for patient care. This course will build upon primary literature evaluation skills gained in Medication Literature Evaluation I and further develop the critical evaluation of primary literature, including principles of biomedical statistics, research design, literature evaluation, and application to patient care.

Prerequisite: PHAR 460.

**PHAR 470. Applied Patient Care III. (2 Credits)**

Applied Patient Care III is the third of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient interviewing, patient education, and critical thinking in the context of pharmacy's multiple disciplines. The first two courses in this series focused on the specific direct patient care skills of gathering a medication list, providing patient education, conducting a comprehensive interview of a new patient, and providing a verbal care plan to a patient with much of the therapeutic content coming from self-care topics. Applied Patient Care III continues to build on these skills while introducing the direct patient care skills of patient follow-up, clinical documentation, and patient-appropriate documentation, as well as introducing working with simulated interprofessional charts and multiple providers. It will also continue to develop students' skills in drug information and health literacy while integrating with the didactic curriculum and the IPPE series.

Prerequisite: PHAR 372.

**PHAR 472. Applied Patient Care IV. (2 Credits)**

This course is the fourth of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient interviewing, patient education, and critical thinking in the context of pharmacy's multiple disciplines. Students will learn new skills in provider communication and will have an opportunity to further develop documentation skills. The course will also continue to develop students' skills in drug information and health literacy while integrating with the didactic curriculum and the IPPE series.

Prerequisite: PHAR 470.

**PHAR 474. Servant Leadership and Public Health. (2 Credits)**

The servant leadership philosophy/perspective focuses the leader on the needs of others for their benefit and connects nicely with the ethos of our profession and the mission of Concordia University Wisconsin. Though servant leadership outcomes are covered longitudinally through our curriculum, this course will provide a central point of focus for introducing, advancing and evaluating concepts related to the servant leadership and related outcomes. The course will focus on leadership development, public health, and their relation to meeting the needs of others and advancing the profession of pharmacy. This class will consist of three distinct, yet interrelated units: Serving the Profession through Leadership and Advocacy, Serving Patients and Community through Public Health, and Public Health – Immunizations.

**PHAR 480. Introductory Pharmacy Practice Experience III. (2 Credits)**

During the third semester of Introductory Pharmacy Practice Experience (IPPE#3), students continue to explore and experience the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists, patients, and other healthcare providers. Off campus experiences will include 40 hours each in a community and hospital setting. Legal, ethical and practice issues in pharmacy are discussed during classroom and experiential activities.

Prerequisite: PHAR 382.



**PHAR 482. Introductory Pharmacy Practice Experience IV. (2 Credits)**

During the fourth semester of Introductory Pharmacy Practice Experience (IPPE-4), students continue to explore and experience the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists, patients, and other healthcare providers. Off campus experiences will include 40 hours each in a community and hospital setting. Legal, ethical and practice issues in pharmacy are discussed during classroom and experiential activities.

Prerequisite: PHAR 382.

## Philosophy (PHIL)

**PHIL 201. Central Texts of Philosophy. (3 Credits)**

This course familiarizes the student with many of the basic, historical and contemporary texts of philosophy. It teaches students how to read philosophical texts effectively, by analyzing their claims, and evaluating their arguments.

**PHIL 211. Elementary Logic. (3 Credits)**

This course is a grounding in both informal and formal logic. The course studies the nature and types of argument and methods for distinguishing good and bad reasoning. Formal methods include the use of truth-tables and natural deduction.

**PHIL 221. Human Dignity. (3 Credits)**

This course is a philosophical consideration of issues bioethical, legal, ethical, ontological, and political that affect our understanding of human dignity. For students preparing for vocations in these areas, it will enable them to think with logical acumen and to serve with a motivating knowledge of the dignity inherent in being human.

**PHIL 240. Environmental Ethics. (3 Credits)**

This course is a grounding in the theory and practice of environmental ethics. The course studies both secular and religious principles that impact environmental care, and examines the foundations and consequence of anthropocentric, biocentric, and ecocentric approaches and "deep ecology," in dialogue with a developed biblical concept of stewardship. The course has no prerequisites and assumes no prior exposure to philosophy.

**PHIL 250. Moral Philosophy. (3 Credits)**

This course is a course of study which examines the central ethical systems of philosophy in dialogue with Christian presuppositions and with a Lutheran understanding of Law and Gospel. Participants will study classical and contemporary sources of ethical foundations in the Western tradition. Analytical methods of philosophical inquiry are explained and applied. Case studies provide occasions for fostering in-depth class discussions and application of ethical theories, principles, and tools. Note: PHIL 250 has been designated a 200-level course to indicate that it is best taken in the second year or higher.

**PHIL 256. Critical Thinking & Creativity. (3 Credits)**

This course applies logical reasoning and critical thinking to reading and writing processes. The course includes divergent thinking and ways of developing creative ability and considers both "left brain" and "right brain" processes. Doing is as important as understanding. Therefore, exercises and practical applications involving analysis of arguments and supporting ideas, as well as opening to creativity are included. Students complete the activities by weighing, judging, and evaluating qualitatively.

**PHIL 309. History and Philosophy of Science. (3 Credits)**

This course presents the development of science and scientific methodology from classical antiquity to the contemporary scene. There is a special emphasis on the changing fortunes of design as a scientific category. Students learn how theological categories provide the metaphysical, epistemological and ethical foundation for the rise of modern science, and critically evaluate the contrasting, contemporary attitude of methodological naturalism.

**PHIL 325. Christian Apologetics. (3 Credits)**

This course is an introduction to the art of defending the truth claims of the Christian faith. Students learn the biblical warrant for apologetics, the merits of rival methodologies, and study philosophical, scientific, and historical evidences. They are equipped to respond to the skeptical challenges of atheism and the contrary claims of rival religions.

**PHIL 333. C.S. Lewis: His Life and Christian Philosophy. (3 Credits)**

This course is a focused study of the life and works of C. S. Lewis. This course gleans philosophically important lessons about faith, reason, worldviews, and the imagination by a close examination of the trials and triumphs faced by C. S. Lewis both in his personal life and his public career as a major Christian apologist. It then considers a representative selection of his works, drawn from the many genres to which he contributed, including formal apologetics, science fiction, fantasy, and literary criticism.

**PHIL 334. Christ and Culture. (3 Credits)**

This course examines the interaction between the Christian and the surrounding culture in both Western and non-Western settings. The classic typology of H. Richard Niebuhr is presented and critically evaluated. The implications of the doctrines of vocation and of the two kingdoms are explored. Public theology is defined, and students learn to appreciate the distinctive approaches to public theology within different denominations. A wide range of contemporary issues facing the Christian is studied. Throughout the course, there is particular emphasis of the merits of the Lutheran "paradox" model for interaction with culture, along with due consideration of the strengths and weaknesses of other models.

**PHIL 343. Chronicles of Narnia & Philosophy. (3 Credits)**

This course focuses on how Lewis incarnated philosophical ideas in the imaginary worlds of the Chronicles of Narnia. From the creation to the end of Narnia, students will trace Lewis's defense of the supernatural, objective moral values and the value of faith against materialist skepticism.

**PHIL 350. Bioethical Dilemmas in Contemporary Society. (3 Credits)**

This course will study basic concepts concerning in vitro fertilization, genetic testing and therapy, stem cell research, cloning, organ transplantation, end-of-life care, human subject research, and access to health care. Students will examine how contemporary philosophers address bioethical issues. They will be enabled to articulate their perspectives and make informed decisions compatible with the Christian faith. This course is particularly suited for those in medical, biology, pre-seminary, director of church ministries, teaching, and philosophy programs. Note: It is recommended that students take CCE 120, PHIL 201, or PHIL 250 before enrolling. PHIL 350 has been designated a 300-level course to indicate that it is best taken in the third year or higher.

**PHIL 370. Philosophy of Mind. (3 Credits)**

This course is an in-depth exploration of the character of mind and of the relationship between the mind and the physical world. Students learn to evaluate the strengths and weaknesses of a variety of materialist, dualist, and neutral theories, and to see how they arise from and influence foundational worldviews. Pre-requisite: at least one other philosophy class or enrollment in the minor or major in psychology, or permission of instructor.

**PHIL 371. Philosophy and Film. (3 Credits)**

This course is a systematic study of the means by which the medium of film communicates philosophical ideas and theories. Students study the major enduring problems of philosophy and how they are portrayed, developed, and evaluated by important films spanning many movie genres from popular and accessible action movies to the challenging works of avant-garde directors.

**PHIL 372. The Lord of the Rings and Philosophy. (3 Credits)**

This course delves into the profound philosophical themes both surrounding and suffusing Tolkien's magnum opus. The course includes a study of Tolkien's professed methodology and refers to the background of Middle Earth painted in other works, but mainly focuses on how Tolkien develops and argues for and against specific philosophical theses within the text of *The Lord of the Rings*.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**PHIL 379. Religion and the Law. (3 Credits)**

This course examines the nature of law as understood biblically, philosophically, and in relation to contemporary social issues. Legal reasoning and ethics will be treated, together with controversial subjects such as the Christian's responsibility to civil government, civil disobedience, abortion, euthanasia, homosexuality, the death penalty, and freedom of religion. The course deals with these issues from the perspective both of Anglo-American common law and of other legal systems (such as Muslim law), as well as that of international law.

**PHIL 380. Philosophy of Language. (3 Credits)**

This course is your invitation to consider with philosophical care the essential aspect of our human being that language is. Are we tool users who employ language as a tool, or is it rather the case that language has us? Beginning and ending with a contemplation of John 1:1, "In the beginning was the Word," central texts for this course include contemporary classics such as Ludwig Wittgenstein's *Philosophical Investigations* and Hans-Georg Gadamer's *Truth and Method*. This is a philosophy course with rich application to students' academic work now, to their lifelong creative writing, and to those who wrestle with Derrida's postmodern dismissal of language as mere logocentrism.

Prerequisite: PHIL 101.

**PHIL 400. Ancient Philosophy. (3 Credits)**

This course presents concepts and historical themes developed in ancient philosophical literature. The course will examine philosophers who lived during a thousand-year period, from approximately 600 BC to AD 400. Particular attention will be paid to the writings of Plato and Aristotle. Students will examine how ancient philosophers addressed issues still important today. Of interest will be the philosophers' perspectives on logic, physics, soul and mind, ethics, and God. Students will be enabled to articulate ancient philosophical perspectives in dialogue with the Christian faith.

Prerequisites: (PHIL 201 or 250).

**PHIL 410. Medieval Philosophy. (3 Credits)**

This course explores the central conviction, "I believe so that I may understand." This is a philosophy course with rich application to students' academic work and the living out of their vocations. Beginning with a prologue of Aristotle's logic and metaphysics, students go on to study a selection of formative texts extending from the early Christian apologist Justin Martyr up until the dawn of the Reformation. The philosophies of Augustine and Aquinas are central concerns for work in the spirit of the mediaeval synthesis or marriage of faith and reason.

Prerequisites: PHIL 101 or CCE 120.

**PHIL 411. Advanced Logic. (3 Credits)**

This course explores the important results of mathematical logic for computability, first order predicate logic, and arithmetic. Students will learn to distinguish computable and non-computable functions, learn why there is no algorithm for evaluating arguments of first order logic, and explore the construction and implications of Gödel's famous theorems. Along the way, we consider the apparent philosophical and theological implications of these results for the nature of human reason.

Prerequisite: PHIL 211.

**PHIL 425. Advanced Christian Apologetics. (3-6 Credits)**

This course provides a thorough immersion in a wide range of advanced topics in apologetics, including the epistemological need for apologetics, the defense of biblical authority, training in understanding and responding to the claims of rival cults, sects, and world religions, and specialized study in cultural, historical, legal, literary, medical and scientific apologetics and in the foundations of human rights. The 45 hours of instruction are supplemented by a substantial reading list. Classes are held at the International Academy of Apologetics, Evangelism and Human Rights in Strasbourg France. Students who wish to take this class for credit must register both for the International Academy (full details here: <http://www.apologeticsacademy.eu/>) and for PHIL 425.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**PHIL 450. Modern Philosophy. (3 Credits)**

This course surveys philosophy in the modern period (from the 16th to the 19th century) and then discusses foundational primary sources. Philosophers studied include Francis Bacon, René Descartes, Thomas Hobbes, Baruch Spinoza, John Locke, Gottfried Leibniz, George Berkeley, David Hume, Thomas Reid, Jean-Jacques Rousseau and Immanuel Kant. The course emphasizes how each of these philosophers responded to his predecessors and how each provoked controversies in subsequent thought. Note: for Philosophy majors, PHIL 400, PHIL 410, and junior standing are strongly recommended.

Prerequisites: (PHIL 101 or CCE 120).

**PHIL 460. Research Ethics. (3 Credits)**

This course provides a foundation for the responsible conduct of research. Students will identify key issues relating to ethical standards of research, and they will develop an understanding of their own personal responsibility for scientific integrity based on non-religious and Christian norms. This course will cover ethical issues involving human subject biomedical research, social science and behavioral research, animal research, plagiarism, scholarship misconduct, data fabrication, ownership and authorship issues, conflicts of interest, peer review, mentor/mentee relationships, whistle-blowing, biosecurity, and others. An introductory course in philosophy, bioethics, or ethics is required.

**PHIL 491. Senior Seminar I. (1 Credit)**

This course provides the methods and tools required to develop a significant, original undergraduate research project. Students learn how to: identify an issue worthy of further research; formulate an initial thesis; gather and evaluate relevant resources; and make a clear and coherent plan of their project. In addition, they are thoroughly trained in proper writing mechanics, following The Chicago Manual of Style. Note: Senior standing is required for registration.

Prerequisites: CCE 120 and PHIL 201.

**PHIL 492. Senior Seminar II. (3 Credits)**

This course is a continuation of Senior Seminar I. Working with both the course instructor and a faculty advisor who specializes in the subject area of their research, students draft and redraft their project. Finally, students give a public presentation and defense of their thesis and produce a final version of their written project.

Prerequisite: PHIL 491.

## Physics (PHYS)

**PHYS 108. Introductory Astronomy. (4 Credits)**

This course includes the scientific and historical foundations of astronomy, solar system mechanics, Earth's seasons and sky motions, life-cycles of stars, life-cycles of galaxies, life-cycles of solar systems, cosmology, and space exploration. Competency in basic algebra and trigonometry will be expected.

**PHYS 151. General Physics I. (4 Credits)**

This introductory course includes classical mechanics, mechanical waves, sound, and fluids. It involves the use of algebra and trigonometry, and emphasizes both numerical problem-solving and building logical arguments based on physics concepts. Note: Advisor placement, satisfactory performance on the physics placement exam, or completion of MATH 128 with a C- or better is required.

Prerequisites: (MATH 128, 128 or minimum score of 150 in 'Physics Content').

**PHYS 152. General Physics II. (4 Credits)**

This course is a continuation of PHYS 151 and includes classical electricity and magnetism, electric current and circuits, light waves, geometric optics, and the atom.

Prerequisites: (PHYS 151 or 171).

**PHYS 171. University Physics I. (4 Credits)**

This course is a calculus-based introductory course in physics that includes classical mechanics, mechanical waves, and sound. It involves the use of algebra, trigonometry, derivatives, and integrals. Both numerical problem-solving and building logical arguments based on physics concepts are emphasized.

Prerequisites: (MATH 201 or 201).

**PHYS 172. University Physics II. (4 Credits)**

This course is a calculus-based continuation of PHYS 171 and includes classical electricity and magnetism, electric current and circuits, light waves, geometric optics, and the atom.

Prerequisites: PHYS 171 or (PHYS 151 and MATH 201).

**PHYS 275. Modern Physics. (3 Credits)**

This course examines the discoveries and historic experiments of the early twentieth century that led to the development of two of the pillars of modern physics—the theory of special relativity and quantum mechanics. This course emphasizes an evidence-based view of modern physics, as well as a basic overview of the theoretical tools of special relativity and quantum mechanics. It is a part of the Great Texts Pathway. Texts for this course will include Relativity-The Special and General Theory by Albert Einstein and excerpts from the Bohr–Einstein debates. Additional texts may be covered as well. Note: Completion of PHYS 152 or 172 with a C- or better or consent of the instructor is required.

Prerequisites: (PHYS 152 or 172).

**PHYS 307. Astrophysics. (3 Credits)**

This course is a study of the physics of modern astronomy including electromagnetic radiation, telescopic observations, gravitation, and the properties of atoms, planets, stars, black holes, and galaxies.

Prerequisites: (PHYS 152 or 172).

**PHYS 499. Undergraduate Research. (1-3 Credits)**

This course provides the student the opportunity to work on a research topic under the direction of a member of the physics faculty. The experience must be approved in advance by the Department Chair. Note: Students must have completed 8 credits of physics and have the consent of the instructor prior to enrollment.

## Political Science (POLS)

**POLS 101. Introduction to Political Science. (3 Credits)**

This course is an analysis of the structure and operation of American political system, along with a comparison of the characteristics of liberal democracy with those of such competing ideologies as nationalism, communism, socialism, anarchism, and fascism.

**POLS 135. Voices in Democracy. (3 Credits)**

This course introduces the student to the study of American government, its structure, processes and actors. Students will examine the operations of the federal government as well as the roles of state and local governments. Also, the course will examine the role of the media and of public interest groups in American politics, as well as the nature of the electoral process.

**POLS 201. American Government. (3 Credits)**

This course studies the basic foundations and underlying principles of American national, state and local government.

**POLS 255. Presidency. (3 Credits)**

This course introduces students to the history, theory, and practice of the office of the U.S. presidency. Activities will help students appreciate how the presidency has evolved, explore the powers and limitations of the contemporary presidency, and recommend improvements and modifications to the office. The course is suggested as an advanced level course for students who have taken POLS 201 (American Government), though it is not a prerequisite.

**POLS 285. American Politics and Health Care Policy. (3 Credits)**

In this course students will learn the fundamentals of the American political system as well as its origins. They will compare a federal political system to unitary and confederal systems in terms of policy outcomes and variation. Students will engage in research, both individually and in small groups, with the purpose of assessing the current state of health in the United States and formulating practical policy ideas to improve it. Students will contribute their individual data to a data pool for common use. The group projects include researching and leading a panel discussion as well as a debate in class. The final exam will require students to do further individual research on specific health policy problems and to formulate their own practical policy suggestions.

**POLS 300. Comparative Politics. (3 Credits)**

This course introduces students to central concepts of comparative politics, including power, state formation, political economy, political culture, nationalism and identity, democratization, and globalization. Prerequisites for Political Science majors and minors: POLS 101 and POLS 201.

Prerequisites: POLS 101 and 201.

**POLS 310. International Relations. (3 Credits)**

This course introduces students to the fundamentals of international politics and international organization, particularly the United Nations and its specialized agencies.

Prerequisite: POLS 101.

**POLS 340. U.S. National Security Policy. (3 Credits)**

This course will examine the problems and issues regarding United States National Security Policy. There will be a brief overview of national security theory and philosophy. Next, a large section of the course will deal with the principal actors and institutions involved in making and creating a national security policy. Lastly, there will be a thematic look at the threats and concerns that United States national security has dealt with and must continue to deal with. The instructor will call upon his experience as a diplomat for the Department of State and the U.S. Space Force to enhance the classroom. Time will also be spent on career options in national security.

**POLS 359. Constitutional Law. (3 Credits)**

This course analyzes individual rights and responsibilities as developed by the United States Supreme Court in its interpretation of the United States Constitution.

**POLS 361. Civil Rights & Civil Liberties. (3 Credits)**

This course explores the philosophical and historical development of the concepts of civil rights and civil liberties, the role American society has played and continues to play in protecting human rights through government institutions, particularly the judiciary, and the current state of rights protections within the U.S.

**POLS 410. Faith and Politics. (3 Credits)**

This course examines the relationship between religion and politics in the United States and how Christians may respond to and be a part of the public square. Prerequisites for Political Science minors: POLS 101 and POLS 201.

Prerequisites: POLS 101 and 201.

**POLS 480. Internship/Fieldwork. (1-6 Credits)**

This course provides opportunities for students to work and gain experience in a variety of political contexts. Students may intern at the local, state, national, or international level, including a Washington, D.C., semester.

Prerequisites: POLS 101 and 201.

**POLS 490. Senior Seminar. (3 Credits)**

This course provides opportunity for students to work with special schools or topics in the fields of sociology, psychology, economics, political science and education. Individual research or group projects will be required. Enrollment for this course is during the spring of the senior year.

Prerequisites: PSY 101, 350 and MATH 205 and (POLS 492 or PSY 485).

**POLS 491. Special Topics in Politics. (3 Credits)**

Special Topics in Politics allows in-depth study of an area of politics and government of mutual interest to staff and students. This course may be taken more than once as long as there is substantially different content in each course. Prerequisites: POLS 101 and POLS 201 for Political Science majors and minors; or permission of the instructor.

Prerequisites: POLS 101 and 201.

**POLS 492. Research Proposal. (1 Credit)**

This course focuses on preparing the senior seminar research project. Students are required to submit a formal research proposal; university approval of the proposal will be required. Enrollment for this course is during fall of the senior year.

Prerequisite: PSY 350.

## Psychology (PSY)

**PSY 101. General Psychology. (3 Credits)**

This course is an introductory survey course acquainting the student with the procedures, principles, theories, and vocabulary of psychology as a science.

**PSY 205. Theories of Learning. (3 Credits)**

This course is a focus on how people learn. Inseparable from a discussion of the history of Psychology, PSY 205 presents information of basic learning theory along a timeline in the science of psychology. Classical conditioning, instrumental conditioning, and cognitive mapping, to name a few learning strategies, are described. The words of Thorndike, Tolman, and Skinner are highlighted along with the research of other learning theorists.

Prerequisite: PSY 101.

**PSY 221. Child Development. (3 Credits)**

This course discusses changes throughout childhood from conception until the onset of puberty; emphasis is on development from conception through six years of age—early childhood. Of primary importance are the changes that occur within the three domains of development—the physical, the cognitive, and the socio-emotional. Students are given the opportunity to conduct basic research in the field.

Prerequisite: PSY 101.

**PSY 222. Adolescent Development. (3 Credits)**

This course will focus on adolescent development within the context of contemporary society. Students will learn to understand how the world in which adolescents live impacts their behaviors and social relationships. Students will also learn about current debates in the field of adolescent development. Students will develop critical and insightful thinking skills through reading, writing and discussing course materials. The impact of multicultural issues (e.g., ethnic culture, class and religion) will also be addressed.

Prerequisite: PSY 101.

**PSY 230. Life Span Development. (3 Credits)**

This course covers changes throughout the life span from conception until death. Of primary importance are the changes that occur within the three domains of development—the physical, the cognitive, and the socio-emotional.

Prerequisite: PSY 101.

**PSY 271. Social Psychology in the Workplace. (3 Credits)**

This course introduces students to the study of social psychology applied to the workplace. Students learn how an individual's thoughts, feelings and behaviors are affected by others. Topics include social psychology methods, understanding the self, cognition, social influence, groups and leadership, pro-social behavior, aggression and prejudice.

**PSY 305. Psy of Teaching and Learning. (3 Credits)****PSY 309. Educational Psychology. (3 Credits)**

This course will offer an overview of psychological principles, theories, methodologies and practices applied to issues of teaching and learning in the undergraduate classroom. The elective course is intended for students who are serving as Peer Leaders. It provides Peer Leaders with an opportunity for practice, application, reflection and revision of skills and knowledge in the undergraduate classroom setting.

Prerequisite: PSY 101.

**PSY 310. Theories of Personality. (3 Credits)**

This course is a seminar focusing on various concepts of personality as addressed by theorists within the disciplines of psychology and sociology.

Prerequisites: PSY 101 and (PSY 221, 222 or 230).

**PSY 312. Marriage and Family Relations. (3 Credits)**

This course considers the major facets of marriage and family life American culture. It emphasizes such aspects of marriage and the family as personality development, role and status sets, communication patterns, adjustment and conflict.

Prerequisites: (PSY 101 or SOC 101).

**PSY 315. Social Psychology. (3 Credits)**

This course introduces basic concepts of social psychology and leadership as an aspect of social power, small group behavior, communication, development of attitudes and interactional dynamics.

Prerequisites: PSY 101 and (PSY 201 or COMM 201) and (PSY 221, 222 or 230).

**PSY 316. Special Topics in Psychology. (3 Credits)**

This course varies in topic and focuses on special areas of psychology, often from an interdisciplinary perspective.

**PSY 324. Introduction to Psychopathology. (3 Credits)**

This course examines the complex factors that cause behavioral disorders, presents biological, psychological, and environmental influences, and demonstrates psychological, biological, and social approaches to the treatment of abnormal behaviors.

**PSY 341. Cognitive Psychology. (3 Credits)**

This course focuses on the study of thinking, reasoning, memory, consciousness, information processing, and other aspects of "mind" or "mental life." Cognitive behaviors, neuroscience, and links among psychology, anatomy and physiology are studied.

Prerequisite: PSY 101.

**PSY 350. Experimental Psychology. (3 Credits)**

This course provides practice in a variety of research methods and includes design of experiments, techniques for data collection, control of experimental events, and data analysis. Individual laboratory projects and preparation of scientific reports are required.

Prerequisites: PSY 101 and MATH 205.

**PSY 360. Psychology & Religion. (3 Credits)**

This is a senior level course designed to explore the strained relationship between psychology and religion. Such a relationship has long been the subject of major concern to scholars. This preoccupation is epitomized by well-known works of major figures such as C.G.Jung; William James; V. Frankl; R Otto; and many others. Since a considerable amount of time will be devoted to research, group discussion, and class reporting, enrollment will be limited. This is an excellent course for those who are majoring in psychology, religion, or social work.

Prerequisites: (PSY 310 or REL 410).

**PSY 421. Human Sexuality. (3 Credits)**

This course presents an examination of human sexuality through developmental and sociocultural lenses.

Prerequisites: PSY 101 and (PSY 221, 222 or 230).

**PSY 425. Abnormal Psychology. (3 Credits)**

This course studies behavioral disorders in adults and children with special emphasis on the effects of social conditions and social change on the nature and incidence of maladaptive behaviors in American society and an emphasis on the major contemporary approaches to therapy used in the treatment of these disorders.

Prerequisites: PSY 101 and 310 and (PSY 221, 222 or 230).

**PSY 445. Principles of Counseling. (3 Credits)**

This course introduces the student to the theory and practice of clinical psychology centering on major approaches to counseling and psychotherapy. Theory and practice are integrated and applied to practical settings and interpersonal relationships. Attention will be given to role playing, interviewing techniques, and the dynamics, purpose and goals of a helping relationship.

Prerequisites: PSY 101 and 310.

**PSY 450. Psychology Practicum. (3 Credits)**

This course will offer students supervised field experience at local agencies and institutions providing psychological services. Students will learn the basics of ethical practice, record keeping, helping skills, and professional options in the field of psychology. Students will also gain insight into their own personal development as a helper.

Prerequisites: PSY 310 and 425.

**PSY 465. Psychology Capstone. (3 Credits)****PSY 485. Research Proposal. (1 Credit)**

This course focuses on preparing the senior seminar research project. Students are required to submit a formal research proposal; university approval of the proposal will be required. Enrollment for this course is during fall of the senior year.

Prerequisite: PSY 350.

**PSY 490. Psychology Senior Seminar. (3 Credits)**

This course provides opportunity for students to work with special schools or topics in the fields of sociology, psychology, economics, political science and education. Individual research or group projects will be required. Enrollment for this course is during spring of the senior year.

Prerequisites: PSY 101, 350 and MATH 205 and (PSY 485 or POLS 492).

**PSY 491. Readings in Psychology. (3 Credits)**

This course provides independent study and research under the direction of a faculty member.

## Public Health (PH)

### PH 105. Introduction to Public Health. (3 Credits)

This course is a foundational and broad overview to the study and practice of public health. Students will be introduced to the history, philosophy, core values, key concepts, and functions of public health across the world. After completing this course, students will be able to describe public health activities and how they as individuals might serve their community to promote health and prevent disease in their own life and future career.

### PH 205. A Public Health Perspective on Community, Culture, and Advocacy. (3 Credits)

Part of being an effective public health professional is being able to define the community and specific population(s) you are working with and understanding how to best serve and advocate for those individuals. This course will focus on cultural humility, cultural competence, and related concepts (e.g., social and political determinants of health). The goal is to prepare students to be able to work with a wide variety of communities, even if they are not part of that community themselves.

### PH 210. Public Health Research, Evaluation and Ethics. (3 Credits)

Public health work involves data and interventions within large populations. To be effective, public health professionals must understand basic concepts surrounding research, evaluation, and ethics related to interventions. In this course, students will learn basic concepts surrounding research methods, statistics, epidemiology, big data, and ethical considerations, especially as they relate to public health.

### PH 300. Introduction to the U.S. Health Care System. (3 Credits)

The course will cover the major concepts related to the structure and functioning of the U.S. health care system. Emphasis will be placed on analyzing issues associated with health care, personnel, and the organization of health care and its delivery, how it is financed and regulated. In addition, students will be introduced to other issues related to the current US health care system including health disparities, vulnerable populations, and health care safety net. This course will also discuss how the Health Reform Act of 2010 (ACA or PPACA) and ongoing efforts to improve (including repeal and replace) may shape the future of US healthcare.

### PH 305. Public Health Communication. (3 Credits)

Public health professionals must be able to effectively communicate with a wide array of stakeholders, from low health literate individuals in their community, to the general public, to health care workers, to top administrators and policy makers of their state or country. This course will focus on public health-specific communication considerations related to health literacy, advocacy, messaging, and more.

Prerequisite: PH 205.

### PH 310. Public Health Interventions and Program Planning. (3 Credits)

Much of public health action is through targeted, data-driven, evidence-based interventions and programs. In this course, students will learn about examples of and how to carry out such interventions, as well as learn the fundamentals of program planning. The course will cover foundational concepts around project implementation, such as the planning process, assessment, and evaluation.

Prerequisite: PH 210.

### PH 320. Navigating Public Health Careers. (3 Credits)

Many people want to know, "what can you do with a degree in public health"? While not always so easy to explain succinctly with such a broad field of study, this course will help students explore just that. There are many career paths within the world of public health to discover. This course will help to break down public health-specific considerations related to organizational dynamics, systems, networking, professionalism, and more. After completing this course, individual students will have some concrete next steps to take in the direction that interests them.

### PH 330. Special Topics Public Health. (1-3 Credits)

This course provides a discussion, lecture, and/or research forum (including individual research) for special or current areas of interest in public health subjects not addressed by the regular curriculum.

### PH 350. Baccalaureate Project in Public Health. (3 Credits)

Students will complete a cumulative, integrative, experiential or scholarly project designed to demonstrate students' mastery of the overarching curriculum goals for the undergraduate major in public health; demonstration of critical thinking and analytic skills. Course Information: Pass/Fail grading only. These experiences may include, but are not limited to, internships, service#learning projects, portfolio projects, and research papers or honors theses. Programs encourage exposure to local#level public health professionals and/or agencies that engage in public health practice.

### PH 3150. Introduction to Global Health. (3 Credits)

This course provides an introduction to key principles and topics in global health including measures of global burden of disease, identification of key health problems around the world and the main determinants, health systems and international public health organizations. In addition, we will discuss cross-cutting and timely issues in health promotion, disease control programs, and operational research in international settings. Through this course you will also travel abroad to learn about another country and culture while also enriching your educational experience.

## Public Service (PS)

### PS 101. Foundations of Leadership. (3 Credits)

This course explores foundational theories, principles, and concepts of leadership. Public Service prepares the student to develop a greater understanding of the concepts and principles of ethical leadership in order to maintain public trust.

### PS 210. Intro to Public Policy. (3 Credits)

This course provides an overview of the field of public policy and introduces students to the interactive relationship existing between politics and the policymaking process. This course studies how institutions such as federalism, Congress, the presidency, and elections impact the American policymaking process, including the local level. The course explores how policy "correction" and policy change occurs.

### PS 220. Crisis and Emergency Management. (3 Credits)

This course develops an understanding of the philosophical and theoretical foundations of crisis and emergency management principles defining effective public management.

### PS 225. Public Information and Community Relations. (3 Credits)

This course assists students in framing a practical approach to the principles of communicating before, during, and after an incident, and gaining knowledge needed to respond to diverse community interests.

**PS 445. Leading in an Inclusive, Diverse and Equitable Organization. (3 Credits)**

This capstone course explores public service leadership in organizations in the context of internal and external environments. Students will understand the limitations and implications of leadership decisions on equitable, diverse and inclusive organizations.

Prerequisites: PS 101, 220, 225, JPP 330 and 415.

## Radiologic Technology (RT)

**RT 312. Medical Terminology. (1 Credit)**

RT 312 introduces a word-building system for medical terms through the use of a programmed text and facilitates appropriate pronunciation and use of the words derived from Greek and Latin components.

## Rehabilitation Science (RSC)

**RSC 106. Medical Terminology. (1 Credit)**

This course introduces a word-building system for medical terms through the use of a programmed text and facilitates appropriate pronunciation and use of the words derived from Greek and Latin components.

**RSC 200. Foundations of Rehabilitation Science. (3 Credits)**

This course is designed as a broad introduction to the field of rehabilitation for students pursuing graduate education in a rehabilitation profession. Students will explore fundamental concepts of health, ability, and function as a basis for understanding disability. The scope of rehabilitation services and settings, and the unique roles of rehabilitation professionals are covered.

**RSC 205. Evidence Based Practice and Basic Statistics. (3 Credits)**

This course is designed to help rehabilitation professionals acquire skills related to consuming rehabilitation research. Fundamental scientific inquiry skills related to searching electronic data bases, reading, understanding, and appraising the rehabilitation research literature for the purpose of evidence-based practice is emphasized. Students are exposed to basic concepts of research methodology and a review of conceptually-based statistics that further enhances skills with consuming the scientific literature. Students will practice reading and critiquing professional literature.

**RSC 206. Ethical Considerations in Rehabilitation. (3 Credits)**

This course is taken as part of the Bachelor of Science in Rehabilitative Science degree and organized to give occupational and physical therapists the knowledge and tools they need to address ethical dilemmas. It assists the student to recognize and apply ethical and legal principles in clinical practice. Students will acquire information and tools from several fields and apply them to contemporary medical ethical issues.

**RSC 302. Advanced Anatomy. (4 Credits)**

This course is an integrated approach to the anatomy of the human body, with particular emphasis on the musculoskeletal, cardiovascular and nervous systems and their application to movement and clinical conditions. Additionally the course will include the study of living subject anatomy, guiding the student in the identification and palpation of structures in the living subject.

Prerequisites: BIO 191 and 192.

**RSC 304. Teaching and Learning in Rehabilitation. (3 Credits)**

This course will introduce students to various learning theories and teaching strategies as it relates to rehabilitation. This exploration will pay particular attention to the needs of an adult learner. Activities will help students to appreciate how teaching is a part of working in a rehabilitation setting. Concepts of motivation in learning will be explored along with the impact of physical, cognitive and psychosocial deficits on learning.

**RSC 305. Basic Neuroscience for Health Professionals. (3 Credits)**

This course is designed to help rehabilitation professionals acquire knowledge related to basic neuroscience important to their practice. Basic Neuroscience for health professionals covers basic principles of human nervous system structure and function. The cellular anatomy and physiology of neurons and synapses are described. The course covers somatosensory, motor, limbic, cognitive and special sensory systems.

**RSC 310. Culture and Rehabilitation. (3 Credits)**

This course reviews the concept of interacting with other cultures in professional contextual environments (i.e. medicine, education, community). It includes an investigation of the scope of the language surrounding cultural diversity, how to develop a framework for cultural competency, how to negotiate cultural differences in working with individuals, evaluating and designing interventions in a diverse world, and assessing intercultural interactions and interventions.

**RSC 316. Physical Therapy Treatment. (3 Credits)**

This course is an integrated approach to the different physical therapy treatment techniques, with particular emphasis on functional movement across the life span. Additionally, the course will provide definitions of functional movement, discuss the different body systems contributing to functional movement, and different functional movement outcomes.

**RSC 320. Experiential in Rehabilitation. (3 Credits)**

This course offers students in Rehabilitation Science the opportunity to explore real-world issues in rehabilitation. Working in small teams, students will develop a project aimed at addressing the needs of individuals with disabilities in their unique culture and context.

**RSC 321. Occupational Therapy Treatment. (3 Credits)**

This course is intended to ground students in both theoretical concepts important to occupational therapy practice and practical knowledge about the profession. Theoretically, students will be introduced to those fundamental concepts discussed in the OT literature. These include: 1) philosophical assumptions about the nature and therapeutic value of occupation (occupation-centered practice); 2) the importance of the collaborative nature of the client-therapist relationship (client-centered practice); 3) the role of scientific research evidence in making clinical decisions (evidence-based practice); and 4) the importance of service in professional and personal activities. In addition, important events and trends in occupational therapy's history will be discussed. Moreover, the role of professional ethics is introduced. Practical issues related to the profession of occupational therapy are also introduced, these include: various arenas or contexts of practice; important documents in OT; OT organizations; and the importance of advocacy/professional involvement.

**RSC 325. Clinical Conditions I. (1 Credit)**

RSC 325 is the first of a two-course sequence intended to expose students to a broad range of clinical conditions commonly encountered by rehabilitation professionals. This course will cover basic knowledge about the underlying condition including pathophysiology, etiology, signs/symptoms, diagnosis, prognosis, and common medical and rehabilitation services. This course is intended to provide students with knowledge about conditions that will be discussed in more detail in graduate level physical therapy and occupational therapy programs.

**RSC 326. Clinical Conditions II. (1 Credit)**

RSC 326 is the second of a two-course sequence intended to expose students to a broad range of clinical conditions commonly encountered by rehabilitation professionals. This course will cover basic knowledge about the underlying condition including pathophysiology, etiology, signs/symptoms, diagnosis, prognosis, and common medical and rehabilitation services. This course is intended to provide students with knowledge about conditions that will be discussed in more detail in graduate level physical therapy and occupational therapy programs.

**RSC 330. Rehabilitation Experience I. (1 Credit)**

This course offers students from Tianhua College in Rehabilitation Science the opportunity to explore and observe a range of clinical practice settings, types of services, and diversity of clients that receive rehabilitation services in the U.S.

**RSC 331. Rehabilitation Experience II. (1 Credit)**

This course offers students from Tianhua College in Rehabilitation Science the opportunity to explore and observe a range of clinical practice settings, types of services, and diversity of clients that receive rehabilitation services in the U.S.

## Religion (REL)

**REL 100. The Bible. (3 Credits)**

This course is an overview of the Bible intended to acquaint the student with its background, content, and messages. This introductory course satisfies the core curriculum requirement for Bible content for students who are not in a program that requires the enhanced church-work core.

**REL 100C. Worldviews. (3 Credits)**

This course is an overview of the Bible intended to acquaint the student with its background, content, and messages. This introductory course satisfies the core curriculum requirement for the Bible content for students who are not in a program that requires the enhanced church-work core.

**REL 105. Church Leadership Seminar. (1 Credit)**

This course introduces the students to the church ministries program by seeking avenues for theological and spiritual formation to serve in the church.

**REL 110. Christian Faith. (3 Credits)**

This course is an overview of Christian theology intended to acquaint the student with key theological concepts as they relate to everyday life. This introductory course satisfies the core curriculum requirement for Christian doctrine for students who are not in a program that requires the enhanced church-work core.

**REL 110C. Systematics. (3 Credits)**

This course is an overview of Christian theology intended to acquaint the student with key theological concepts as they relate to everyday life. This introductory course satisfies the core curriculum requirement for Christian doctrine for students who are not in a program that requires the enhanced church-work core.

**REL 159. Heritage of Faith. (3 Credits)**

This course examines the faith stance of various biblical personalities as well as various literary forms used by biblical authors to enable the student to read the Bible with a more profound grasp of its message as well as a deeper appreciation for its role in the literature of the Western world.

**REL 201. Old Testament. (3 Credits)**

This course is an overview of the Old Testament intended to acquaint the student with its background, content, and messages. This introductory course satisfies the core curriculum requirement for Bible content, but students who take it must also take REL 203 New Testament elsewhere in their programs. It is required for students in a church-work program.

**REL 203. New Testament. (3 Credits)**

This course presents an overview of the New Testament intended to acquaint the student with its background, content, and messages. The New Testament is read with a focus on the life of Jesus, his teaching and miracles, death and resurrection. The other major people of New Testament are also studied through their writings, especially the apostles Paul, Peter, and John.

**REL 204. Biblical Theology. (3 Credits)**

This course is a systematic study of major areas of Christian doctrine with an emphasis on what Scripture says, as well as how Lutheran doctrine reflects what Scripture teaches. This introductory course satisfies the core curriculum requirement for Christian doctrine, and is required for students in a church-work program. Note: For registration, enrollment in a church-work program or permission of the instructor is required.

**REL 210. Great Commission Evangelism. (3 Credits)**

This course presents an overview of the Biblical and systematic foundations for evangelism. The course begins with a systematic study of the theology of evangelism. It continues with an exegetical study of the Great Commission of Jesus as it was presented to the disciples in Matthew 28. It is noted how they were trained by Jesus before the Great Commission was given to them and how they were equipped for the task of evangelism by the Holy Spirit in the book of Acts after they received the Great Commission. The course then focuses on how the disciples followed through with the Great Commission as we observe their service to God in the Book of Acts. Key terms and concepts are examined. Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 215. Friendship Evangelism. (3 Credits)**

This course develops the ability of the student to share the Gospel with a non-Christian in the context of a growing friendship. Prior enrollment in REL 210 is recommended. Outreach elective (evangelism). Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 227. Youth Ministry: Theology and Practice. (3 Credits)**

This course equips the student with the understandings, attitudes and skills needed to begin youth ministry in a congregation. Along with the scriptural and theoretical principles of youth ministry, this course prepares students for practical experiences encountered in REL 245 Ministry Practicum.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 229. Religious Education of Youth and Adults. (3 Credits)**

This course equips the student with practical methods, skills, and resources to teach religion to youth and adults in a parish setting. Provides students with opportunities to strengthen their ability to communicate the Gospel effectively. Religious education elective. Religion elective.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).



**REL 233. Communicating Bible Messages. (3 Credits)**

This course examines the preparation and delivery of devotional messages based on a careful study of the biblical text. Classroom discussions center on the proper distinction between Law and Gospel, the correct interpretation of biblical texts, the structure of effective devotional messages, and the techniques of delivering these messages. Religious education elective.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 245. Ministry Practicum. (3 Credits)**

This course is intended for students interested in practical experience in a specified area of church work. Forty hours for each credit hour earned will be spent in a parish or institution with involvement in hands on, supervised training with a skilled supervisor. Time will also be devoted to readings and discussion sessions. REL 245 may be repeated in subsequent semesters with different ministry specializations.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 275. Theology and Film. (3 Credits)**

This course explores the medium of film and how film may communicate biblical theology for a visual age. Motion pictures contain many theological ideas, and because films can be persuasive without arguing their case, it is important to be able to critique their content impartially, and to distinguish between an appreciation of artistic integrity and truth as revealed in Scripture. Special attention will be given to Christianity in the interrelationship of faith and culture.

Prerequisites: (REL 100 or 201 and REL 203) and REL 110 or 204.

**REL 287. Christian Care Giving. (3 Credits)**

This course offers the student the opportunity to understand and apply the theology of the cross and the practice of the church in Christian care giving.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 294. Genesis. (3 Credits)**

This course covers the teachings of Genesis with special reference to the origins of the human race, the creation-evolution debate, the flood, and the patriarchs. Bible elective (OT).

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 298. Faith and Culture. (3 Credits)**

This course explores the role of religion in defining our way of life and self-understanding and how culture, in turn, may shape spirituality. Major world views and their influence on the faith experience will be analyzed. Special attention will be given to Christianity in the interrelationship of faith and culture.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 307. Wisdom of Israel. (3 Credits)**

This course is an examination of the wisdom literature of the Old Testament: Job, Psalms, Proverbs, Ecclesiastes, and the Song of Songs. The course studies biblical poetry, devotional literature, and the major questions of life. Bible elective (OT).

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 310. Religion in America Today. (3 Credits)**

This course gives the student an overview of the religious life of people in the United States. It begins with a discussion of the relationship between church and state in this country. The majority of the class will examine the beliefs, organization, and worship of the most prominent and practiced religious systems in America.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 311. Church in Mission. (3 Credits)**

This course gives the student an overview of the religious life of people in the United States. It begins with a discussion of the relationship between church and state in this country. The majority of the class will examine the beliefs, organization, and worship of the most prominent and practiced religious systems in America. Outreach elective (evangelism).

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 312. Office of the Professional Church Worker. (3 Credits)**

This course studies the role of auxiliary ministries in light of the New Testament and the Lutheran Confessions. It pays particular attention to church administration and conflict resolution in congregations.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 316. World Missions I. (3 Credits)**

This course explores the biblical foundations, the theology, and practice of Christian missionary work and provides students with some initial background in preparation for missionary service. Outreach elective (missions).

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 326. World Missions II. (3 Credits)**

This course provides additional background information for students considering missionary service, continuing the exploration of missions begun in REL 316 World Missions I. This course looks into the history of missions, contemporary issues of missions, and the practice of missions. Outreach elective (missions).

Prerequisite: REL 316.

**REL 327. Family-based Youth Ministry. (3 Credits)**

This course helps a student develop ministry to both youth and family, primarily, but not exclusively, in a congregational setting. In addition to learning skills on how to lead youth according to God's Word, the student will also be directed toward the larger dynamic of ministering to families, who then minister to the youth in the home. Attention will also be given to unique issues and obstacles teenagers face, offering possibilities of Biblical responses.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 328. Family and Youth Ministry. (3 Credits)**

This course explores congregation ministry with and for families by providing students with an understanding of parent and child relationships, teen development, and the place of faith and the church in family life. Special attention is paid to family life education, intergenerational ministry, and strategic planning, with the goal of building ministries that strengthen family relationships.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 333. A Survey of Christian Thought. (3 Credits)**

A Survey of Christian Thought examines how Christians have probed and presented the mystery and majesty of God's interaction with human beings, from early Christian writers to modern theologians. With a focus on close reading of primary sources, discussion, and writing, this course familiarizes students with some of the most influential thinkers of Christianity, allowing them to explore themes that have fascinated generations of Christians through the centuries.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 334. Spirituality of the Middle Ages. (3 Credits)**

This course explores the flourishing of spirituality and thought about God from the Fall of the Roman Empire to the Reformation. Rejecting the false caricature that the Middle Ages were a time of uniformity and ignorance, this course surveys the development of Christian thought from antiquity to the Reformation. Special attention is given to how medieval theology and institutions continue to shape today's world.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 335. The Person and Work of Christ. (3 Credits)**

The Person and Work of Christ studies the heart of the Christian confession, the God-Man Jesus Christ and His redemptive work to save humanity. Students will explore the apostolic confession of Christ in Holy Scripture, the ecumenical creeds, and early and modern Christological writings, to learn what it means for a Christian to believe today what the church has always confessed, namely, that Jesus Christ is LORD.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 336. God, Man, and Creation. (3 Credits)**

God, Man, and Creation examines what it means to be human in view of God and in relation to the world around us. The course will address the nature and attributes of the Triune God, man as the bearer of His image, and the cosmos as his willed and precious creation.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 340. Life of Christ. (3 Credits)**

Life of Christ studies the religious and social conditions of the world into which Christ came, His life and teachings as found in the four Gospels, with an overview of the opinions expressed in the apocryphal Gospels, the ancient Church, and modern historical criticism. Bible elective (NT).

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 342. Dead Sea Scrolls. (3 Credits)**

This course investigates how these two-thousand-year-old documents have changed the way people think and write about the Bible and provide a valuable window into the early history of Jews and Christians. Students will be challenged to discover answers to the continuing questions of modern biblical and historical scholarship as it relates to the Christian faith. Bible elective (OT/NT).

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 343. The Gospel of Mark. (3 Credits)**

This course covers the Gospel of Mark as a distinct presentation of the ministry of Jesus. The course will focus on Mark's choices of Jesus's miracles, parables, and travels. The deliberate structure of the Gospel will be highlighted. Bible elective (NT).

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 345. Johannine Literature. (3 Credits)**

This course presents the writings of St. John in the New Testament, namely his Epistles, Gospel, and Revelation. Students examine the Johannine message concerning the person and work of Jesus Christ. Characteristic terms, themes, and doctrines are made the subject of special study. Bible elective (NT).

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 346. Pauline Literature. (3 Credits)**

This course presents selected writings of the Apostle Paul to familiarize the student with the historical background, content, purpose, message, and distinctive characteristics of five of Paul's epistles. Bible elective (NT).

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 347. Law and Gospel in the Life of the Church. (3 Credits)**

Law and Gospel in the Life of the Church leads the student to see more clearly the significance of two major Christian doctrines and the correct relationship between them for a Christian's life. Sections of Scripture, of the Lutheran Confessions, and of current theological literature are analyzed in the light of these fundamental teachings.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 351. Prophets of Israel. (3 Credits)**

This course studies Old Testament prophecy and the prophetic movement, including its origin, development, purpose, methodology, message, and impact. Bible elective (OT).

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 352. Revelation and End Times. (3 Credits)**

This course explores the doctrine of eschatology as it is revealed in the Scriptures. Special emphasis is placed on understanding apocalyptic literature as a key to interpreting the Book of Revelation. Texts from Daniel, Ezekiel, Matthew, and the writing of Paul are also examined as they relate to the full range of eschatological topics: the millennium, the rapture, Armageddon, the anti-Christ, death, Christ's second coming, resurrection, and the eternal state.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 356. Life of Paul. (3 Credits)**

This course gives an overview of the life and teachings of the Apostle Paul in terms of his place in the New Testament as an apostle of Jesus Christ against the background of his birth and development. Studies are based on selected texts from Acts and the Pauline Epistles. Bible elective (NT).

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 357. Women and the Church. (3 Credits)**

This course explores the multiple dimensions of women's gifts and activities as recorded in the Christian Scriptures and experienced throughout the history of Christianity, with particular interest in applying biblical principles to contemporary feminist perspectives as well as that of women in the church.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 365. Christian Origins. (3 Credits)**

Christian Origins traces the roots of Christian theology from late first century through the sixth century. In this vibrant and turbulent period, as Christianity moved from being a persecuted sect to a sanctioned religion of a crumbling empire, Christian thinkers clarified the place and claims of their faith to Jews, Pagans, and one another. Attention will be given works illustrative of this formative era.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 370. Theology in the Age of Lutheran Orthodoxy (1546-1700). (3 Credits)**

This course is intended to acquaint students with the theological figures and works of the sixteenth and seventeenth centuries, such as Martin Chemnitz, Johann Gerhard, Abraham Calov, and others. Attention will be given to the major controversies and developments in the Age of Orthodoxy, such as the authority of Holy Scripture, the role of reason and human will, and the person of Christ, to name a few. Students will also become familiar with the many great contributions of this Age to dogmatic theology, biblical interpretation, devotional life and catechesis, and hymnody. Priority will be given to the Lutheran theological tradition, but students will discover how that tradition grew among broader theological and historical developments.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 376. Christian Ethics. (3 Credits)**

This course explores the distinct nature of Christian ethics in dialogue with other forms of ethical inquiries. Contemporary Christian responses to timely ethical issues (including medical topics) will also be explored.

Prerequisites: (REL 100, 159 or 201 and REL 203) and (REL 110 or 204).

**REL 380. Holy Things and Holy People. (3 Credits)**

This course examines three holies: the sacraments, the ministry, and the church. Thus, it explores how God, who is holy, allows human beings to interact with him and share in his holiness. The doctrines of the sacraments, the ministry, and the church will be explored in view of the Holy Scriptures and pertinent historical sources, while holding an eye to contemporary questions.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 383. Gospel of Luke. (3 Credits)**

This course surveys foundational principles and techniques in biblical interpretation using the Gospel of Luke. The life and ministry of Jesus is studied through the distinctive parables, songs, characters, and events of Luke. Bible elective (NT).

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 387. Christ's People Through the Ages. (3 Credits)**

Christ's People through the Ages surveys Christian history from Pentecost to the present. Distinctive eras in Christian history will be discussed, with attention given to their main contours and the principal dynamic forces at work within them. Special attention is given to the development of world Christianity within the history of the church.

Prerequisites: (REL 100 or 201 and REL 203 or 159) and (REL 110 or 204).

**REL 393. Christian Care-Giving for Health Professionals. (3 Credits)**

This course offers the student preparing for a vocation in Health Care to understand and apply the theology of the cross and the practice of the church in Christian care giving.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 404. Lutheran Confessions. (3 Credits)**

This course is an overview of the historical background and major teachings of the documents of The Book of Concord, the confessions of the Evangelical Lutheran Church. Students will explore the confessional heritage of the Lutheran tradition as expressed in the ancient creeds and in confessions of the Lutheran Reformation, which serve as norm for contemporary teaching and practice among Lutherans and as a model for confessing the faith today.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 410. World Religions. (3 Credits)**

This course surveys living, non-Christian religions in terms of worship, beliefs, values, history, and their relationship to Christianity. Comparative religions elective.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 420. Church Ministries Internship. (3 Credits)**

This course puts theory into practice in a specialized setting unique to the individual student's need. The student intern is introduced to the congregational or institutional arena of professional church work. This presents the student intern the opportunity to experience the vocational option of service as a professional church worker. Requires completion of Level I and Level II of the online lay ministry certificate program.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 430. Christ in the Old Testament. (3 Credits)**

This course studies the messianic teachings found in the OT, traces their thematic development, identifies their fulfillment in the New Testament, and explores scholarly controversies about their interpretation. Bible elective (OT).

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 432. Psalms. (3 Credits)**

This course is a study of the hymnal of ancient Israel, with its interpreters, historical context, and enduring liturgical and theological value. Bible elective (OT).

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 440. Lutheran Worship: Theology and Practice. (3 Credits)**

This course introduces the terms, history and theology of worship in the Lutheran Church. The student is exposed to a variety of art forms and ways in which they can be incorporated into the worship experience. Along with learning the principles involved in developing and leading a worship service, the student practices these skills in class.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 445. Life and Thought of Luther. (3 Credits)**

This course is a study of Luther the man and the theologian in relation to the world in which he lived. The student will be asked to read and analyze some of Luther's major works.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 447. Luther in Context. (3 Credits)**

This course is a study of Luther the man and the theologian in relation to the world in which he lived. The student will be asked to read and analyze some of Luther's major works. The travel course affords the experience of the Land of Luther, with opportunities to see where he was born, studied, worked, served and died. Guided sightseeing supplements, on-site lectures, museum visitations, and background readings.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 450. Topics in Theology. (3 Credits)**

This course is an elective in which students travel to the annual Lutheran theological symposium in Fort Wayne. Students attend the five-day conference and participate in all conference activities related to both exegesis and theology. This course will include both pre-conference readings and a post-conference paper.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 476. Holy Land. (3 Credits)**

This course offers students the opportunity to experience the land of Israel in person. Students will walk the streets of Jerusalem and Bethlehem, sail on the Sea of Galilee, and taste the brackish waters of the Dead Sea. Guided sightseeing will be supplemented with on-site lectures by scholars, museum visitations in Jerusalem, and background readings. Bible elective (OT/NT).

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 490. Senior Seminar I. (3 Credits)**

This course will lead students to demonstrate the ability to synthesize knowledge, skills, and attitudes from two or more areas in order to create and support a new point of view in a senior seminar project that contributes to the discipline, in a culminating undergraduate experience.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204).

**REL 491. Senior Seminar II. (3 Credits)**

This course will lead students to demonstrate the ability to synthesize knowledge, skills, and attitudes from two or more areas in order to create and support a new point of view in a senior seminar project that contributes to the discipline, in a culminating undergraduate experience.

Prerequisites: (REL 100 or 201 and REL 203) and (REL 110 or 204) and REL 490.

**REL 495. Director of Church Ministries Seminar. (1 Credit)**

This course brings into focus the church's overall mission as it applies to God's mission. The participants will present, in light of Lutheran confessional theology, their personal vocational goals to serve in the church and especially the youngest generation in the church. Requires completion of Level 1 and 2 of the Church Ministries Program, and completion of Level 3 admission process.

## Science (SCI)

**SCI 100. Introduction to Natural Science. (4 Credits)**

This course studies selected topics from the natural sciences with emphasis on practical implications of an understanding of those topics. Laboratory course.

**SCI 110. Introduction to Life and Physical Sciences. (4 Credits)**

This course provides education and athletic training students with an understanding of the nature of science and how it coheres with a Christian worldview. Inquiry-based experiences in physical, life, earth space, and environmental sciences reinforce content areas and practices addressed by state and national science standards. Laboratory course.

**SCI 175. Introduction to Environmental Science. (3 Credits)**

This course introduces students to vocabulary, major concepts, and contemporary issues related to the natural world and human interaction with it.

**SCI 195. Meteorology. (3 Credits)**

This course provides a physical description of the weather variables (temperature, wind, moisture, pressure, solar radiation, vorticity, etc.) and the relationships that exist among them. This knowledge will be used to explain weather events such as frontal passages, cloud formation, thunderstorms, and tornadoes. This course will also investigate techniques of forecasting future weather events.

**SCI 215. Atmospheric and Space Science. (4 Credits)**

The first half of the course will include a study of the dynamics of the atmosphere including the processes atmospheric motion, global circulation, weather patterns, severe weather and the techniques used in weather forecasting. The second half of the course will include a study of the dynamics of earth's motions relative to the sun, moon and stars as well as an exploration of planets, comets, asteroids and cosmogony. Laboratory Course.

**SCI 235. Earth Science. (4 Credits)**

This course is an integrated study of the materials physical features of Earth and the processes that form and shape them. Map skills are also developed. Laboratory course.

**SCI 246. Oceanography. (4 Credits)**

This course is a study of the chemical, geologic, physical, and biological features of Earth's oceans. Topics covered include the history of oceanography, chemistry and physical properties of sea water, waves, global currents seas, and submarine morphology. Laboratory course.

**SCI 275. Cosmogony. (3 Credits)**

This course is the study of origins. Questions regarding the origin of the physical universe and life (including human beings) will be explored and possible answers will be offered. The two possible cosmogonic models, Evolution and Creation, will be treated in-depth from a scientific perspective. The nature of science and the differences between operational science and origin science will also be investigated. The primary emphasis of this course concerns scientific evidences for origins; however, philosophical and theological evidences will also be discussed. Students must have a college-level physical or biological science course prior to taking this class.

## Sign Language (SIGN)

**SIGN 101. Beginning Sign Language I. (3 Credits)**

This course is designed for students who have had no formal learning of ASL. Students will develop skills in producing and understanding signs and will be introduced to deaf culture.

**SIGN 102. Beginning Sign Language II. (3 Credits)**

Beginning Sign Language II is an introductory course designed for students who are preparing to work in professions or mission work where they may have contact with persons who are deaf or hard of hearing. This course is a continuation of Beginning Sign Language I and is designed to further provide students with a knowledge of fundamental survival signs. Students also acquire an awareness of the differences between deaf and hearing cultures. This course will be taught in American Sign Language. Prerequisite: SIGN 101.

## Social Work (SW)

**SW 215. Diverse Populations. (3 Credits)**

This course addresses issues of vulnerability and social justice experienced by individuals and families in today's world. The material covers categories of vulnerability such as AIDS, Alcoholism, Disabilities Personality Disorders, and Depression. Other discussions will cover issues of life circumstances such as Immigrants and refugees, returning servicewomen and veterans, survivors and victims of terrorism, homelessness, individuals with intellectual disabilities and children in foster care or bullying. Students will also explore and discuss the problems facing social work professionals. Issues to be discussed will include the significantly increasing difficulty of providing services to vulnerable populations, the concern serious problems continue to emerge in modern society and resources are not as available as experienced by previous generations.

**SW 225. Social Work & Social Welfare. (3 Credits)**

This course is the first in the social work curriculum to begin the process of establishing a knowledge base for practice. As a foundational level course, it is of significant importance in the curriculum. Students will study the history of social work through the eyes of those who set out to change the world through the establishment of the profession of social work and their advocacy in the field of social welfare. They will be introduced to the roles and responsibilities of professional social workers, the mission of the profession as it relates to social and economic justice, and the importance of advocating for the poor and the disadvantaged. Students will learn skills of self-reflection and self-regulation in the management of personal values and professionalism. Students will learn the importance of ethical behavior. They will learn about advocacy and the importance of research and life-long learning. This course addresses the multitude of current and dynamic issues facing social workers today. It addresses the importance of professional social work in critical practice settings and how the profession is making a difference in changing the world through advocacy for social and economic justice.

**SW 235. Introduction to Child Welfare. (3 Credits)**

This course provides the student with foundational level knowledge on the historical and statutory basis for child welfare practice. The students will examine all components of the current child welfare system and its federal mandate. Students will learn about and discuss issues of child maltreatment/abuse, the rights of children and parents, and the significance of family in a system with the authority of the government to intervene and/or remove children who are at risk of harm. Students will gain a working knowledge of the definitions of child abuse and neglect. They will learn about and discuss theories of practice, family systems, and the policies that effect practice in child welfare.

**SW 245. Agency-Centered Volunteer Social Work Experience. (3 Credits)**

This course provides students with an experience in a social service agency through 120 hours of volunteer service. Students will volunteer in a social service agency 8 hours a week for 15 weeks. Additionally, students will meet as a group four times in person and four times online throughout the semester to share information about their respective placements. This course provides an introduction to agency-based social work practice. The placements are determined the semester prior to taking the course.

Prerequisite: SW 225.

**SW 306. Social Welfare Policy and Programs. (3 Credits)**

This course further develops an understanding of contemporary social welfare policies and programs, including private, public, and combined programs. It examines the various historical, political, economic, and societal influences on the development of social welfare policy and service delivery and/or the policy-making process. It also provides a framework to analyze and evaluate social welfare policies and programs. Context for policy analysis includes human diversity, human rights, and social and economic justice. Policies related to child welfare, physical and mental health, assistance to the poor, social insurance, hunger, shelter, and civil rights based on gender, race and ethnicity, sexual orientation, disability, and immigration will be discussed. For social work majors with upper division status or consent of instructor.

**SW 310. Research Methods I. (3 Credits)**

This course introduces research methodology pertinent to the evaluation of human service programs, and discusses the rationale for conducting evaluations. Among the topics discussed are the relationship of evaluative efforts to program design and implementation, threats to validity of program evaluation, constructing a measurement plan and designs for program and evaluation. Program evaluation knowledge, skills and techniques, such as needs assessment, operationalization of variables, levels of measurement, statistical significance, efficiency and outcome evaluation are introduced. This course emphasizes this methodology when conducting formative evaluations, i.e., needs assessment, program development, and market research.

**SW 326. Skills & Methods of Social Work Practice I. (3 Credits)**

This course is the first in a sequence of three required social work practice courses. Practice I focuses on the development of skills and strategies for helping individuals within a variety of social work and host settings. Key concepts of generalist practice are applied to the development of relationship building and interviewing skills. Generalist Practice is examined as a problem-solving process, which includes engagement, assessment, intervention, and evaluation. Students learn to view clients and client systems from a strengths perspective.

Prerequisites: SW 225 and 235.

**SW 327. Field Education I. (3 Credits)**

This course engages the student in the practice of beginning social work skills and tasks within an agency setting over a period of one semester (15 weeks). It is designed for the senior level student and requires an average of 16 hours per week in the agency for a minimum of 216 hours. SW 327 Field Education I is taken concurrently with SW 328 and SW 436. Prerequisites: SW 310, 346, 306, 347 and 410.

**SW 328. Field Seminar I. (3 Credits)**

This course is taken concurrently with SW 327, Field Education I. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments. For Social Work majors with senior standing.

**SW 346. Human Behavior in the Social Environment I. (3 Credits)**

This course develops the person-in-environment concept used in social work practice. Using the theoretical lens of systems theory, the course focuses on the formation of identity and how diversity in the human experience impacts identity. Students will learn about the multiple factors that comprise diverse experiences throughout life, and how those factors influence the formation of identity. Factors that will be examined include age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sexual orientation, and tribal sovereign status. For Social Work majors with upper division status or consent of instructor.

**SW 347. Human Behavior in the Social Environment II. (3 Credits)**

This course uses the generalist practice model to examine groups and group processes as manifested in communities and organizations. Students will learn the skills and techniques of group practices, the process of planning, engagement, and assessment of group members and their organizations at multiple levels of practice. Students will apply knowledge and skills to assess the environment and create change at the community and organizational levels of practice. Theoretical frameworks utilized include Systems Theory and the Strengths Perspective.

Prerequisite: SW 346.

**SW 360. Trauma: Prevalence, Impact, and Coping. (3 Credits)**

This course is designed to provide an introduction to the prevalence and impact of trauma on both our clients (individuals, families and communities) and on the helping professionals who are serving those coping with trauma. The coursework presented will enhance the skills and knowledge base of all students of health and mental health professions and will be particularly useful to students interested in working directly with survivors of trauma. The impact of trauma is surrounded by a complex set of issues and topics that will be addressed such as survivors of domestic violence, veterans, individuals struggling with addictions, individuals with life-threatening illness/injury, survivors of abuse and neglect, and other vulnerable populations. There will be a particular emphasis on strengths, resiliency, coping, multicultural issues, and systems factors. This course also introduces beginning skills of helping individuals, families and groups within a trauma-informed framework. Grounded in the values and ethics of the profession, students learn the application and evaluation of direct practice skills used in the initial phase of helping. Finally, students will evaluate the secondary stresses connected with a helping profession.

**SW 365. Drugs, Society, and Human Behavior. (3 Credits)**

This course investigates the physiological, psychological and social implications of drug use and abuse. Common drugs such as nicotine, caffeine and alcohol as well as the less common and illegal drugs such as marijuana, LSD and cocaine are studied.

Prerequisites: (SOC 101 or PSY 101).

**SW 375. Understanding Death and Dying. (3 Credits)**

This course examines the role of family, church and other social institutions in our experiences with death and dying. The student will study current theories and practices related to death and dying from the standpoint of developmental and learning theory, and social and cultural attitudes and practices. Theories regarding grief and loss are included. The student will learn social work intervention skills and methods for working with the dying and survivors.

Prerequisites: (PSY 101 or SOC 101).

**SW 392. Aging and the Social Environment. (3 Credits)**

This course investigates the processes of human aging within the social environment. Social gerontology is concerned with the nonphysical aspects of aging. Particular emphasis is placed on its social, psychological, and spiritual aspects, although attention is given to the impact of aging on biological functioning. Group processes, ageism, and social forces that affect the aging process are examined.

Prerequisites: (SOC 101 or PSY 101) and PSY 230.

**SW 410. Research Methods II. (3 Credits)**

This is the second in a series of two research courses designed to teach students research methodology pertinent to the evaluation of human service programs and individual practice. Students will learn about and discuss the rationale for conducting such evaluations. The written research report is emphasized with student participation in a class designed research project and written paper. Each section of the written research design and report is discussed in depth with continued knowledge building of research methodology. Among the topics discussed and practiced through assignments and written paper are: writing a title, an abstract, the literature review, hypothesis formation, and methodology including the operationalization of variables, sampling, data collection and tools, procedures, and ethics, analysis of and writing results, and the ethical dissemination of findings. For Social Work majors with upper division status or consent of instructor.

Prerequisites: SW 310 and MATH 205.

**SW 425. Social Work Practice in Health Care. (3 Credits)**

This course offers a comprehensive examination of social work practice in a healthcare setting. The course examines current practice settings and issues impacting health care. It examines the impact of the Patient Protection and Affordable Care Act of 2010 (PPACA). The contents of the course examine the integration of physical and behavioral health care, evidence-based practice, transdisciplinary care, and the increased focus on primary health services associated with prioritized prevention, wellness, and chronic illness intervention. It examines issues associated with managed care and the escalating costs of health care. This course identifies skills, ethical perspectives, techniques, and stresses associated with contemporary health and patient care. The course utilizes a systems perspective to service delivery. It places a significant emphasis on the importance on the need for social workers to be attentive to individual, patient, and institutional provider needs.

**SW 426. Skills & Methods of Social Work Practice II. (3 Credits)**

This course is designed to help students further develop social work practice skills for helping groups and families. Students learn how group work is utilized as a method in social work practice. Various types of groups are examined including task groups, interdisciplinary team meetings, and treatment groups. Students learn skills for forming and conducting groups with different client groups. Generalist practice often requires viewing client situations from a family perspective. Students learn to apply concepts from systems theory to understanding the interpersonal dynamics of family functioning. Working with families and groups utilizes a professional problem solving process to engage, assess, intervene, and evaluate practice with groups.

**SW 427. Field Education II. (3 Credits)**

This course is designed for the senior level student and engages the student in supervised direct service activities within an agency setting. This course provides practical experiences in the application of theory and skills acquired in the social work curriculum. The placement requires an average of 16 hours per week in an agency for a minimum of 216 hours.

Prerequisites: SW 327 and 328.

**SW 428. Field Seminar II. (3 Credits)**

Field Seminar II is taken concurrently with SW 427 and SW 490. A seminar format will provide a continuing forum for the integration of field experience with classroom learning through discussion and assignments. Discussion topics will focus on the professional use of self, the use of supervision in practice, an agency-specific policy analysis, and agency provision of service. For Social Work majors with upper division status.

Prerequisites: SW 327, 328 and 436.

**SW 436. Skills & Methods of Social Work Practice III. (3 Credits)**

This course focuses on developing an understanding of larger systems, and skills for practice within that context. The material includes a macro level perspective of social justice, oppression and advocacy, and a review of various theoretical perspectives, including systems theory and the strengths perspective, as they apply to macro level practice. Discussion will center around an examination of traditional and nontraditional social action strategies, including community organization, development and advocacy. Students learn agency and legislative advocacy skills with a specific focus on human rights and social and economic justice. Social work values and ethical perspectives related to social change are analyzed.

Prerequisites: SW 306, 310, 326, 346, 347, 410 and 426.

**SW 490. Senior Integrative Seminar. (3 Credits)**

This course provides the student with the opportunity to integrate classroom and practicum experience for application in their entry level professional practice. This course is the culminating integrative process for the baccalaureate generalist practice social work student to further develop and refine communication and problem solving skills, to exercise peer support and evaluation skills; and to increase self-awareness through group interaction, values clarification, and discussion and analysis of policy and practice issues in the context of social work values and ethics. This course is a self-directed readings, critical inquiry, and discussion seminar. For Social Work majors with upper Division Status. Taken concurrently with SW 427 and SW 428. Prerequisites: SW 327 and 328.

## Sociology (SOC)

**SOC 101. Introduction to Sociology. (3 Credits)**

This course is an introduction to the study of social groups and social relationships. The course analyzes basic sociological concepts to acquaint the student with the fundamental laws governing human relationships. Problems of social structure, social processes and social motivations will be considered.

**SOC 175. African American Reality and Culture. (3 Credits)****SOC 203. Contemporary Social Problems. (3 Credits)**

This course provides the student with a perspective for viewing major problems confronting American society. An eclectic approach is utilized in the analysis of these problems, selected research studies are evaluated and field research trips are conducted as time allows. Special attention is given to mental health, crime, delinquency, poverty, mass media communication, prejudice, discrimination, and urbanization. Prerequisite: SOC 101.

**SOC 255. Urban Society. (3 Credits)**

This course introduces the student to the complex nature of the urban area; sensitizes the student to the complexities of urban life; helps the student appreciate what it means to become meaningfully involved in their community and in today's urban society. The course examines racial and ethnic diversity, concepts of the city, historical urbanization in diverse cultures, transportation, housing, population shifts, urban economics, employment, education, industrialization, international population and urbanization, community organization and planning, the church and urban society. Prerequisite: SOC 101.

**SOC 333. Families in Society. (3 Credits)**

This course will provide students with an understanding of families within the ecological contexts in which they exist. Students will connect their own experiences with marriage and family to form new information and perspectives in order to broaden their understanding of the role of the family within society as a whole.

**SOC 345. Adulthood & Aging. (3 Credits)**

Adulthood and Aging as a life stage continues the normal developmental process that all human experience just as they did in adolescence. Study of that process allows us to maximize life's potential no matter what stage we are in ourselves or working within the Church, community or institutions such as schools, hospitals and nursing homes. We will review facts and information on aging and those issues that most older people and their families face. We will look at issues an aging society will raise for all of us and the interaction between personal aging and social institutions.

**SOC 451. Issues in Social Science. (3 Credits)**

Students examine selected current issues in social science from multidisciplinary perspectives. May be repeated for additional credit when content varies.

**SOC 483. Senior Project. (1-4 Credits)**

Adult and Aging as a life stage, continues the normal developmental process that all humans experience just as they did in childhood and adolescence. Study of that process allows us to maximize life's potential no matter what stage we are in.

**SOC 490. Senior Seminar. (1-3 Credits)**

Secondary and elementary teacher education candidates and candidates seeking liberal arts degrees who are social studies majors document both their content knowledge in the major and their mastery of institution-wide student learning outcomes. Offered through approved application only.

## Spanish (SPAN)

**SPAN 100. Beginning Spanish I for Health Care Professionals. (3 Credits)**

This course introduces basic terminology, cultural information, and grammatical concepts of the Spanish language related to certain aspects of human care in the nursing profession. SPAN 100 will provide nursing students basic grammar, cultural knowledge, and vocabulary to help students communicate with accuracy and clarity and in culturally appropriate ways at a beginning level.

**SPAN 101. Beginning Spanish I. (4 Credits)**

Students are introduced to Spanish grammar, vocabulary, and readings which seek to improve their skills thus gaining knowledge and a greater understanding of the Spanish-speaking world.

**SPAN 102. Beginning Spanish II. (4 Credits)**

Students review and build upon grammar, increase vocabulary, and include using readings which continue to improve their skills thus gaining knowledge and a greater understanding of the Spanish-speaking world.

**SPAN 201. Intermediate Spanish I. (3 Credits)**

Intermediate Spanish I is a continuation of SPAN 102.

**SPAN 202. Intermediate Spanish II. (3 Credits)**

Intermediate Spanish II is a continuation of SPAN 201.

**SPAN 301. Spanish Conversation and Composition. (3 Credits)**

This course focuses intensively on enhancing conversational skills by increasing oral and auditory proficiencies as well as on improving the writing skills through related activities.

**SPAN 305. Spanish Immersion Experience. (0 Credits)**

This course is the designation on the transcript for the Spanish Majors that students have successfully completed an immersion experience and written a paper about their time abroad.

**SPAN 307. Linguistics. (3 Credits)**

This course introduces the basic terminology and concepts of linguistics as applied to the Spanish language. It also presents the sound system, morphology, and syntax of Spanish as compared to English and investigates topics in language acquisition. Required for Spanish Education majors and minors.

**SPAN 308. Master Literary Works of Spain. (3 Credits)**

This course focuses on the major literary work that is on the list of nearly all great books lists, Don Quijote de la Mancha, and its literary and cultural importance in the Iberian Peninsula and the world. This canonical text is read in this course from a Christian perspective and is discussed in relation to the Church and the World, and this foundational modern novel is studied in dialogue with Lutheran doctrine, which ultimately prepares students to conduct literary studies from a Christian perspective.

Prerequisite: SPAN 301.

**SPAN 309. Master Literary Works of Latin America. (3 Credits)**

This course focuses on the major literary works in Latin America, some of the foundational fictions which put Latin American literature out into the world. Canonical texts from this Spanish-speaking region will be read from a Christian perspective and discussed in relation to the Church and the World, and in particular, how these novels dialogue with Lutheran doctrine, which will prepare students to conduct literary studies from a Christian perspective.

Prerequisite: SPAN 301.

**SPAN 315. Special Topics. (1 Credit)**

This course is designed for flexible scheduling and the ability to discuss a wide range of topics to serve the needs of majors, minors, and others who simply want to maintain and improve their language skills. This course will help students review and expand their vocabulary through out-of-class preparation on a variety of topics. Each 1-credit course will have a different topic, and majors and minors must take this course three different times for a total of three credits.

**SPAN 323. Latin American Literature. (3 Credits)**

This course studies selected literary works by Latin American authors.

Prerequisite: SPAN 301.

**SPAN 331. Advanced Spanish Grammar. (3 Credits)**

This course focuses on the review and syntax of more difficult grammatical structures of the Spanish language and on writing and conversational skills at the advanced level.

Prerequisite: SPAN 301.

**SPAN 341. Civilization and Culture of Latin America. (3 Credits)**

This course studies the history and cultures of Latin America from Pre-Columbian civilizations to the present. Taught in Spanish.

Prerequisite: SPAN 301.

**SPAN 351. Span&SpanAmCiv&Cul I (up 1800). (3 Credits)**

This course studies the history, the cultures and the political, economic and social changes on the Iberian peninsula and in the Americas from antiquity through the colonial period. Recommended successful completion of SPAN 202 or equivalent, 4 years of Spanish in high school, or consent of instructor.

Prerequisite: SPAN 202.

**SPAN 352. Span&SpanAmCiv&Cul (after 1800). (3 Credits)**

studies the history, the cultures and the political, economic and social changes on the Iberian peninsula and in the Americas from the late colonial period through the present. Prerequisite: successful completion of SPAN 202 or equivalent, 4 years of Spanish in high school, or consent of instructor. 3 credits.

Prerequisite: SPAN 202.

**SPAN 355. Span&SpanAm Lit (up to 1800). (3 Credits)**

surveys major literary developments and works in Spain and the Americas from the earliest days through about 1700. This course is required for majors. Minors must take either SPAN 355 or SPAN 356.

Prerequisite: successful completion of SPAN 202 or equivalent. 4 years of Spanish in high school, or consent of instructor. 3 credits.

**SPAN 356. Span&SpanAm Lit II(after 1800). (3 Credits)**

This course surveys major literary developments and works in Spain and the Americas from about 1700 to the present. This course is required for majors. Minors must take either SPAN 355 or SPAN 356. Recommended successful completion of SPAN 202 or equivalent. 4 years of Spanish in high school, or consent of instructor.

**SPAN 361. Civilization and Culture of Spain. (3 Credits)**

examines Spain through its art, history, architecture, religion, music, literature, geography, culture, language, and people. It also looks at the influence of Roman, Muslim, Jewish, and Christian civilizations in Spain. Taught in Spanish.

Prerequisite: SPAN 301.

**SPAN 364. Health Issues in the Hispanic World. (3 Credits)**

This course presents students with disparities in health care among minority and Hispanic communities. In the course students will study how disproportionate care affects Hispanics, why there exists such a gap in care, and what might be done to level the playing field in care received from health care professionals. Hispanic beliefs towards care, cultural approximations to seeking care, and varying customs about what works in medicine will be examined. Also, a study of which issues in health care are dominant in the Hispanic community will be studied.

**SPAN 365. Spanish for Human Service Professionals. (3 Credits)**

Spanish for Human Service Professionals focuses on the vocabulary, grammatical structures, and cultural nuances necessary for human service professionals to communicate in a work setting.

**SPAN 373. Hispanics in the United States. (3 Credits)**

The population of the United States is comprised of an increasingly diverse group of cultures. We cannot identify one distinctive American culture. Instead we have a constantly changing, inclusive multicultural society that encompasses a diverse population related to all people and nations on the planet. This course is designed to present students with an understanding of the identity dynamics of the major Hispanic groups in U.S. history. Special attention is given to key geographical areas, immigration and demographics, process of acculturation and assimilation to mainstream society, the diversity within Latino ethnic and national communities in the U.S., Hispanic literary history and consciousness, bi-culturalism, the ramifications of the intersection of the different Hispanic cultures and the realities of the past and current presence of Hispanics in the U.S. as the first colonizers and special immigrants.

Prerequisites: SPAN 301 or 301.

**SPAN 375. Spanish for Human Services Professions II. (3 Credits)**

Spanish for Human Service Professions II is an upper-level course designed to help students develop the linguistic and cultural competence necessary to interact with Spanish-speaking individuals in service-related professions and mission experiences, particularly as related to health care fields. Span 375 is a continuation to Span 365 and is meant to further prepare healthcare professionals in their acquisition of specialized vocabulary based on students' current and future needs, gaining oral proficiency and competence, and increased understanding of and sensitivity to culture.

Prerequisite: SPAN 301.



**SPAN 400. Spanish Internship. (1-6 Credits)****SPAN 490. Senior Seminar. (1-3 Credits)**

for Spanish majors. Under the guidance of a faculty member, the student develops a research project in a specific area of interest related to Spanish language, literature, or culture. At the discretion of the department, the student may be directed to study an area or areas needing additional exposure or reinforcement. Prerequisite: Senior standing or consent of instructor.

## Sport and Hospitality Business (SHB)

**SHB 110. Introduction to Sport & Entertainment Business. (3 Credits)**

This course exposes students to the expanding roles of sport and entertainment in society. Strong emphasis is placed on framing sport and entertainment management as a leading business sector in today's marketplace; thus the content includes a broad-based examination of the foundations of theory, techniques, culture and practices of management, and as applied to all segments of sport and entertainment business within the local, regional, national and international communities.

**SHB 120. Introduction to Hospitality & Event Business. (3 Credits)**

This course examines the principles of the entertainment and hospitality industries. This course focuses on the applications of industry knowledge and exposes students to the fundamentals and best practices of hospitality, event and entertainment management.

**SHB 130. Social Aspects of Sport & Entertainment. (3 Credits)**

This course investigates sport as a microcosm of society and explores how the sports we play are influenced by cultural traditions, social values, and economic forces. The focus of this course will be on the examination of sport as a social institution and its integration within the greater societal structure. Students will examine social theories and compare and contrast the existence and application of them in sport and society.

**SHB 140. Exposition & Special Event Management. (3 Credits)**

This course challenges students to understand the breadth and depth of industry standards relative to planning, implementing, evaluating and managing trade shows, exhibitions, conventions, conferences, or other hallmark-caliber events. Students will test and analyze hypothetical events and review case studies in order to prepare in-depth analysis of the proposed events, and offer detailed support or critique based on their review.

**SHB 200. Contemporary Leadership Behavior. (3 Credits)**

In this course students will examine the concepts of "effective leadership" through evaluation of the roles and responsibilities of leaders as communicators and agents of change. This course will focus on various issues such as moral and ethical dimensions of leadership, interrelationships among individuals and organizations, problem finding and problem solving, and participatory decision-making. Additionally, this course will have a strong focus on self-awareness and relatable conceptual frameworks for individual and personal constructs.

**SHB 202. Professional Development - Intro to Field Experience. (1 Credit)**

This course will provide the student with an introduction to field experience. This field experience provides the student with a structured, supervised experience with an athletic, hospitality and event business department within Concordia University. Instructor approval is required before starting the internship.

**SHB 210. Facility Design & Management. (3 Credits)**

This course examines the concepts of design and management of sports and recreation facilities. This course will focus on various issues such as site selection, layout, plan and design, maintenance, staffing, fiscal management, and risk management.

**SHB 215. Intro to Culinary Management. (3 Credits)**

This course will build knowledge and experience in culinary production and management in a foodservice operation. Basic principles of foodservice management and its application to volume food production, menu development, food safety, procurement, kitchen equipment, customer service, and marketing will be covered during the semester. Basic cooking assignments will allow for hands-on experience in food preparation. The final project will consist of analyzing a menu for a foodservice operation; this will provide experience in various aspects of foodservice management.

**SHB 220. Concessions, Catering, & Vendor Strategies. (3 Credits)**

This course introduces students to the food, beverage, merchandise, and vendor relations side of hospitality and event management. This course provides the student with a diverse foundation of current industry knowledge through a variety of simulated professional environments allowing students to explore conventions, private event space(s), athletic facilities and more.

**SHB 230. Ceremonial Management. (3 Credits)**

This course offers an introduction to the planning and management of weddings. The social, political, economic, cultural, religious and historical influences on wedding planning decision-making and business strategies will be explored. Practices relevant to successful wedding planning and consultancy for diverse clients and settings will be reviewed.

**SHB 235. Intro to Beer, Wine, and Spirits Management. (3 Credits)**

This course serves as an introduction to beers, wines and spirits. Topics covered include the production and styles of alcoholic beverages. Legal responsibilities of alcohol service. Introduction to responsible beverage service and management. Focuses on the development of a business plan for a beverage business.

**SHB 240. Administration & Organization of Sport & Entertainment. (3 Credits)**

This course introduces the student to administrative and organizational policies, procedures, budget principles, public relations, legal considerations, event management, safety consideration and other issues at all levels of sport.

**SHB 250. Legal & Ethical Issues of Sport. (3 Credits)**

This course creates awareness and understanding of the legal issues prevalent in the sport business industry today from a legal and ethical perspective. Students examine and integrate possible solutions from both a personal and professional perspective of morals and values. The course will examine policies and procedures from the United States legal system and the application of pertinent laws and concepts for the basis of sound and ethical decision making.

**SHB 300. Professional Development - Field Experience. (1-6 Credits)**

This course will provide the student with an intensive, supervised sport and entertainment business OR hospitality and event business experience with a professional, corporate, intercollegiate, interscholastic, not-for-profit, or other related organizations. Prerequisite: Junior standing or higher in major.

**SHB 310. Integrated PR & Social Media. (3 Credits)**

This course provides a practical and conceptual foundation for students interested in sport, entertainment, hospitality, and event management. Students will explore the formalized working relationships between the mass media and professional organizations. The course focuses on the interactions among the people and organizations involved in the flow of information to the public, including the connection between the informational and commercial sides of communication and information management. Students will understand the professional and industry standards of using social media as an effective business tool for public relations, community relations, media relations and marketing efforts. Students will be challenged to develop effective content for various public relations and social media platforms; and will understand the importance of analytics, engagement of end markets and measurability of public relations and social media efforts.

**SHB 312. Hotel Administration. (3 Credits)**

This course serves as an advanced exploration of hotel and lodging administration. Topics covered include contemporary management issues related to conference management, hotel security, hotel administration, and strategic planning.

**SHB 320. Sport Economics & Finance. (3 Credits)**

This course provides an in-depth examination of the economic impact that interscholastic, intercollegiate, and professional sports make in society. It is a comprehensive investigation of fiscal policy and practice with focus on inputs and values from the sports and recreation industries and their impact on local and national economies.

**SHB 322. Front Office Management. (3 Credits)**

This course focuses on principles and concepts of effective front office management in the lodging industry. It also discusses current practices and issues in the lodging industry. Topics covered included reservation-related activities, handling guest transactions, guest services, housekeeping, security, and technologies in the lodging industry.

**SHB 330. Financial Aspects of Hospitality. (3 Credits)**

This course provides an in-depth analysis of the financial aspects of the hospitality and event management industries. Integrated with industry-specific content, it emphasizes the importance of financial responsibility related to successful planning, implementation and management hospitality and event management. Topics include understanding budgets, profit margins, return on investment, budget design, cost of goods sold, inventory costs and purveyor relations.

**SHB 340. Marketing of Sport & Entertainment. (3 Credits)**

This course provides a study of fundamental marketing concepts related to the sport and entertainment industry, sport as a unique product, sport consumer markets, marketing planning process, marketing mix, and determining the target market.

**SHB 400. Sales, Sponsorship, & Fundraising Strategies. (3 Credits)**

This course is designed to give students an inside look into the world of sponsorship, its advantages and why it's used. At the same time, they will gain insight into the use of sales development and techniques. They will also learn about the importance of fundraising and how all three areas feed into one other in the worlds of sport hospitality.

**SHB 405. Culinary Management Operations. (3 Credits)**

This course provides students an opportunity to exercise their ability and creativity to manage food-related events. Includes practical experience in the operational administration of food service event management. This course will provide opportunities for students to gain experience handling problems and situations routinely faced by food and beverage managers. Prerequisite: SHB 215.

**SHB 410. Event & Production Management. (3 Credits)**

This course is designed to acquire an in-depth knowledge about the specialized field of event management; emphasis will be placed on the following broad based sectors including but not limited to sport, entertainment, and hospitality industries. Students will be provided with a complete understanding of management techniques and strategies required for successful planning, promotion, implementation, and evaluations. Students will study objectives, strategies, and tactics of event management; identify costs for events and potential revenue streams; select host cities and venues; understand the event planning process; and understand the accommodation and management of guests at events. Emphasis will be placed on the production and management of an actual event.

**SHB 450. Professional Development - Program Capstone. (3 Credits)**

This course is designed to look at the total environment of sport and entertainment business as viewed by top managers in the field. Concepts developed in other business and sport and entertainment business courses will be implemented in research of topics. Actual sport and entertainment business issues currently being addressed at an organization or institution will be studied. Prerequisite: Senior standing in major.

## Theatre (THTR)

**THTR 100. Cultural Experience Through Directed Travel Study. (3 Credits)**

This course gives students the opportunity to travel to distant theatre centers in the United States and abroad, developing an interest and understanding of the nature of Theatre and its cultural influences. Students will see a variety of plays, interact with theatre artists, and view other cultural centers while traveling.

**THTR 101. Theatre Practicum. (1 Credit)**

This course allows students to earn credit for significant participation in an acting role, technical position, or dramaturg position on a Concordia Theatre production. Roles/positions are designated and approved by Theatre faculty. Pathway: CRAR

**THTR 103. Basic Dance. (3 Credits)**

This course will introduce students to the fundamentals of dance: rhythm, coordination, body alignment, and physical stamina. Students will learn contemporary dance styles used in theatrical performance- Jazz, Hip Hop, Tap, Ballroom, and Ballet at a beginner level. Pathway: CRAR

**THTR 120. Orientation to Theatre. (3 Credits)**

This course explores the history, theory, nature and practice of the theatre arts in the United States and the World. Pathway: CRAR

**THTR 203. Choreography for the Stage. (3 Credits)**

This course is a continuation of THTR 103, with a specific emphasis on the study of choreography used in musical theatre, and the history of the choreographers who popularized their styles in the 20th century. Students will have an opportunity to choreograph dance numbers and to enhance their basic dance knowledge. Pathway: CRAR

**THTR 215. Voice & Speech for the Actor. (3 Credits)**

This course is designed to enhance voice, speech, and dialects for use on stage by the student actor. Vocal projection, variance, breathing, diction, and dialects would be taught to strengthen the vocal performance of the actors.

Pathway: CRAR

**THTR 225. Acting for the Camera. (3 Credits)**

In this course, students will learn the methods and business of acting in film, television, commercials, industrials, and voice-over work. In addition, students will learn how to market themselves in the on-camera performance industry, including resume preparation, how to work with agents and casting directors, and utilizing the right marketing tools to secure work.

Pathway: CRAR

**THTR 231. Stagecraft I: Intro Stagecraft. (3 Credits)**

This course gives the student hands-on experience in the various areas of stagecraft including such topics as set design, construction, painting, and decorating; stage lighting; and the making and finding of stage properties.

Pathway: CRAR

**THTR 254. Producing Children's Theatre. (3 Credits)**

This course presents the history, theory, and practice of Children's Theatre in the United States and abroad.

Pathway: CRAR

**THTR 261. Acting I: Introduction to Acting. (3 Credits)**

This course explores the history, theory, and practice of voice, movement, improvisation and character development for the stage. The course will help students to improve their critical thinking, communication, problem solving, and teamwork/teambuilding skills in the area of musical theatre and will suggest means of growth and application both professionally and personally.

Pathway: CRAR

**THTR 269. Musical Theatre and Dancing. (3 Credits)**

This course presents the history, theory, and practice of musical theatre performing and auditioning for the stage. The course will help students to improve their critical thinking, communication, problem solving, and teamwork/teambuilding skills in the area of musical theatre and will suggest means of growth and application both professionally and personally.

Pathway: CRAR

**THTR 310. Theatre Management and Stage Management. (3 Credits)**

This course looks at the business side of theatre. Students will study box office procedures, budgeting, producing, and house management.

**THTR 311. Drama Ministry. (3 Credits)**

This course examines how drama is used in churches and Christian theatre, film, and television programs. Students will have the opportunity to create ministry sketches to be performed at churches and various outreaches to disadvantaged youths in the Milwaukee area.

Pathway: CRAR

**THTR 331. Stage Design I. (3 Credits)**

This course takes the student into more advanced concepts of stage design, the preparation of models and related techniques.

Prerequisite: THTR 231.

Pathway: CRAR

**THTR 340. Theatre in Education. (3 Credits)**

This course examines the use of drama in the elementary and secondary education classroom to enhance reading, writing, and comprehension skills, as well as enliven a history or social studies class. It would be designed for students pursuing teaching theatre to youth in a classroom, extracurricular, or production setting, as well as for Education majors seeking to use Theatre in the classroom.

Pathway: CRAR

**THTR 350. 20th Century American Drama. (3 Credits)**

This course studies the contributions of key American playwrights of the period. Writers to be studied may include Eugene O'Neill, Tennessee Williams, Arthur Miller, and Edward Albee.

Pathway: CRAR

**THTR 363. Acting II: Intermediate Acting. (3 Credits)**

This course continues with the history, theory, and practice of voice, movement, improvisation and character development for the stage. This course takes a deep look at 19th and 20th Century American and Western classics while delving into deeper characterization and the fusion of the fundamentals of acting.

Prerequisite: THTR 261.

Pathway: CRAR

**THTR 371. Stage Directing. (3 Credits)**

This course explores the creative process by which a director transforms a literary script into a live performance for the stage. The course covers such topics as selecting and preparing the script, planning rehearsals, developing stage pictures, creating tension, blocking, and types of rehearsals.

Prerequisite: THTR 261.

Pathway: CRAR

**THTR 381. Stage Movement & Combat. (3 Credits)**

This course explores stage movement as it applies to varying genres, styles, and time periods, with an added emphasis on stage combat and physical comedy to strengthen movement on stage for the actor.

Pathway: CRAR

**THTR 400. Special Topics in Theatre. (3 Credits)**

This course offers variable content as a high-level elective for theatre students.

Pathway: CRAR

**THTR 440. Playwriting. (3 Credits)**

This course surveys the history of play writing, considers the differences between writing plays and other types of creative writing, studies the necessary aspects of theatre, and gives students experience in writing for the stage.

Prerequisites: ENG 104 or 104.

Pathway: CRAR

**THTR 463. Acting III: Advanced Acting. (3 Credits)**

This course provides student actors with opportunities to expand their talents in a rehearsal environment and to display them in performance situations. Students will rehearse and publicly perform scenes from plays. Audition or permission of the instructor required.

Pathway: CRAR

**THTR 481. Theatre Internship. (1-4 Credits)**

In this course, students will have the opportunity to intern with a professional Milwaukee area theatre company in an acting or technical position, arranged by Theatre faculty. Students are expected to complete a number of hours on a single production or half of the assigned company's production season. An evaluation of the student's completed work by the company staff and Theatre faculty will complete the semester.

Pathway: CRAR

**THTR 490. Senior Capstone in Theatre. (3 Credits)**

In this course, students with Senior standing who are minoring in Theatre will demonstrate their competence in three culminating components: 1) a major research project (approved by the faculty) which exhibits an appropriate synthesis of their course and production experiences as well as their vocational expectations; 2) a drama ministry centered presentation that represents their readiness to enter a vocation in theatre (or related field) as a Christian leader; 3) a comprehensive oral exam or live performance based on the theatre core curriculum and supplemental reading list. Faculty and guest respondents will attend the exam and evaluate the work presented.

## Women's Studies (WST)

**WST 101. Introduction to Women's Studies. (3 Credits)**

This course introduces students to concepts, issues, research, and theories developed within the Women's Studies discipline. It will examine how gender interacts with race, class, culture, ethnicity and other socio-cultural factors; how institutions like the media, educational systems, business organizations, the law, and the church influence society's perception of women; how feminist theory and the feminist movement has matured over time; and how a Christian worldview informs feminist theory and Women's Studies research.

**WST 465. Special Topics. (3 Credits)**

This course focuses on emerging issues in the realm of Women's Studies (education, health care, politics, etc.). The course may be repeated as the subject varies.

Prerequisite: WST 101.

## Legal Notices

**The Family Education Rights and Privacy Act**

Consistent with the Family Educational Rights and Privacy Act (FERPA) or 1974, as amended by S. J. Res 40 (12-30-74), the following statement represents the position of Concordia University Wisconsin with respect to the confidentiality of student records.

The Act assures students "the right to inspect any and all official records, files, and data directly related..." to themselves, and assures the student an opportunity for debate or correction of inaccurate, misleading, or otherwise inappropriate data in the student's file.

The Act provides that no party may review a student's record with the exception of the following, who do not need written consent of the student to view a record: other school officials, officials of other schools or systems in which the student intends to enroll, authorized representatives of:

1. the Comptroller General of the U.S.
2. the Secretary of H.E.W.
3. administrative head of an education agency

4. state educational authorities. Persons working in connection with a student's application for, or receipt of, financial aid.

Any other than those listed above can obtain access to a student's file only upon written release from the student. This record will be available for inspection only by the student. The following procedure has been established for CUW students.

A written request, signed by the student shall be presented to the Registrar or appropriate office. The Registrar, or other appropriate office will arrange a time and date, within 45 days after receipt of the request, for the student to review the record.

The following types of information are considered directory information and may be included in publications or disclosed upon request without consent of the student, but only after public notice of these categories of information has been given in order to allow sufficient time for the student to inform the institution that any and all of this information should not be released without prior consent, such requests can be made in writing to the Registrar's Office:

- student's name
- address including e-mail
- telephone number
- dates of attendance
- class standing
- previous institution(s) attended
- major field of study
- awards
- honors (including Dean's List)
- degree(s) conferred (including date)
- past and present participation in official recorded sports activities
- physical factors (height, weight of athletes)
- date and place of birth

The Act provides the student the right to file with the U.S. Department of Education a complaint concerning alleged failures by the education institution to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office - U.S. Department of Education  
600 Independence Avenue, SW - Washington, DC 20202-4605

**Public Notice Designating Directory Information**

Concordia University Wisconsin hereby designates the following categories of student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion.

**Category I**

Name, address, telephone number, dates of attendance, class, photos and class schedules.

**Category II**

Previous institution(s) attended, major field of study, awards, honors (includes Dean's List), degree(s) conferred (including dates).

**Category III**

Past and present participation in officially recorded sports and activities, physical factors (height, weight of athletes), date and place of birth.

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received in the Office of the Registrar prior to the fifth class day of each academic year. Forms requesting the withholding of Directory Information are available in the Office of the Registrar.

Concordia University Wisconsin assumes that failure on the part of any student to specifically request the withholding of categories of Directory Information indicates individual approval for disclosure.

## Jeanne Clery Campus Safety and Campus Crime Report

The safety of all members of our campus community is a high priority at Concordia University Wisconsin. Become an informed member of our campus community to protect yourself and welcome visitors.

A copy of Concordia University's annual campus security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by the University; and on public property within, or immediately adjacent to and accessible from the campus. This report also includes institutional policies concerning campus security/safety, such as alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters.

You may obtain a copy of this report through any one of the means listed below by contacting the Student Life Office of Concordia University requesting either a written copy or an electronic copy (sent via e-mail).

US Mail:

Concordia University Wisconsin - Student Life Office

12800 North Lake Shore Drive - Mequon, WI 53097

E-mail: [student.life@cuw.edu](mailto:student.life@cuw.edu)

Location: Luther Hall, Room 127 (above address)

## Grievance Procedure

Students with grievances may wish to consult with their academic advisor or the appropriate division chairperson. Procedure for the process involved in working through a grievance is spelled out in the Student Handbook.

## Non-Discrimination Policies

Concordia University Wisconsin admits qualified students of any age, sex, race, color, national or ethnic origin, physical or mental conditions, or developmental disability, to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Concordia University Wisconsin does not discriminate on the basis of race, color, national or ethnic origin, age, sex, physical or mental condition, or developmental disability in the administration of its admission policies, education policies, scholarship and loan programs, athletic and extra-curricular programs or other school-administered programs. Concordia University does not discriminate on the basis of handicap. (c.f. Section 504 of the Rehabilitation Act of 1973).

## Title IV

Concordia University fully subscribes to all Federal and State civil rights laws banning discrimination for private, church-affiliated institutions of higher education. CU will not discriminate against any employee, applicant for employment, student or applicant on the basis of race, color, sex, pregnancy, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, gender, veteran or military status, predisposing genetic characteristics, domestic violence

victim status, or any other protected category under applicable local, State or Federal law.

A pamphlet summarizing CU's policy and procedures relating to sexual harassment and gender discrimination, and a full explanation of the policy, which includes a list of University staff members who can help, can be found at: [www.cuw.edu/consumerinformation](http://www.cuw.edu/consumerinformation) (<http://www.cuw.edu/consumerinformation/>)

## Weapons Prohibited

All persons are prohibited from possessing or carrying a firearm, ammunition or weapons of any kind, as determined in CU's sole discretion, regardless of whether the person has a permit to carry a firearm. Any employee, faculty, student or other representative of the University who violates this policy shall be notified of the violation and subject to disciplinary action, up to and including termination or expulsion.

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