

2014-2015
Academic Catalog



Concordia University
4090 Geddes Rd
Ann Arbor, MI 48105
www.cuaa.edu

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CONCORDIA UNIVERSITY ANN ARBOR

OUR MISSION

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.

STATEMENT OF PURPOSE

Concordia University is a Christian educational institution where the Lutheran understanding of Scripture and the Good News of Jesus Christ permeates the culture and is shared with the surrounding communities. Concordia University is a member of the national Concordia University System of ten universities and colleges of the Lutheran Church-Missouri Synod and is accredited by the North Central Association of Colleges and Schools. Our primary enterprises are learning, teaching, and scholarship grounded in faith. We are a community that expresses concern and care for every individual. Located in the heart of Southeast Michigan, Concordia University offers an intimate, stimulating campus environment in the midst of a cosmopolitan university community with an international flair. Concordia students enjoy a challenging academic environment dedicated to the intellectual, social, and spiritual growth of each individual in a supportive Christian community.

Concordia University admits qualified students without regard to age, race, color, national or ethnic origin, gender or disability to all the rights, privileges, programs and activities made available to students. Concordia University does not discriminate contrary to law on the basis of age, race, color, national or ethnic origin, gender or disability in the administration of its educational or admission policies, scholarship and loan programs, athletic and other university-administered programs. Concordia University's Disability Coordinator is Kellie Durham, Director of the Academic Resource Center. The Title IX Compliance Coordinator is Suzanne Siegle, J.D. They may be contacted via Concordia Ann Arbor's mailing address or helpdesk phone number: 4090 Geddes Road, Ann Arbor, MI 48105 or 734-995-7300.

Concordia University stands on 187 scenic acres overlooking the Huron River. The land was once a home to peoples of the Chippewa, Ottawa, Potawatomi, Huron and Miami nations, the campus is bisected by Geddes Road, formerly the Potawatomi Trail, an old Indian highway. In the spring of 1680, the French explorer LaSalle became the first European to view the campus site. The earliest settler of the land was Elnathan Botsford, one of the first residents of Ann Arbor, who arrived in 1825. In 1917, Harry Boyd Earhart purchased the property. A philanthropist, Mr. Earhart's interests focused on education, religion and charity. In the late 1950s, the Lutheran Church-Missouri Synod began a search for a site to build a college. The Earhart estate was purchased in the early 1960s and construction commenced. Concordia College, Ann Arbor was dedicated in 1963 as a junior college. That year, Concordia was granted the right to award the Associate of Arts degree by the State of Michigan. The expansion of the college to a four-year institution with the right to award the Bachelor of Arts degree was approved by the State in 1976. In 2000, the State approved the graduate program and a Master of Science degree. In July 2001 the institution name was officially changed to Concordia University. The University offers a variety of pre-professional programs, in addition to degree programs. These programs prepare students to enter professional schools or for those who desire a two year course of study.

On July 1, 2013, Concordia University Wisconsin (CUW) and Concordia University Ann Arbor began operating as one entity, although each institution will retain its distinct name and distinct identity. The Higher Learning Commission approved CUW's acquisition of CUAA in a July 9 letter to Rev. Dr. Patrick T. Ferry, president of CUW and now CUAA.

CAMPUS ADDRESS

CONCORDIA UNIVERSITY ANN ARBOR
4090 Geddes Road
Ann Arbor, Michigan 48105
Telephone: 734.995.7300
Fax: 734.995.7448

ADMINISTRATIVE OFFICERS

OFFICES AT CONCORDIA UNIVERSITY WISCONSIN

PRESIDENT.....	Patrick Ferry
EXECUTIVE VICE PRESIDENT AND CHIEF OPERATING OFFICER.....	Allen Prochnow
SENIOR VICE PRESIDENT OF ACADEMICS.....	William Cario
SENIOR VICE PRESIDENT OF ENROLLMENT SERVICES.....	Kenneth Gaschk
VICE PRESIDENT OF ADVANCEMENT.....	Roy Peterson
VICE PRESIDENT OF FINANCE AND CHIEF FINANCIAL OFFICER.....	Joan Scholz
VICE PRESIDENT OF INFORMATION TECHNOLOGY.....	Thomas Phillip
VICE PRESIDENT OF MARKETING.....	Anita Clark
VICE PRESIDENT OF STUDENT LIFE.....	Sarah Holtan
VICE PRESIDENT OF STRATEGY, CULTURE, AND EXTERNAL RELATIONS.....	Gretchen Jameson
ASSISTANT VICE PRESIDENT OF ACADEMICS.....	Bernard Bull
ASSISTANT VICE PRESIDENT OF ACADEMICS.....	Leah Dvorak
ASSISTANT VICE PRESIDENT OF ACADEMICS.....	Randall Ferguson
CHAIR, FACULTY SENATE.....	Brad Condie

OFFICES AT CONCORDIA UNIVERSITY ANN ARBOR

VICE PRESIDENT-ADMINISTRATION AND CAMPUS CHIEF EXECUTIVE.....	Curtis Gielow
COORDINATOR OF ACADEMIC OPERATIONS.....	Kelsi Anderson
DIRECTOR OF ENROLLMENT.....	Jonathan Bahr
DIRECTOR OF INFORMATION TECHNOLOGY.....	Chris Raasch
ASSISTANT REGISTRAR.....	Kendra Ernst
FINANCIAL AID ASSISTANT.....	Katie Wonderly

CAMPUS DEANS

SCHOOL OF ARTS AND SCIENCES.....	Robert McCormick
HAAB SCHOOL OF BUSINESS ADMINISTRATION.....	Suzanne Siegle
SCHOOL OF EDUCATION.....	Harvey Schmidt
STUDENTS.....	John Rathje

2014 - 2015 ACADEMIC CALENDAR

Fall 2014		
August 25	Mon.	First Day of Classes – Opening Service
September 1	Mon.	Labor Day – No Class
September 5	Fri.	Last Day to Add a Regular Semester Class
October 23-24	Thurs.-Fri	Fall Break-No traditional undergrad. classes
October 31	Fri.	Last Day to Drop a Regular Semester Class
November 26	Wed.	Thanksgiving Vacation begins – no traditional undergraduate classes meet that start after 4:00pm
November 27-28	Thurs.	Thanksgiving Vacation Academic Office Closed
December 1	Mon.	Classes Resume
December 8 - 12	Mon.-Fri.	Final Examinations Christmas Recess Begins after Last Exam
December 24-25	Wed. & Thurs.	Christmas Eve & Christmas Day Academic Office Closed
December 26	Fri.	Academic Office Closed
December 31	Wed.	New Year’s Eve Academic Office Closed
Winterim 2015		
January 1	Thurs.	New Year’s Day Academic Office Closed
January 2	Fri.	Academic Office Closed
January 5	Mon.	Classes Resume – Winterim Begins
January 23	Fri.	Winterim Final Examinations
Spring 2015		
January 26	Mon.	Second Semester Begins
February 6	Fri.	Last Day to Add a Regular Semester Class
March 16-20	Mon.-Fri.	Spring Break
April 2	Thurs.	Easter break begins – no classes meet that start after 4:00pm
April 3	Fri.	Good Friday Academic Office Closed
April 5	Sun.	Easter
April 6	Mon.	Classes resume at 4:00pm
April 10	Fri.	Last Day to Drop a Regular Semester Class
May 11-15	Mon.-Fri.	Final Examinations
May 17	Sun.	Baccalaureate & Commencement
Summer 2015		
May 18	Mon.	Session I Classes Begin
May 25	Mon.	Memorial Day – No Class Academic Office Closed
June 5	Fri.	Last Day of Session I – 3 week classes
June 8	Mon.	Session II Classes Begin
June 26	Friday	Last Day of Session I – 6 week classes Last Day of Session II – 3 week classes
July 17	Friday	Last Day of Session II – 6 week classes

CAMPUS CORRESPONDENCE DIRECTORY

Academics.	Coordinator of Academic Operations
Admission.	Director of Enrollment
Business Affairs and Payment of Fees.	Accounts Receivable Clerk
Education Colloquy.	Campus Dean, School of Education
Scholarship and Financial Aid.	Financial Aid Assistant
Student Life.	Dean of Students
Transcripts and Academic Reports.	Assistant Registrar
Web page Address:	www.cuaa.edu

ADMISSION - TRADITIONAL UNDERGRADUATE

GENERAL INFORMATION

Admission to Concordia University is based upon a wide range of criteria designed to identify a student body with integrity, high academic standards and serious educational and personal goals. True to the University's commitment to individualized education, each application receives a confidential and in-depth review.

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.

CAMPUS TOUR & VISIT

Prospective students and their families are invited to visit the campus. To find out more information on scheduled visit days or to make an appointments contact:

The Office of Admission at (800) CUAU-EDU *or*

Visit our web site at www.cuaa.edu *or*

Send an e-mail (including your full name, address, and telephone number) to admission@cuaa.edu

ADMISSION CRITERIA

Many factors are considered in determining admission. These may include: the difficulty of the student's overall curriculum, performance in the curriculum, rank in class, recommendations, test scores, personal statement and/or interview, work experience and special abilities not reflected in the student's secondary education experience. In addition, recent grade trends and general contributions to the school, community and church may be considered.

The University requires that applicants possess a high school diploma (or GED diploma) and recommends that they have successfully completed a college preparatory curriculum that includes: four credits of English; three credits of mathematics, including two credits of algebra and one of geometry; two credits of social studies; two credits of laboratory sciences; two credits of a foreign language. (If a student has not successfully completed all of these courses, the student's application may be referred to the Admissions Council for further review. This action may result in admission with a credit load restriction.)

All forms should be submitted to the Office of Admission. The paper admission application must be accompanied by a non-refundable application fee, which does not apply toward tuition. The online application is free. The admission forms and transcripts reflecting prior credit become property of Concordia University and will not be returned or forwarded.

The application consists of the following documents and information:

1. The completed application form.
2. Official secondary 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. Report of ACT scores from 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.
5. International students must present a minimum TOEFL score of 173 on the computer based test for regular acceptance. Any International Student who cannot present a 173 TOEFL must test through the International Office for placement and may be required to enroll in the ESL program. International students also need to submit two recommendation letters from previous teachers.

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, preferable, 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. For international students, the University accepts the ESL Academic Report as satisfaction of English language proficiency.

FIRST-YEAR STUDENT

Applications for admission are considered on a rolling basis with a completed application and an official high school transcript (sent directly from the institution to Concordia), official certification of high school equivalency, or GED diploma (General Education Development). Students must also submit test scores from either the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT). The ACT is preferred. The nonrefundable application fee should accompany a submitted paper application for admission. Applying online (www.cuaa.edu) is free. A personal statement of 300-500 words or more is optional and may address the student's goals, achievements, strengths, and weaknesses and reasons why a student is considering Concordia University. The minimum requirement for admissions is a 2.5 overall high school GPA and 18 ACT or 860 SAT.

GED DIPLOMA STUDENT

Persons who have not graduated from high school and desire admission are advised to complete graduation requirements through equivalency examination or other means in the district of their residence. The High School Equivalency Certificate, also known as the General Education Development diploma (GED), will be accepted in lieu of a high school diploma. To be considered for admission, the student must submit an official copy of the GED scores sent directly from the testing center to the Office of Admission at Concordia. The nonrefundable application fee should accompany a submitted paper application for admission. Applying online (www.cuaa.edu) is free. A personal statement of 300-500 words or more is optional and may address the student's goals, achievements, strengths, and weaknesses, and reasons why a student is considering Concordia University.

HOME-SCHOOLED STUDENT

The Office of Admission requires that home-schooled students submit a transcript of their academic work and/or official documentation from a home-based educational organization. Students must also submit test scores from either the American College Testing Program (ACT) or the Scholastic Assessment Test (SAT). The ACT is preferred. Two letters of recommendation are required. The nonrefundable application fee should accompany a submitted paper application for admission. Applying online (www.cuaa.edu) is free. A personal statement of 300-500 words or more is required which addresses the student's goals, achievements, strengths, weaknesses, and reasons why the student is considering Concordia University. A resume or extracurricular activities sheet is also required. A personal interview may be requested.

TRANSFER POLICY

Transfer students are advised to submit an online application (www.cuaa.edu). Applying online is free. Paper applications require a non-refundable application fee. Students should also request that official academic transcripts from each institution attended be sent directly from the previous institution to Concordia University. Transcripts issued to the student are not official and cannot be used to evaluate official transfer of credit.

Transferring students with fewer than 30 transferable credit hours must submit official high school transcripts sent directly from the school to Concordia. Transfer students with fewer than 12 credit hours must also submit test scores from either the American College Testing Program (ACT) or the Scholastic Assessment Test (SAT). The ACT is preferred. After admission is determined, the Registrar will evaluate the student's college transcripts. Credit is awarded in general education proficiencies (writing, oral communication, mathematics, and information technology) and general studies program requirements (social science, natural science, religion, humanities, and language).

Elective credits are a third alternative. The minimum requirement for admission is a 2.5 overall transfer GPA.

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 70 semester credits will be accepted in a transfer from a two-year college. A maximum of 90 semester credits will be accepted in transfer from a four-year college/university. Transfer students may be required to submit scores from either the Scholastic Aptitude Test or the American College Test. They may also be required to submit their official high school transcript.

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. They must complete one semester satisfactorily at Concordia University before the award of transfer credit becomes final. Transfer credit may be awarded for each course in which the student received a grade of "C-" or better provided that the course is similar to one being given at Concordia University or is one which could be considered an elective. A student may receive a waiver of a course in which a grade of "D" was received at another college, but credit will not be granted. The Office of the Registrar will issue a statement showing the transfer credit allowed, established on the basis of an individual review of each student's transcripts.

Questions not answered by the above may be addressed to the Registrar.

Graduate and Adult Education undergraduate students are admitted under policies and procedures articulated in their individual catalogs.

INTERNATIONAL STUDENT

International students must be competent in the use of the English language; therefore, college-level reading, speaking, and writing of the English language are necessary. Admission requirements include the following: completed admission application, non-refundable application fee, documentation of TOEFL (Test of English as a Foreign Language) or the Michigan Test of Language Competency, academic record with official evaluation of foreign education credentials, completed Certificate of Financial Responsibility, and documentation of available funds.

GUEST STUDENT

Guest students are qualified high school students, high school graduates, or students enrolled in a degree program at another institution who take courses without being accepted by Concordia's Office of Admission. Registration is completed through the Registrar's Office. Student fulfillment of course prerequisites is required, if the student is taking course(s) for credit. A transcript is required to show evidence of meeting the prerequisite(s).

A high school student may attend Concordia (as a guest) if he/she provides a high school transcript indicating a cumulative grade point average of at least 3.00 and written approval from an advisor/official from his/her high school.

If the guest student is a high school graduate, high school and/or college transcripts are not required. A student who is enrolled in a degree program at another college or university may take any class authorized in writing (by that institution) if space is available. If the student is taking course(s) for credit they must satisfy necessary prerequisite(s). A transcript is required to show evidence of meeting the prerequisite(s).

Guest students are limited to eighteen total credits. Since guest students are not enrolled in a degree program at Concordia University, financial aid is not available.

Individuals not seeking college credit may audit courses if space is available. Audited courses are posted on an official university transcript, but no credit is generated, and the course cannot be used toward degree completion. The required forms are available in the Registrar's Office.

DEVELOPMENTAL AND CONDITIONAL ADMISSION

An applicant whose overall grade average is less than a C or whose grades and test scores indicate areas of academic concern is not eligible for regular admission. However, upon the recommendation of the Director of Enrollment and with the approval of the Admissions Committee, such applicant may be granted Developmental (for the high school graduate) or Conditional (for the college transfer) admission. In either category the individual is considered to be on academic probation. Failure to attain a C average (2.00 G.P.A.) during the development or conditional semester may result in dismissal.

SPECIAL 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. A person still attending high school may enroll as a special student in a course for audit or for credit after securing the approval of the high school principal and the University Registrar. 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 PLACEMENT

College credit may be granted for Advanced Placement courses taken in high school. Students who achieve a selection score of three or higher on the Advanced Placement Exam may be granted credit in comparable courses applicable to their college program. An official score report, sent directly from the testing company to Concordia, is required. On this basis, students may be exempt from a course otherwise required and may be admitted to the next course offered in that field. High school counselors may be contacted for more information about enrolling in Advanced Placement courses.

The Registrar maintains a list of the specific Advanced Placement Exams that are acceptable from these testing programs. The list includes test names, passing scores, the number of credits awarded if the test is passed, and equivalent Concordia courses if such exist. Partial credit for scores below the designated passing score will not be granted. Please contact the Registrar's Office or www.cuaa.edu for further information.

STANDARDIZED TESTS

Credits may also be earned through the following standardized testing programs:

College Level Examination Program (CLEP)
Defense Activity for Non-Traditional Education Support (DANTES)

An official score report, sent directly from the testing company to Concordia, is required. The Registrar maintains a list of the specific tests that are acceptable from these testing programs. For CLEP, the list includes test names, passing scores, the number of credits awarded if the test is passed, and equivalent Concordia courses if such exist.

Partial credit for scores below the designated passing score will not be granted. Please contact the Registrar's Office for further information.

CLEP EXAM OPTIONS

The Registrar's Office should be contacted to ensure that an applicant is eligible to take a specific exam. The following information applies only to students who are seeking academic credit from Concordia – Ann Arbor (CUAA). Please note that the following information is subject to change without notice.

According to faculty policy, the passing scores are usually those recommended by the American Council on Education. However, there are exceptions specified in the policy. Credit will not be awarded for exams taken in content where credit has already been earned. Credit will not be awarded for exams taken in the same content area at a lower level than previously earned credits. The applicant, in consultation with the Registrar's Office, is responsible for determining whether the credits earned through CLEP exams will be acceptable for meeting specific degree requirements. No partial credit is awarded.

INTERNATIONAL BACCALAUREATE (IB) CREDIT

A student seeking International Baccalaureate (IB) credit should have an official IB transcript sent directly to Concordia's Office of Admissions. Concordia University awards credit for IB Higher Level examinations passed with scores of 5 or above. For each accepted course, 3 or 4 semester hours of credit will be awarded. The total number of IB credits accepted by individual courses and the International Baccalaureate Diploma may not exceed a total of 16 semester hours of credit. Credit is not awarded for Standard Level examinations.

EARLY COLLEGE CREDIT PROGRAM

In partnership with Concordia University Wisconsin, our dual credit courses allow high school students to earn college credit, along with high school credit, while continuing their other courses and activities. Earning college credit while in high school can accelerate a student's degree completion and help students adapt early to the rigor of College level study. For additional information, please contact jenna.rayl@cuaa.edu or visit our website at www.cuaa.edu/highschool.

TUITION & FEES

As a private, not-for-profit educational institution sponsored by the Lutheran Church-Missouri Synod, Concordia University strives to provide the highest quality educational experience for its students at the lowest cost possible to insure the delivery of excellent educational services. The University provides and coordinates financial assistance to help students defray the costs of their educational endeavors. For more information on financial aid, see that portion of this catalog.

Tuition is the amount charged for a given class or set of classes, whether at a flat rate or per credit-hour cost. Fees may be one-time or recurring and are charged to a student account. Examples of these additional fees include, but are not limited to, fieldtrips, science, technology, and music labs. The Business Office may publish supplemental information detailing specific charges for tuition, fees, and other special fees or finance charges of the University. Fees and costs are subject to change without notice.

DEPOSITS

The tuition deposit of \$125 for a student in the traditional program is due once the student has been admitted and has decided to attend Concordia University. Additionally, all students wishing to live on-campus must make a \$100 deposit for room and board. These deposits are non-refundable unless the offer of admission is withdrawn by the University. The deposits are applied to the student's first semester balance.

REGULAR FEES

Please contact the Admission or Business office for current tuition and room and board charges.

ROOM & BOARD

The amounts paid for room and board provide a shared room and a meal plan. Single occupancy rooms may be available at an additional cost. All students living in campus housing must participate in the food service program of the University. Meal service is not available during the Fall Break, Thanksgiving Break, Christmas Break, Spring Break, Easter Break, and other campus recesses. Students living off campus may purchase individual meals or a commuter meal plan through the food service program or by informing the Director of Student Services.

PERSONAL EXPENSES

In calculating costs for the year, the student should include personal items such as laundry and dry-cleaning, clothing, books, school supplies, membership dues in organizations, contributions to church and charity, recreation, travel, special health needs and a small reserve for miscellaneous items. For cost of attendance purposes (in addition to tuition, fees, room and board) Concordia University assumes \$1,000 for books, \$1,000 for travel, and \$1,175 for miscellaneous personal expenses for the year.

SPECIAL FEES

Special Registration Fee

Students who register at any time other than the appointed registration period are assessed a special fee of \$15.00.

Graduation Fee

A fee is assessed to senior status students to cover graduation expenses, based on the current fee schedule.

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.

Student Teaching and Course Fees

An additional course fee is charged for Student Teaching. The fee is assessed at the current fee schedule amount. Any other course that carries a special fee will be listed in the course description.

Overload Fee

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

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.

Transcript Fee

A \$7.00 fee is charged for each official transcript provided. Copies of unofficial transcripts are available at no cost to the student.

Independent Study Fees

A fee will be assessed for independent study proposals to cover special instructional costs. A full-time student will be assessed \$125 per credit during the fall or spring semesters for independent study credits up to an 18 credit load. All fall or spring independent study credits which result in more than 18 credits in a semester are charged the current per credit fee. The student's account balance must be at zero to sign up for an independent study class.

Practicum/Internship Fee

In the fall and spring semester, practicum/internships will be assessed \$60/credits if the semester credits are over 18. If the semester credits are fewer than 18, there is no additional fee. A \$60 per credit fee will be assessed for summer practicum/internships.

HHP Class, Laboratory and Activity Fees

Additional charge for Labs & specialized activities may be applied where appropriate. These fees range from \$25.00-\$75.00.

WINTERIM TUITION

Full-time students attending both the fall and spring semesters are entitled to the Winterim offering at the current Winterim fee schedule per credit rate for up to 4 credit hours. Students who are not enrolled and are attending Winterim classes are not permitted to use housing facilities during this time. Room and board fees will be pro-rated for students desiring housing, but who do not live in the dormitory both semesters.

PAYMENT OF TUITION & FEES

The full payment of tuition and fees is required before the start of a given semester for undergraduate students, and at the start of a given session for graduate, and adult students. Payments are made to the Business Office located in the Student Services Building. Prior to each semester, the Business Office at Concordia University will provide a statement of the student's account including tuition and fees. If the student is receiving financial aid, and the Financial Aid Office has received all required documents to process aid, the "anticipated aid" will be subtracted from the "payment due" on the account statement to arrive at the revised balance due. This revised balance is due before the start of the semester or the start of the session depending program level. Students risk being dropped from classes if payment is not made or a payment contract arranged with the Business Office by the first day of class.

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

BUDGET PAYMENT PLAN

This plan allows a student to pay University fees in convenient monthly payments between May 1 and April 30. The cost of this plan is \$100. There are no other fees or interest charges.

Information concerning this Plan will be forwarded separately. Call Tuition Payment Plan (Sallie Mae) Toll-Free (800) 239-4211, e-mail paymentadvisor@slma.com, or visit www.cuaa.edu for information.

OUTSTANDING BALANCES AND COLLECTIONS

If a student obligation remains unsatisfied for 90 days, the University may assign the outstanding balance to an outside collection company. If the University assigns the past due debt to a collection agency, the debt collection amount will be increased to include reasonable collection costs authorized by law such as the collection agency's fee, interest, and attorney fees.

REFUNDS

Students who withdraw from the University will receive a pro-rated refund of educational fees and board fees, according to the following schedule (a week is considered Monday to Sunday):

During first week of classes.	80 percent
During second week of classes.	75 percent
During third week of classes.	60 percent
During fourth week of classes.	40 percent
During fifth week of classes.	20 percent
After fifth week.	none

Students who are charged for Summer and Winterim class but then withdraw will receive refunds on a pro-rated basis as follows:

During first day of class.	80 percent
During second day of class.	75 percent
During third day of class.	60 percent
During fourth day of class.	40 percent
During fifth day of class.	20 percent
After fifth day of class.	none

ROOM

Students who choose to live on campus will be required to sign a housing agreement effective for both the Fall and Spring semesters and have a room deposit on file. The deposit will be forfeited, in addition to any damages assessed and/or any outstanding balance owed to the University, if the student cancels prior to the midpoint of Spring semester. Students who withdraw from a room prior to or after the start of a semester will not receive any refund of the room fee.

BOARD

Students who choose to live on-campus will be required to select a per semester meal plan. Students who withdraw from their room after the start of a semester will be able to receive a pro-rated refund of meal plan fees according to the following schedule (a week is considered Monday to Sunday)

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

FINANCIAL AID INFORMATION

Concordia University seeks to make our high-quality Christian Liberal Arts education affordable for all who have the capacity and the desire to attain it. Financial assistance is available as need-based aid and also as merit-based aid. Additionally, there are scholarships available for students who meet specific program-based criteria. All of these awards are contingent on successful academic progress towards a degree.

For optimal results in obtaining financial assistance, students are encouraged to pay close attention to deadlines and instructions for each type of aid. A student who wishes to be considered for need-based financial aid assistance is required to submit the FAFSA (Free Application for Federal Student Aid). This application is available at www.fafsa.ed.gov. The application for upcoming school year is available January 1 of each calendar year. Early completion of this application will result in priority service.

The amount of need-based financial aid awarded is based on the data collected from the FAFSA. “Need” is equivalent to the Cost of Attendance (COA) minus the Expected Family Contribution (EFC). As a general rule, the primary financial responsibility lies with the student and his or her parents. Concordia University awards and administers a mixture of gift aid and self-help aid to help families cover this need.

HOW TO APPLY FOR AID

TO DO	WHO SHOULD DO IT	WHEN TO DO IT
Fill out the FAFSA for the upcoming award year at www.fafsa.ed.gov . Eligible males of at least 18 years of age must be registered with selective service to receive Federal funds.	All Students who wish to be considered for Federal and State student aid programs.	January 1- May 1 All students should complete the FAFSA by March 1 for priority service.*
Pay attention to messages about scholarships and grants that require applications and have hard deadlines.	All Students	Year round
Review award letters.	All Students	Upon receipt
Return any missing documents required to complete the packaging process.	All Students	As requested, normally within 30 days of the request.
Accept your award letter on the Portal	All Students	As soon as possible.
Complete Entrance Counseling & Master Promissory Note at www.studentloans.gov	First-time borrowers for the Direct Lending programs or students new to CUAA	Upon receipt of request

TO DO	WHO SHOULD DO IT	WHEN TO DO IT
Initiate Alternative Loans with student-selected lenders. Details vary. Check with Financial Aid Office for information.	Students who wish to use Alternative Loans.	3 month period leading up to any given term. The earlier the better for priority service.*
Maintain ongoing communication regarding changes and updates to financial circumstances, academic progress, and awarding.	All Student and Financial Aid Officers.	Year round
Review your CUAA email weekly for messages	All students	Year round

TYPES OF AID

Concordia University strives to offer sufficient financial aid resources to assist students in reaching their educational goals. The sources available are as follows:

GIFT AID

Scholarships

Some of the scholarship funding the University administers is assigned to students of outstanding academic achievement, as well as those displaying special fine arts or athletic abilities. Others are awarded according to program-based criteria. Students must be enrolled full-time to receive Concordia scholarships.

Additionally, all students are encouraged to apply for outside scholarships. These may come from local communities and congregations, as well as other organizations that support students who are pursuing Christian Liberal Arts degrees in various fields of study. Many such scholarships are listed on the internet at www.finaid.org.

Grants

Need-based Federal grants available to eligible students include the Pell Grant and the Supplemental Education Opportunity Grant (SEOG). Eligibility is based on results of the FAFSA review process.

Need-based Michigan state grants available to eligible students include the Michigan Competitive Scholarship Program and the Michigan Tuition Grant Program. Information about these funds is available at <http://www.michigan.gov/mistudentaid>. Eligibility is based on results of the FAFSA review process.

SELF-HELP AID

Loans

It may be necessary for students to borrow to finance their education. Students should use caution in borrowing and generally should not rely primarily on loans.

Concordia University participates in the Federal Direct Lending Program which offers three types of loans. For more detailed information about these loans, go to www.studentloans.gov.

- The Direct Subsidized Loans are need-based, interest free, and payment free while the student remains in school at least half time.
- The Direct Unsubsidized Loans can be used to replace family contribution but interest begins accruing immediately. The interest can either be paid while the student is in college, or capitalized. Direct PLUS

Loans may be requested by the dependent students' parents. A PLUS loan is limited to the total cost of education minus any other aid. Repayment of the PLUS loan begins while the student is still in school unless the parent requests a deferment until the student graduates.

- Federal PLUS loans enable PARENTS of dependent students to borrow funds to help pay for their child's college education. It may be used as a supplement to a Direct Loan. The PLUS loan is a credit-based loan. Parents may be denied based upon adverse credit histories. If the application is DENIED, the student becomes eligible to borrow additional unsubsidized Loan funds (\$4000 for Freshman & Sophomores, \$5000 for Juniors & Seniors). The maximum PLUS loan eligibility dollar amount, for a school year, is calculated by: Students total cost of attendance – Financial Aid = Max Loan eligibility \$. Parents can apply for PLUS loan online at www.studentloans.gov. When applying for PLUS loan online, please make sure to include the school code: 002247.

Additionally, Alternative Loans are available from private lenders. These loans are designed specifically for students but details and conditions vary from lender to lender.

Student Employment

Students who find it necessary to work to help pay for their expenses have opportunities to do so, both on the Concordia campus and in Ann Arbor places of business. To avoid an adverse effect on grades, it is suggested a student not exceed 15 hours of work per week.

Concordia participates in the Federal Work Study Program. A job fair is held at the beginning of each term to give students the opportunity to apply for Work Study jobs on campus.

Veterans Educational Assistance

Concordia University in Ann Arbor is approved as an educational institution at which students may receive veteran's benefits. Prospective students who have been in the Armed Forces should check with their local V.A. office for more complete details. They must file for benefits in Ann Arbor if they have made no prior claims. If a claim file has already been established, they should file with that particular V.A. office.

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 financial aid application should be filed with the Office of Financial Aid by March 1st for priority service. 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 January 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. Students must be making satisfactory academic progress as defined below and maintain at least a 2.00 or 2.50 grade point average depending on the scholarship.

FINANCIAL AID GOOD STANDING & SATISFACTORY PROGRESS POLICY

Concordia University Ann Arbor 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 policy is located in the Academic Catalog.

- A. **Good Standing:** A student enrolled in Concordia University Ann Arbor 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.
- B. **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 again every term. Students repeating a course will have the lower grade omitted for cumulative calculations. Students in graduate programs are required to have a cumulative GPA of 3.0.
- C. **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):

Bachelor's Degree:

Education, 5 years
All other programs, 4 years

Master's Degree: 3 years

- D. **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 E exists for those students whose aid eligibility is terminated. Students in graduate programs are required to have a cumulative GPA of 3.0.
- E. **Appeal Procedure:** Upon receiving a completed Satisfactory Academic Progress appeal form from a student whose financial aid eligibility has been terminated according to the provisions of section D, the

Director of Financial Aid may reinstate the student's eligibility. The appeal form will be sent to the students who were 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 including 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 student's 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. Students in graduate programs are required to have a cumulative GPA of 3.0.

- F. **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.

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.

LIBRARY

Zimmerman Library offers academic resources to support the academic work of students and faculty. Integral to locating and accessing these resources are the library's web pages. The web page allows access to the online catalog and numerous journal database subscriptions may be searched to retrieve needed resources. The library also offers interlibrary loan service to obtain books and articles not available at our library. Computer workstations, wireless access, laminating machines, and copy machines are available for student use in the building.

BOOKSTORE

Concordia University has an online bookstore accessible at <http://www.bkstr.com/Home/10001-202905-1?demoKey=d>. Spiritwear can be purchased in THE EGG on campus (see below) or online at <http://www.spirit2go.com/Concordia-s/2348.htm>.

COMPUTING FACILITIES

Concordia University has one student computer laboratory available for general usage located in the library and in use during library hours. Computer lab and e-mail access is free to all CUAA students and agree to abide by the university's ethical use guidelines established for computer users. All of our computers are connected to the internet. Concordia's labs provide a variety of popular software application packages. Students are allotted \$40 per semester

in printing fees; printing charges greater than \$40 will be charged to the student's billing account.

MAIL SERVICES

Individual mailboxes, located on the main level of the student union, are provided for all resident students at no charge. The student resident's mailing address (different than the "administration" address) is:

(Student's name)

MB # _____

4090 Geddes Road Ann Arbor, MI 48105

THE ACADEMIC RESOURCE CENTER (ARC)

The Academic Resource Center (ARC) supports Concordia students in the following areas:

Tutoring: Individual and/or group tutoring is available for all areas of study. Peer tutors assist students in mastering content and developing the study strategies needed to become successful learners. Online tutoring will also be available to students creating a virtual whiteboard that allows tutors and student to work on problems in a real time environment.

Writing: Writing consultants assist students with all aspects of the writing process, including generating ideas, researching, organizing, editing, and revising. Writing consultants focus on helping students to grow as writers.

Academic Success Skills: The ARC provides assistance to students desiring to develop study skills, such as time management, reading strategies, text books annotating, note taking, and test taking.

Disability Support Services (DSS) – DSS coordinates accommodations for students with disabilities in accordance with the university's compliance responsibilities under the law. Accommodation determinations for all students with documented disabilities will be made on a case-by-case basis.

ARC services are provided at no cost to Concordia students.

Students seeking academic assistance should stop by the ARC, located in the library or call 734-995-7470 for an appointment with a writing consultant or 734-995-7582 to schedule tutoring.

THE COUNSELING CENTER

The Counseling Center offers free, non-judgmental, and confidential counseling services to all Concordia students. We are located in the Kreft Center #219 and can be reached at 734-995-7316.

Counseling is an opportunity to share parts of yourself (that you choose) to gain insight and perspective as to "how you got where you are" and "how you get where you want to be." Some of the reasons individuals seek counseling services are: lack of motivation, procrastination, anxiety, stress, depression, relationship concerns or break-ups, academic difficulties, drug or alcohol use or abuse, eating or body image issues, loneliness, coping with grief, family problems, history of trauma or abuse (verbal, physical, emotional, sexual, etc...), and feelings of hopelessness and/or worthlessness. In addition, sometimes students simply want a non-biased person with whom to talk about ideas and /or experiences. People don't necessarily want to be "fixed." They want someone to listen. There is healing and comfort in vocalizing and hearing one's self talk about questions, concerns, and issues when one is not concerned about how the "listener" might respond. Clients regularly share how nice it is to have someone with whom to talk who doesn't have a close personal investment in the outcome as one might expect a friend or family member to have.

CAREER SERVICES

"Who am I?" and "What should I do with my life?" are two of the big questions students confront during their college years. The Center for Career and Life Calling (CCLC) helps students address these questions in pragmatic ways. The CCLC is located in the Student Services building, room 136, and can be reached by phone at 734-995-

7370 or 734-995-7368, or by email at careerservices@cuaa.edu.

Students experience career development activities throughout their time at Concordia, beginning their first semester in LA105, the Freshman Seminar. All freshmen complete professional career inventories to identify their interests, personality type, skills, values and other aspects of their God-given design; develop a Life Calling Map™ that organizes information about their design into a usable format; learn how to explore and reality test career options; and, create a resume, cover letter and LinkedIn profile to help them obtain internships. In subsequent years, students participate in career development activities through workshops, in-class presentations and personal career counseling from National Certified Career Counselors. These activities help students make good choices about their major and career path, as well as find internships to reality test career fields and gain valuable work experience. Seniors preparing for the college-to-career transition learn how to find both advertised and unadvertised jobs as well as how to market themselves well to prospective employers.

HEALTH & MEDICAL ASSISTANCE

The Student Services Office and Resident Hall Staff encourage and strive to promote good health among members of the student body. In order for students to engage in the optimal educational experience it is important that they maintain good health. Before arriving on campus there are steps that can be taken to ensure that good health and health care can be secured if necessary.

If a student cannot return to their primary care physician during the school year students are strongly encouraged to find health care providers in the Ann Arbor area. Health insurance companies can make recommendations to students and their families as to which physicians in the Ann Arbor area are covered within their policies. Students can contact those physicians for medical service if warranted. In addition, if a student is taking medication that must be continued throughout the school year, students should have a plan for filling of prescriptions prior to arriving on campus. It is recommended that students have with them the medications that they need, and know where and how those medications can be filled prior to arrival on campus.

All students are required to provide proof of medical insurance. Students not covered by a family or other insurance plan must enroll in the United Healthcare student plan.

Although CUA A does not have a health center on campus, it is conveniently located near a number of medical offices, many of which are within minutes of the campus. St. Joseph Mercy emergency room is less than a mile and a half away, and numerous large and small medical facilities are nearby.

STUDENT ID CARDS

All new students receive a picture identification card through the Student Life office in the Student Service Center. Students are expected to use the same ID card for the duration of their time at the university. Cards will be reissued at a cost of \$25 per card. Broken ID cards will be replaced at no charge. The student ID card allows students to access services in the cafeteria, library and gain entrance to their on-campus residence hall.

PERFORMING ARTS & ATHLETICS

THEATRE

Concordia University's theatre program offers productions each semester in the fully equipped Kreft Center Black Box Theatre. Auditions are open to any student in good academic standing. Leadership opportunities exist for students in direction, design, and scene shop work. Class offerings include the opportunity to study theatre production and in techniques in acting. The annual Boars Head celebration is a Concordia theatrical tradition that provides varied opportunities for students to work with others on and off campus.

MUSIC

Concordia Choir, Concordia Women's Chorale, ArborSong, Concordia Wind Ensemble, Brass Ensemble, Percussion Ensemble, String Ensemble, Chamber Music, and Jazz Ensemble are open to students and may be taken

for credit or audit. A pep band is also available during football and basketball seasons. Opportunities also exist to provide music for chapel services including singing, playing wind instruments, organ, piano, and participating in a praise band.

INTRAMURAL SPORTS

A wide range of activities are offered in an intramural program for both men and women. The emphasis is on participation and enjoyment for all students, regardless of ability level. These activities are individual or team based, (by residence hall or “choose-your-own” team). Activities include sports and games such as: dodgeball, flag football, basketball, ultimate Frisbee, and volleyball. Members of intercollegiate athletic teams are not eligible to participate on intramural teams in the sport in which they participate as an intercollegiate athlete.

THE KREFT ARTS PROGRAM: CONCERTS, SPEAKERS, EXHIBITS

A calendar of special events is scheduled annually through the Kreft Arts Program and the Student Services Office. Events include art exhibitions, touring performance groups, recitals and guest lectures. Concordia hosts visiting artists annually and brings to campus nationally and internationally prominent artists, musicians, and writers, who perform, conduct workshops, and interact with students in classes.

ATHLETICS

The intercollegiate athletic program at Concordia includes baseball, basketball, bowling, cheer, cross country, dance, dance and cheer, football, golf, soccer, softball, tennis, track and volleyball. All sports are governed by the National Association for Intercollegiate Athletics (NAIA).

STUDENT LIFE AND STUDENT LEADERSHIP

Concordia offers activities for students to broaden their social and cultural experience on campus. These activities serve to develop leadership in addition to enhancing student life. Opportunities include: student organizations, weekday and weekend activities, educational programming exploring topics such as diversity and relationships, and community service. Leadership opportunities include: Spiritual Life Representative, Resident Assistant, Senator, Transition Leader, and many more.

STUDENT SENATE & STUDENT ASSOCIATION

All enrolled students are members of the Student Association. Members of the Student Association elect representatives to the Student Senate and the Senate Executive Board. Student Senate gives a voice to students on campus and off campus to ensure that students get the most out of their time as a Cardinal. There are several councils and committees of the Student Senate which provide leadership in: student life, articulation and protection of students’ rights and responsibilities, quality of life in residential community, and spiritual development in one’s faith walk. The Student Senate is advised by a faculty member at CUA.A.

STUDENT ACTIVITIES COUNCIL

The Student Activities Council (SAC) schedules various activities and events throughout the school year including games, movie nights, dances and formals. SAC coordinates and works with the Student Activities and Retention Coordinator. Some of these functions are scheduled at off campus locations. These events are not open to the public. Students looking to bring an off campus guest should communicate with the Student Activities and Retention Coordinator.

STUDENT ORGANIZATIONS

CUAA has several registered student organizations available to students. Students are able to join Academic, Professional, Social, and Spiritual groups on campus. Current groups include:

- Black Student Union

- Early Childhood Society
- HAAB School of Business Club
- Life Team
- Longboarding Club
- Pre-Healthcare Professionals Club
- Pre-Seminary Student Association of Ann Arbor
- Table Tennis Club
- Wrestling Club

*If students are not interested in current group offerings, they are invited to start a new group. To learn more about this process, contact the VP of Student Senate to begin the application process.

THE CARDINAL'S NEST

Located in the Student Union building, the Cardinal's Nest provides an area for students to relax, purchase food or snacks, study, and watch television. Meal cards, as well as cash, can be used to purchase food. Hours of operation for the Cardinal's Nest are posted at the beginning of each semester.

THE EGG

THE EGG is Concordia University's spirit wear store. THE EGG provides more than just clothing! THE EGG is nestled in a corner of The Nest (get it?! Nest-Egg!) Open on week days THE EGG exists to serve the students and faculty of Concordia University. Do you have a sweet tooth? We have candy and gum for you. Do you have a headache? We have relief for you! Did you run out of paper, pens, highlighters, etc.? We can rescue you! Of course THE EGG has fun, fashionable, and affordable spirit wear and gear to support all of Concordia's Cardinal Crazies. Stop by THE EGG...look for black, white, and red all over.

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RESIDENTIAL LIVING

The Office of Residential Life exists to contribute to the development of each student to his/her full potential by creating a safe and supportive residential environment. This is accomplished through comprehensive programs for students living in university residence halls. Residence staff members help students adjust to the demands of

academic life, offer support and guidance, and promote the development of the whole person within the residential community through education, programming and activities.

Residential Life employs upper class undergraduates as resident assistants. The residential staff is supervised by an on-campus, professional staff consisting of the Director of Campus Life and a Resident Director in conjunction with the Student Life office. The residential staff is available to provide safety, advice, counseling and referrals for residents. Concordia's on-call system provides for 24 hours 7 days a week safety management in partnership with the office of Campus Safety.

LEADERSHIP TEAM

There are three residents in each residence hall who help provide support and guidance to the hall residents through the course of a year. The Resident Assistant (RA) is primarily responsible for creating community in this environment. He/she is responsible for programming within the hall, upholding community standards, referring students to other resources, and leading relationally. The Spiritual Life Representative (SLR) is responsible for guiding the spiritual life in the residence hall via evening devotions. The Senator is responsible for keeping residents informed of campus issues and decisions reached by the Student Senate.

RESIDENCE HALLS & FOOD SERVICE

All full-time traditional students are required to live in campus residence halls. Only continuing education students, married students, students who are 21 years and older or of junior class standing, or students who live with their parents or legal guardians are permitted to live off campus. The Director of Campus Life may grant exceptions to this policy. Private rooms may be available at an additional cost, pending space.

Rooms in the residence halls accommodate two students. Each student is furnished a bed, mattress, desk, desk chair, dresser, and a wardrobe. Students are expected to furnish their own blankets, sheets, towels, and personal articles.

All students living in campus housing must participate in the food service program of the university. Students with documented medical dietary may obtain a medical exemption from the Director of the Academic Resource Center. In rare instances that the food service cannot meet those needs, the student may be exempted from the food service program upon approval of the Director of the Food Service and the Director of the Academic Resource Center.

Concordia is a substance free environment and policies of alcohol and other drug usage on campus are articulated in the Student Handbook.

CAMPUS MINISTRY

Since the University's foundational and guiding principle is that "...in everything, Christ might be preeminent..." (Colossians 1:18c), Concordia offers a wide variety of daily and nightly worship and devotional opportunities to students, faculty, and staff, with many of them involving student leadership. Attendance is not required on Concordia's campus; instead the University strives to offer inspirational, enticing, and instructive services to all and in the best of Lutheran tradition.

While regular classes are in session, daily chapel services take place in the Chapel of the Holy Trinity, located in the center of campus, from 10:30am-10:50am, Monday – Friday. Daily chapel serves a vital role in fulfilling the mission of Concordia University to "develop students in mind, body, and spirit for service to Christ in the Church and world." When students participate in Chapel, they will experience a Christ-centered, consistently excellent, and engaging and participatory environment.

Many other campus ministry options, on and off campus, await student input and involvement. It is the community structure of the campus residential life which forms the spiritual and social basis of the campus community; which, in turn, equips graduates with a joyful, biblical, Christian worldview for a life of vocation, ministry, and service.

THE OFFICE OF INTERNATIONAL STUDENT SERVICES (OISS) & STUDY ABROAD

NATURE & SCOPE OF THE OFFICE

OISS provides students with opportunities to study away from the Concordia University campus. Concordia's students are eligible to participate in the Concordia University Systems Visiting Student Program, which allows them to spend a semester or two at another of the system's ten colleges. The Office is also responsible for coordinating and promoting international opportunities for the university community as well as distributing global education grants among students to encourage international study.

MISSION STATEMENT FOR INTERNATIONAL STUDY

The Office of International Study seeks to help students gain a global perspective and develop the ability to interact with people of other cultures within a quality academic program.

ELIGIBILITY FOR GLOBAL EDUCATION GRANTS

The Office of National & International Study will distribute a finite number of global education grants to students who meet, among others, the following qualifications: a full-time student; have earned 60 undergraduate or 21 graduate credits from CU; be a citizen or permanent resident of the United States; and participate in the international experience for university credit. Please check with the Office of National & International Study or its web page on CUW web site for complete information and/or an application.

SHORT TERM STUDY ABROAD OPPORTUNITIES

Short term study abroad trips are available and typically occur during 3 week terms in Winterim or Summer semesters. In addition to standard tuition rates, extra fees are assessed for travel, lodging, etc. Travel grants are available to qualified students. Please check the study abroad website for additional information (<https://www.cuw.edu/Departments/studyabroad/index.html>).

SUMMER TERM IN LONDON

Concordia also offers a three-week, intensive course in London, running concurrent with Summer Term 1 courses offered on campus. Students are housed in furnished apartments in south London, and the courses are taught by Concordia faculty. For more detailed information about the London Summer Term, contact the program director Dr. Mark Looker at lookerm@cuaa.edu.

ACADEMIC POLICIES

It is the student's responsibility to be familiar with all policies and procedures of the university. It is ultimately the student's responsibility to meet all graduation requirements. Academic policies and procedures are determined by the faculty to ensure the integrity of the academic program.

CLASSIFICATION OF STUDENTS

Full-time: Enrolled for 12 or more hours

Part-time: Enrolled for less than 12 hours

Degree: Seeking an Associate in Arts, a Bachelor of Arts, or a Bachelor of Science degree

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.

Part-time students are not eligible to participate in intercollegiate competition or to hold any campus office.

A student enrolled in a degree program must matriculate through admissions. Upon his/her acceptance, the University is committed to do all it can to help the student successfully complete his/her chosen program. Accordingly, each degree seeking student is assigned to an advisor.

A non-degree student wishing to change to degree status shall make application to the Director of Enrollment Services (cf. Special Admissions).

Classification is determined by the total number of credits completed including those accepted by Concordia from other college or university and is established as follows:

		COURSE LOAD FOR FULL TIME STUDENT		
		Minimum	Average	Maximum
Freshman	0 – 29			
Sophomore	30 – 59			
Junior	60 – 89	Regular Semester	12	15
Senior	90 – graduation	Winterim	2	3
		Summer	3	6
				9

Students will be required to pay the established rate per credit in addition to normal tuition for any enrollment for academic credit above 18 credits per semester.

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 behavioral are serious breaches of the academic contract. The ethics code of the university provides for due process, and grievance procedures are detailed in the Student Handbook.

REGISTRATION & RELATED POLICIES

Prior to each semester and before attending any class, Concordia University students must register and arrange for the payment of all tuition and fees. Dates and deadlines for registration are available from the Registrar's Office.

Registration is not final and complete until all obligations to the Business Office have been met or satisfactory arrangements have been made. Concordia University reserves the right to remove students from courses due to non-payment of tuition and/or fees.

Students will not receive credit for a class if they are not officially listed on the class roster prior to the registration deadline.

ADD, DROP, & WITHDRAWALS

For 15 week courses, students may drop/add courses through the first two weeks of the semester. After the first week of the semester, the instructor must approve any added courses. The student is encouraged to discuss this decision with the instructor and his/her academic advisor. Permit courses such as fieldwork, guided studies, independent studies, internships, music lessons, and senior projects can only be added by completing the required paperwork available in the Registrar's Office and obtaining the required signatures prior to the last day to add for the session. Athletes must have the Director of Athletics signature on Drop Forms before they can be processed in the Registrar's Office.

Adding a Course without Instructor's Signature

First week of classes

Adding a Course with Instructor's Signature

Second week of classes

Dropping a Course

First two weeks of classes

A student must withdraw from any class from the 3rd through the 10th week. This date will be announced for each semester by the Registrar's Office. The student is encouraged to discuss this decision with the instructor and his/her academic advisor. The student will have a grade of W indicated on her/his permanent transcript. The grade of W carries no academic credit and has no effect on grade point average calculation. Withdrawing from a course may have financial aid and athletic eligibility implications. Athletes must have the Director of Athletics signature on withdrawal forms before they can be processed in the Registrar's Office.

For self-paced or other individualized courses (except correspondence courses), the student must conform to the deadlines for 15-week classes in the semester when registration occurs. Guided studies, independent studies, and honors work fall within this category. The appropriate dean must approve exceptions to the above timeline.

The Registrar may drop or withdraw a student from a class at any time, with or without the student's consent, if the instructor confirms that the student never attended class or participated in any related learning activity. The student will have a grade of W indicated on her/his permanent transcript.

AUDIT

Auditing a course for no credit is available to undergraduate and guest students only. Undergraduate students may audit up to four credits per any 15-week semester. The instructor's signature is required to audit a course. Credit/Audit forms are available in the Registrar's Office. Music lessons cannot be audited. Each instructor may set his/her requirements to audit her/his class. If the requirements of the instructor are met, then the grade of "AU" is assigned. If the requirements of the instructor are not met, then the grade of "W" is assigned. Students may choose to audit a class though the day specified on the academic calendar. A grade of "AU" does not affect a student's grade point average and does not count toward credits attempted. However, it may result in a negative impact on financial aid and/or athletic eligibility. A student may change from credit to audit OR audit back to credit through the 14th day of the semester.

INDIVIDUAL INSTRUCTION & INDEPENDENT STUDY PROPOSALS

A course which has an approved syllabus but is not available during the time period required by the student to graduate may be taken as an individual instruction study with approval of the instructor and permission of the appropriate Dean and the Coordinator of Academic Operations. Students will be assessed an individual study fee of \$125/credit hour for courses which may be taken by the student at another time and therefore are considered electives in the student's academic plan. Certain criteria are required and applications are available in the Registrar's Office.

Independent study is a form of self-directed learning that goes beyond coursework that is offered at Concordia University and is pursued by a student following a written plan of study developed in consultation with a supervising instructor. Independent Study Applications are available in the Registrar's Office and must be approved by the appropriate Dean and the Coordinator of Academic Operations.

WITHDRAWAL FROM THE UNIVERSITY

Students who wish to withdraw from the University during a term must notify the Coordinator of Student Success & Retention. If withdrawal is authorized, the student will receive the notation "W" on his/her permanent academic record for each course in which s/he is good academic standing; for each course, in which the student is doing failing work, s/he will receive the notation "WF." In the event that a student is seriously injured/ill, receives an official leave of absence, or cannot continue for any acceptable reason, the student will receive a "W" in all registered courses. A student who discontinues attending classes without official permission to withdraw will receive a grade of "WF" for all registered courses.

All students who are dismissed for conduct/behavioral reasons are to leave the campus and remain away until permission to return is granted. Any deviation from this policy may result in forfeiting the possibility of readmission. Requests for exceptions are to be addressed to the Dean of Students.

Students dismissed for academic reasons are able to be on campus visiting unless otherwise noted in their dismissal. Students wishing to return to the University must wait at least one semester before re-applying for admission through the Office of the Admissions.

WINTERIM

Winterim offers students the opportunity either to explore topics not in their regular course of studies or to take courses that are part of their Core, major, or minor programs. Students pay a reduced per credit tuition for these three week January courses. 2-3 credits are typical; 4 is maximum.

CHANGE OF NAME OR ADDRESS

Students are to promptly notify the Registrar in writing of any change in name or address.

ACADEMIC ADVISING

Students in the School of Arts & Sciences will be assigned an academic advisor, among the faculty, in their chosen area of study. All students in the Haab School of Business and the School of Education will be assigned school specific advisors. All students should have a four year academic plan developed with their advisors by the end of their first year. Students may select a new advisor at any time by completing a Declaration of Advisor Form which can be obtained from the Registrar's Office and obtaining the signature of the new advisor.

FINAL RESPONSIBILITY FOR MEETING ALL GRADUATION REQUIREMENTS RESTS WITH THE STUDENT.

GRADING SYSTEM

Formal reports of the student's progress are available at the close of each semester. At mid-semester, a report of very low grades (D's and F's) is given to the student.

The following grade point systems is used in connection with these grades:

A — equals 4.00 points per credit	P — 0.0 points pass in pass-fail course, not computed in grade point average, credits counted.
A- — equals 3.67 points per credit	NC — 0.0 points, failure in pass-fail course, not computed in grade point average, no credit earned.
B+ — equals 3.33 points per credit	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.
B — equals 3.00 points per credit	WF — 0.0 points, withdrawn with penalty, is computed in grade point average. Given for withdrawal after the withdrawal deadline under unauthorized conditions.
B- — equals 2.67 points per credit	I — 0.0 points, incomplete, not computed in grade point average,
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 .67 points per credit	
F — equals 0.00 points per credit	

Quality points are allocated for each credit earned to provide numerical evaluation of a student's scholastic record. Quality points for each credit are assigned as indicated above. To determine quality points for a course, simply multiply the credit hours by the quality points allotted for the assigned grade.

To calculate a grade point average for courses completed by the student, the total number of quality points accumulated is divided by the total number of credits attempted for a letter grade (excluding the total number of credits for the following grades: AU, CR, I, NC, P, TR and W). Thus, if a student has earned 97.3333 points for 30

credits attempted, the cumulative grade point average is $97.3333 \div 30$ or 3.2444. When a course is repeated, the higher grade will be used in computing the grade point average. Repeat grades are used in the grade point average and total credits earned calculations for courses in which repeats are allowed for additional credit (e.g. music ensembles and advanced art courses).

The cumulative grade point average is calculated using coursework taken at Concordia University, approved courses taken through the Concordia University Visiting Student Program, and courses taken through the Study Abroad Program. In considering the admission of transfer students to teacher education, all grades, including transfer credits, may be used to evaluate major/minor/program grade point averages.

GRADE CHANGES

Once a course grade has been made available to the student, a change of that grade will be permitted on the following time basis:

For a course taught in the traditional semester format (Fall, Spring, or Summer) the grade change is to occur within three calendar weeks following the end of the given semester.

For a course taught in the non-traditional format the change is to occur within six calendar weeks.

The above policy does not apply to grades of Incomplete.

FINAL EXAM EXEMPTIONS

Exemptions to final examinations may be offered to students carrying an A for the course at the discretion of the instructor. First semester freshmen are not eligible for exemptions. Second semester freshmen and sophomores can be exempted from one exam per semester. Juniors and seniors can be exempted from no more than 2 exams per semester. If an instructor offers exemptions and students elect to take them, the instructor must submit the name of the course and the names of students taking the exemption to the office of the Coordinator of Academic Operations before the second last week of the semester.

INCOMPLETE GRADES

An incomplete grade given in any term (i.e., first and second semester, Winterim, Summer Session) becomes a failing grade if the work is not completed within three weeks after the end of the final examination period for that term or by the time agreed to between the instructor and student. Requests for extension of time to resolve an "I" grade will be approved only when the instructor is satisfied that circumstances prompting the request justify waiving this three-week policy. In unusual circumstances, beyond the control of the student and the approval of the instructor, incomplete grades can be held for one semester.

ACADEMIC STANDING, PROBATION, & DISMISSAL

In general, a traditional undergraduate student is considered in good academic standing if s/he maintains a cumulative grade point average (GPA) of 2.0 or higher. Academic standing is assessed at the end of each semester. When a student's cumulative GPA dips below 2.0, s/he is placed on academic probation. The student remains on probation if subsequent semester GPAs are 2.0 or above, but his/her cumulative GPA remains below 2.0. However, if at any time on probation, the student's semester GPA again dips below 2.0, s/he will be dismissed from the University. Furthermore, students must have a 2.0 GPA or higher in order to graduate. It should be noted, however, that some undergraduate programs have their own standards for academic good standing and program completion, which work in conjunction with the aforementioned general standards.

Appeal Process

Traditional undergraduate students who are dismissed from a particular academic program, but not from the University, may appeal their dismissal within the process established by their program. Students who are dismissed from their program and whose appeal was denied by their program may only appeal to the Academic Office if they believe that their program's appeal process was not properly followed. If that is the case, the student will present an argument in writing to the Academic Office. The Coordinator of Academic Operations will examine the request, and if s/he ascertains that due process was not followed, s/he may return the appeal to the program for

reconsideration. This decision will be communicated to the student within 10 working days of receiving his/her request.

Students who are dismissed from the University may schedule an appeal with the Traditional Undergraduate Academic Appeals Committee (TUAAC) through the Academic Office. In advance of their appeal appearance, students must send a letter to the Academic Office that explains why they were not successful and what they plan to do to improve their academic performance should they be readmitted. In most cases, the TUAAC will render a decision immediately after meeting with the student. Students who lose their appeal must sit out at least one semester, after which they may re-apply for admission. Their re-application will be enhanced if they can demonstrate academic success at another school in the intervening period. The TUAAC on the Ann Arbor campus consists of the Coordinator of Academic Operations (who chairs the committee), the Asst. Registrar, the ARC Director, the Coordinator of Student Success and Retention, the Dean of Students, the student's academic advisor, and one of the student's instructors.

All dismissed students may appeal a decision to the Chief Administrative Officer (if at Ann Arbor) in writing within 5 working days of the decision only if they can demonstrate that due process was not followed.

ACADEMIC DISHONESTY POLICY

- 1) **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.
- 2) **Second instance:** The faculty member determines the penalty, and the Coordinator of Academic Operations or designee connects with the student at which time additional sanctions may be imposed.
- 3) **Third instance:** The faculty member determines the penalty, and the Academic Conduct Board (ACB) meets with the student at which time additional sanctions may be imposed, including suspension or expulsion. The ACB consists of the Coordinator of Academic Operations, the Dean of Students, and the campus Dean of the School in which the student resides. If the student is an adult learner, the appropriate Center Director joins the ACB. If the student is a graduate student, the appropriate Program Director joins the ACB. The decision of the ACB is final.

Appeal Process

Students may appeal a faculty-issued academic dishonesty decision or penalty in writing to the Campus Dean of the School in which the course was offered within 15 working days of receiving the report. S/he will consider the appeal and render a decision within 10 working days of receiving the appeal and issue a written response to the student.

GENERAL ACADEMIC GRIEVANCES

The steps listed below are to be carried out with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-face meetings are encouraged throughout the process, but may not be possible because of the situation.

- Step I:** The student meets with the instructor to resolve the matter informally.
- Step II:** If the student is not satisfied, s/he may file a written complaint with the campus Dean of the School in which the course was taught within 10 working days of receiving the step I report. The campus Dean will render a decision and send a written response to the student and the instructor within 10 working days of receiving the grievance.

CLASS ATTENDANCE

It is expected that a student enrolled in a course will attend class regularly. Registration assumes that the student is not merely interested in receiving credit for the class but wishes to contribute to it as well. Program policies or individual faculty members will specify attendance policies and/or requirements, which may affect grades. Absences due to participation in university events do not exempt students from meeting course requirements and class expectations.

TRANSFER OF CREDIT

A student entering with advanced standing must have an official transcript sent directly to the Office of Admission from each collegiate institution previously attended. Official transcripts are required for an accurate evaluation of transfer credits. For transfer credit, Concordia University will consider college-level credits originally earned at any regionally accredited institution of post-secondary education or through the military services (as recognized by the American Council on Education). Credits accepted by Concordia's Registrar may be used toward university-wide requirements, and they must be approved by the appropriate department to fulfill program/major/minor requirements. No credits from courses with grades below C- (1.6667) will be accepted for transfer. Grades of "pass" or "satisfactory" or any similar term will be considered as C- (1.6667) or better unless the official transcript indicates a different policy at the originating institution. Only the grades for transfer credits earned under an articulation agreement may be entered on the student's transcript. Grades for general transfer credits are not recorded on the Concordia transcript but may influence grade point averages for some programs/majors/minors and financial aid.

After a student is enrolled at Concordia, courses taken at other regionally accredited institutions should be approved in advance and in writing through the Registrar's Office.

TRANSCRIPTS

An "Official" transcript is one bearing the seal of the University and the signature of the Registrar or his/her representative. Official transcripts are typically mailed directly to institutions or persons considering the applicant for admission or for employment. Official transcripts are provided at the student's request at a fee (per copy) as determined by the University. The current official transcript fee can be obtained by referring to the official Transcript Request Form (www.cuaa.edu) or by contacting the Registrar's office.

An "Unofficial" transcript is one given, at no additional cost, to the student whose credits are listed thereon and is marked "unofficial" or "student copy." Concordia University accepts no responsibility for the accuracy of an unofficial transcript after it has been issued.

Federal regulations require the student's signature before the record can be released. You can access the Transcript Request Form by visiting our website: www.cuaa.edu

CORE CURRICULUM TRANSFER CREDIT

A transfer student who enrolls as a full-time baccalaureate student and has partially completed traditional general education requirements shall complete the remaining core requirements with courses from Concordia's Core Curriculum. Exceptions can be granted only through Michigan Uniform Undergraduate Guest Applications or a Petition for Substitution with the appropriate signature(s) of approval (both forms are available at the Registrar's Office). An evaluation of transfer credit is done by the Registrar. Courses to complete core curriculum requirements are selected when preparing a degree completion plan with an academic advisor.

CREDITS EARNED DURING MILITARY SERVICE

Veterans may receive appropriate credit for education preparation and experience acquired while in the armed forces. A veteran with an honorable discharge from active duty can receive such credit in accordance with the recommendations of the American Council on Education. Veterans should contact the Registrar's Office for assistance and should submit a copy of their DD214 and an official military transcript (AARTS-Army, SMART-Navy/Marines, and Community College of the Air Force).

GUEST CREDITS

Current students wishing to supplement Concordia's curriculum offerings may attend other colleges on a part-time basis as a guest student. Written approval from the Registrar is required before enrolling in courses outside of Concordia University. Michigan Uniform Undergraduate Guest Applications for all Michigan colleges and universities are available. The student is responsible for tuition charges and coordinating registration at the guest institution. These credit hours are not considered part of the student's Concordia course load, unless a signed consortium agreement is executed through the financial aid office or an articulation agreement exists between the two schools. The student must request an official transcript to be mailed back to Concordia upon completion of the course.

EARNING AN ADDITIONAL BACCALAUREATE DEGREE

Anyone who has already earned a baccalaureate degree from Concordia University or any other regionally accredited college or university may apply for admission to seek an additional baccalaureate degree under the following conditions: The student must meet all degree requirements (including general studies) with the exception of the requirement for 126 credits; however, the student must earn at least 30 credits (beyond those used for any previous baccalaureate degree) at Concordia University.

Any major or minor included in a previous degree cannot be included in the new degree; however, a previous minor can be the basis for a new major.

THE DEAN'S LIST

The Dean's List for the University is composed each semester of those full time student(s) who have a semester grade point average of 3.6 or above. At least 12 of the semester credits must earn letter grades other than P, NC, AU, I, or W to qualify.

GRADUATION WITH HONORS

Honors graduates receiving undergraduate degrees are acknowledged at commencement by gold-colored honor cords worn with the graduation gowns, by public announcement as they cross the stage, and also noted in the commencement program. These honors will also be designated on the student's academic record and diploma upon graduation.

Designation as an honors graduate requires that the degree candidate have completed at least 60 credit hours at Concordia University, and have at least a 3.60 cumulative GPA. Cumulative grade point averages are based on coursework taken at Concordia University, approved courses taken through the Concordia University Visiting Student Program and the courses taken through the Study Abroad Program. The specific honors levels are as follows:

- 3.60 - 3.79 GPA = Cum Laude
- 3.80 - 3.89 GPA = Magna Cum Laude
- 3.90 - 4.00 GPA = Summa Cum Laude

Honors announced during the "commencement ceremony" will be determined based on the GPA at the end of the fall semester. Honors for "transcript entry" are determined at the end of the final semester. While the number of credit hours earned during the graduation term does not affect the determination of graduation honors for recognition at Commencement, quality points earned during the graduation term are considered in calculating the final GPA which determines the graduation honors for the transcript. Therefore, any announcements made at the ceremony are tentative and subject to change.

GRADUATION

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

1. accumulated a cumulative grade point average of 2.00 or better for all credited work completed at

Concordia.

2. earned a minimum of 36 semester credits of academic work on campus, at least 12 of which should be in the major, and have spent the last two semesters in residence including the one immediately prior to graduation. Residence is defined as registration for course work.
3. filed application for candidacy before registering for the final semester.
4. satisfied any program specific requirements.
5. met all financial obligations to the University
6. every candidate is expected to attend graduation exercises. Requests for excuse in extenuating circumstances should be directed to the Registrar.

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

1. a cumulative grade point average of (2.00) or better for all credited work completed at Concordia University.
2. completed all necessary degree requirements for the program in which the student is enrolled.
3. spent at least two semesters in residence, including the one immediately prior to graduation. Evening division degree candidates need not meet residency requirements, but instead must complete a minimum of 18 semester hours of academic work on campus.
4. filed application for candidacy before registering for the final semester.
5. met all financial obligations to the University.
6. every candidate is expected to attend graduation exercises. Requests for excuse in extenuating circumstances should be directed to the Registrar.

Students must be enrolled in sufficient course(s) during their final semester at CU to anticipate receiving their degree.

PARTICIPATION IN GRADUATION

Undergraduate and graduate students will submit an application to graduate at the time of registering for their final academic semester of coursework, not including their student teaching or family life internship semester. CUAA has one commencement ceremony in May of each year. Students who have earned a minimum of 102 credits of degree requirements at the end of the fall semester and who meet the minimum grade point standards for their degree program are eligible to participate in the commencement ceremony.

Occasionally, students finish all of their degree requirements well before the next degree conferral date. Under these circumstances, the student can request, from the Registrar's Office, a formal letter of certification verifying that all degree requirements have been met and the expected date of degree conferral. These letters are provided to the student directly, to employers or admissions offices. Students who request a letter of certification must also provide the name, title, and address of the party to whom it will be sent.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Concordia University establishes relationships with its students based on their status as emerging adults, and is committed to fostering their development and self-direction. In this situation, the university expects that its students will assume primary responsibility for their education and well-being. Concordia University also recognizes its obligation to the parents of its students to act in the students' best interest.

In defining the terms of its relationship with students and parents, the university's actions are informed by federal and state law, including the federal Family Educational Rights and Privacy Act (FERPA). This act ensures that most communication between a student and the university is considered confidential, and that such information about a student's experience can be shared with the parents of an individual student only under very specific circumstances as defined by federal law. All rights accorded a student under this law take effect at the time of enrollment in a post-secondary educational program regardless of the student.

The purpose of the Family Educational Rights and Privacy Act (FERPA) is to protect the confidentiality of student educational records. Educational records are those records directly related to students and maintained by an

institution or a party acting for the institution. Personally identifiable student information is protected by FERPA. Violations of FERPA place the University at risk. The penalty for noncompliance can be withdrawal of Department of Education funds from the institution. In addition, disclosure of student information could subject both the University and the individual disclosing the information to criminal and civil penalties. One of the main emphases of FERPA is that personally identifiable information may not be released without prior written consent from the student. However, the university is permitted to disclose student information without written consent to “school officials” whom the institution has determined have a legitimate educational interest. Although a person has been designated as a “school official”, he/she does not have inherent rights to any and all education record information. Additionally, the school official must demonstrate a legitimate educational interest as opposed to a personal or private interest and such a determination must be made on a case by case basis. Disclosure to a school official having legitimate educational interest does not constitute authorization to share that information with a third party without the student’s written permission.

All individuals who are attending or have attended Concordia University have certain rights with respect to their educational records.

These rights include:

- Right to review and inspect their educational records;
 - Right to request the amendment of their educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of their privacy or other rights;
 - Right to have some control over disclosures of personally identifiable information contained in their educational records, except to the extent that FERPA authorized disclosure without consent;
 - Right to file with the U.S. Department of Education a complaint concerning alleged failures by the University to comply with the requirements of FERPA;
 - Right to obtain a copy of the University’s Policy and Procedures for FERPA
1. An educational record is defined as any record (in handwriting, print, tapes, film, or other medium) maintained by Concordia University or an agent of the university which is directly related to a student, except:
 - Records kept by instructional, supervisory, administrative and certain educational personnel which are in the sole possession of the maker of the records and are not accessible or revealed to any other individual except
 - A substitute who performs on a temporary basis the duties of the individual who made the record;
 - Employment records of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual’s employment;
 - Alumni records which contain information about a student after he or she is no longer in attendance at Concordia University and which do not relate to the person as a student.
 2. Requests by students for access to or copies of their educational records must be made to the Registrar’s Office.

Access to educational records will be permitted by third parties only under the following conditions:

- The student has given written consent to release the record;
- The individual or agency requesting information is included under Section 99.31 of the Federal Regulations, which permits release of an education record without the student’s consent. Section 99.31 permits release to the following organizations or individuals, without the students consent:
 - To Concordia University school officials who have a legitimate educational interest;
 - To certain official of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state of federally supported education programs;
 - In connection with a student’s request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions or the financial aid, or to enforce the terms and conditions of the aid;
 - To third parties requesting designated “directory information”

- To accrediting organizations;
 - To parents of an eligible student who claim the student as a dependent for income tax purposes. The University may require copies of the most current income tax returns to verify dependent status;
 - To comply with judicial order or subpoena; provided that a reasonable effort to notify the student is made in advance of compliance;
 - To an alleged victim of any crime of violence or the results of any institutional disciplinary proceedings against the alleged perpetrator of that crime with respect to that crime;
 - To organizations conducting studies for the University;
 - To appropriate parties in a health or safety emergency.
 - To military recruiters per the Solomon Amendment
3. Directory information will be defined as a student's name, addresses (including permanent, local and e-mail), telephone numbers, date of attendance, class level, photographs, birth date and place of birth. Previous institutions attended, major field of study, awards, honors, degrees conferred, full/part time status, number of credit carrying in current semester. Past and present participation in officially recorded athletic and co-curricular activities, physical and other similar information which would not generally be considered harmful to a student, or an invasion of privacy if disclosed. Students may prevent the release of directory information by completing the appropriate Request to Prevent Disclosure of Directory Information form that is available in the Registrar's Office. This notification will remain in effect until the student informs the Registrar's Office in writing to remove the block to designation and disclosure.
 4. A school official will be:
 - A person employed by the institution in an administrative, supervisory, academic, research, or support staff position carrying out an institutional responsibility;
 - A person serving on an institutional governing body;
 - A person employed by or under contract to the institution to perform a special task, such as an attorney, auditor or lending agency.
 5. A legitimate educational interest will be defined as a need of a university official to know the contents of an educational record in a context that is related to a university objective and is not in conflict with state or federal law of the university policy. The custodian of the educational record requested must decide the legitimacy of each request for information. If there is any doubt or question regarding the request, the custodian should withhold disclosure without either written consent of the student, concurrence of appropriate institutional officials, or approval of the immediate supervisor. Employees in offices containing educational records must be instructed to determine legitimate educational interest before an educational record is released in all cases.
 6. Any student worker that may have access to records, which contain individually identifiable information, will be required to sign the Student Worker Statement of Understanding FERPA.
 7. A notification entitled "Concordia University Notification of Rights under FERPA and the Directory Information Public Notice" will be made available to all students annually. In addition, students' rights are outlined in the university catalog and handbook.
 8. Responsibility for administering the Act has been assigned to the Family Policy Compliance Office within the Department of Education. This office reviews and investigates complaints and attempts to bring about compliance through voluntary means. The penalty for noncompliance with Federal regulations can be withdrawal of Department of Education funds from institutions, but action to terminate funding generally will be taken only if compliance cannot be secured by voluntary means.

ACADEMIC PROGRAMS

ACCREDITATIONS & AFFILIATIONS

Concordia University is a member of The North Central Association of Colleges and Schools. North Central granted initial accreditation of Concordia's program in 1968. The North Central Association most recently reviewed the expanded academic program in 2011. Accreditation of the four-year program has been in effect since July 1976 and the graduate program since 1999. In addition, Concordia University is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and its business school is accredited by the International Assembly for Collegiate Business Education (IACBE). Documents are on file in the Office of the Vice President, Academics and may be reviewed by appointment.

Concordia holds membership in: the Lutheran Educational Conference of North America; the Association of Independent Colleges and Universities of Michigan; the National Association of Independent Colleges and Universities; the American Council on Education; the American Association of Collegiate Registrars and Admissions Officers; the Michigan Association of Collegiate Registrars and Admissions Officers; the American Association of Higher Education; the Michigan Association for Colleges of Teacher Education; the National Research Center for College and University Admissions; the National Association of Christian College Admissions Personnel; the Lutheran Admission Counselors of the Missouri Synod; the Association of Lutheran College Faculties; the National Christian College Athletic Association; and the National Association of Intercollegiate Athletics.

Concordia University is a member of the Concordia University System - a consortium of the ten colleges and universities nationwide of the Lutheran Church-Missouri Synod. When students enroll at one Concordia campus, they are also enrolled in the Concordia University System through a process called simultaneous enrollment. This provides qualified students with the opportunity to participate in the visiting student program, which allows up to two semesters of study on another Concordia campus. In addition, students in the Concordia University System may use all of the computer, communication, and video technologies which allow students on one campus to participate in selected courses on other Concordia campuses.

Concordia University Wisconsin is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Revisions in degree requirements and academic regulations take effect on the first day of July following their adoption by the faculty and the Board of Regents. Students at Concordia University will normally follow the degree requirements and academic regulations in effect at the time of their admission; however, a student who changes a major, minor, or program may be required to follow the requirements in effect at the time of the change. Such a decision would be based on the availability of required courses and may be appealed to the appropriate dean. Revised requirements by government agencies or certification associations may influence the student's degree requirements regardless of previously stated requirements.

Students are expected to read the regulations of the University and to conform to them. The student, not the University or any member of the faculty or staff, is responsible for meeting the requirements for a degree. Petition forms for the substitution or waiver of a requirement are available from the Registrar and must be approved.

Registration and payment of fees imply an agreement by the student to conform to regulations of the University. Failure to meet obligations to the University, financial or otherwise, will be cause for refusal to issue a degree, transcript, and/or diploma.

FINAL RESPONSIBILITY FOR MEETING ALL GRADUATION REQUIREMENTS RESTS WITH THE STUDENT.

THE BACCALAUREATE DEGREE

DEGREE REQUIREMENTS

1. Earned 126 credits, 36 of which must be taken at Concordia University, and at least 12 of which are in the chosen major.
2. Accumulated a cumulative grade point average of 2.00 for all credited work at Concordia.
3. Must pass at least 2 courses with the designation writing-intensive (w).
4. Satisfy any program specific requirements.

All students must complete the following requirements described below to earn a bachelor's degree.

1. **The Core Curriculum** - 48-51 credits

2. **Major** - minimum of 30 credits

Accounting	Exercise Science	Music Education (K-12)**
Art	Family Life	Nursing RN-BSN Completion
Art Education (K-12)**	Finance	Physical Education**
Athletic Training	Hospitality & Event Management	Pre-Seminary Studies
Biology	Individualized	Psychology
Business Communication	Integrated Science**	Public Relations
Business, General	Language Arts**	Radiologic Technology
Christian Thought	Liberal Arts	Secondary Education**
Computer Science	Liberal Arts-Business Entrepreneurship	Social Studies
Criminal Justice & Public Policy	Management	Sport & Entertainment Management
Diagnostic Medical Sonography	Marketing	Theological Languages
Early Childhood Education**	Mass Communication	Theology
Elementary Education**	Mathematics	
English	Music	

**Majors available to School of Education students only

3. **Minor** – minimum of 18 credits (only required for students whose majors designate a minor requirement)

Accounting	English	Physical Education**
Adolescent Studies	Entrepreneurship	Physical Science
Art	Exercise Science	Physics
Biology	Finance	Psychology
Business Communication	History	Public Relations
Business, General	Hospitality & Event Management	Social Studies
Chemistry, General	Human Resource Management	Sociology
Child Life Specialist*	Language Arts**	Sport & Entertainment Management
Children's Ministry*	Management	Theological Languages
Christian Thought	Marketing	Theology
Community Services*	Mathematics	Worship Arts Leadership
Computer Science	Mass Communication	Youth Ministry*
Early Childhood Education**	Music Youth Ministry*	
	Philosophy	

*Family Life majors only

**Minors available to School of Education students only

4. **Electives**: to reach a minimum of 126 credit hours; which is the required minimum to receive a bachelor's degree from Concordia University.

ASSOCIATE IN ARTS DEGREE (A.A.)

1. CORE CURRICULUM -- 36 crs.

Liberal Arts Preparation — 3 crs.

LA105 Freshman Seminar

Theology — 6 crs.

REL100 The Bible

REL110 Christian Faith

Communications — 6 crs.

ENG104 Introduction to Writing

COMM105 Public Speaking

Social Science — 3 crs.

PSY101 General Psychology or SOC101

Introduction to Sociology or COMM201

Interpersonal Communication

Humanities — 6 crs. (Choose Two Areas)

HIST103 History or ENG103 Literature or Creative Arts Elective

Cross Culture Course — 3 crs.

GEOG220 Cultural Geography, Non-Western History, OR Foreign Language

Science elective (with Lab) — 4 crs.

Mathematics/Computer Science elective — 3 crs.

Physical Education — 2 crs.

HHP100 Introduction to Lifetime Fitness

HHP1xx Physical Education Activity elective

2. PROFESSIONAL COLLATERAL -- Minimum 27 crs.

THE CORE CURRICULUM (A LIST OF CLASSES THAT FULFILL THE CORE REQUIREMENTS IS AVAILABLE IN THE REGISTRAR'S OFFICE)

THE COMMON CORE – ALL STUDENTS TAKE THESE COURSES FOR A TOTAL OF 15 CREDITS

Writing – 3 crs.

ENG104 Introduction to Writing

Bible Content – 3 crs.

REL100 The Bible OR

REL201 The Old Testament & REL203 The New Testament (for church work students)

Christian Doctrine – 3 crs.

REL110 OR

REL204 Biblical Theology (for church work students)

Civilization & Worldviews: History – 3 crs.

HIST103 History

Civilization & Worldviews: Literature – 3 crs.

ENG103 Literature

THE NARRATIVE CORE – IN EACH CATEGORY, STUDENTS CHOOSE ONE COURSE FROM EACH CATEGORY FOR A TOTAL OF UP TO 15 CREDITS

Communications – 3 crs.

Culture – 0-3 crs.

Citizenship – 3 crs.

Philosophical Foundations – 3 crs.

The University Experience – 3 crs.

LA105 Freshman Seminar (required for all incoming freshmen)

THE ELECTIVE CORE – STUDENTS CHOOSE ONE OR MORE COURSES FROM EACH CATEGORY FOR A TOTAL OF 21 CREDITS

Mathematics – 3 crs.

Creative Arts – 3 crs.

Language – 3 crs.

Physical Development – 2 crs.

HHP100 Introduction to

Lifetime Fitness (1 cr; required for all students)

Lab Science – 4 crs.

Social Science – 3 crs.

Theology elective – 3 crs.

WRITING INTENSIVE (W) REQUIREMENT - 6 CREDITS (A LIST OF 'W' COURSES IS AVAILABLE IN THE REGISTRAR'S OFFICE)

All students will complete two writing intensive courses designated with a “(w)” at Concordia University. These courses are not transferable and include writing instruction that goes above and beyond regular coursework. Writing intensive courses are often, but not always, part of the required courses in a major, minor or program. When a writing intensive course is applied to the requirements for a major, minor or program, the general studies writing intensive requirement is fulfilled and the credits are applied to the major, minor or program.

THE ADVANCED TRANSFER CORE

1. All students holding an accredited Associate Degree will be granted Advanced Transfer status.
2. Students presenting at least 63 acceptable transfer credits from an accredited college (but not holding an associate degree) will be granted Advanced Transfer status.

TRANSFER CORE REQUIREMENTS -- 31 CREDITS.

Social Sciences — 9 crs

(History, political science, sociology, psychology, anthropology, cultural geography, cross-cultural studies, economics)

Humanities and The Arts — 6 crs

(Literature, music, art, drama, dance, philosophy)

Mathematics and Communication — 6 crs

Writing Course – 3 crs

(Speech, foreign languages, linguistics, computer languages, sign languages, mathematics)

Theology — 6 crs.

REL100 The Bible (non-church work students only)

REL110 Christian Faith (non-church work students only)

Lab Science — 4 crs.

(Biology, chemistry, geology, geography, astronomy, physics or physical geography with a lab)

RESERVE OFFICER TRAINING CORPS (ROTC)

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 the University of Michigan. 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. CUAA students will register for AFROTC classes as guest students at the University of Michigan and those credits taken will be fully transferrable back to CUAA as elective credits.

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 Lieutenant Colonel Robert Bement at the University of Michigan (734)-764-2403.

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 the University of Michigan. This program prepares Concordia University students for commissions in the U.S. Army, Army National Guard, or the U.S. Army Reserve. The Army offers a number of scholarship opportunities to Concordia University students enrolled in the ROTC program. These scholarships are awarded on a competitive basis and can be applied to tuition expenses at Concordia University. CUAA students will register for AROTC classes as guest students at the University of Michigan and those credits taken will be fully transferrable back to CUAA as elective credits.

Prospective students interested in the Army ROTC program are encouraged to visit the Army ROTC website www.armyrotc.com, the University of Michigan Army ROTC website www.mu.edu/rotc/army/html, or contact the ROTC recruiter Peter Drake at pedrake@umich.edu.

COOPERATIVE PROGRAMS

Concordia University enables students to enrich their academic preparation by taking courses at other higher education institutions with which CU has a written agreement. Consult the Registrar's Office for eligibility and guidelines.

PROGRAM CHANGES

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

THE INDIVIDUALIZED MAJOR & MINOR

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

An exception to the requirement of a readymade 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 Coordinator of Academic Operations. If approved, a copy of the plan must be filed in the student's records by the Registrar.

SCHOOL OF ARTS AND SCIENCE

HUMANITIES & FINE ARTS

ART

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. Art majors experiment with a variety of materials and techniques to encourage artistic and cognitive growth while mastering media as means of personal expression. A number of courses are taken at nearby Washtenaw Community College (WCC), which offers excellent additional facilities. A minor in Business is strongly recommended to help students develop the skills they will need to channel their talents into a successful career.

ART MAJOR, 62 crs.

Required Courses:

GDT 108 Photoshop Graphics (WCC)	3 crs.
ART 145 Drawing for Art Majors	3 crs.
PHO 111 Photography I (WCC)	4 crs.
ART 210 3D Design	3 crs.
ART 230 Printmaking I	3 crs.
ART 245 Drawing II	3 crs.
ART 258 Ceramics I	3 crs.
ART 275 Sculpture I	3 crs.
ART 280 Living with the Arts	3 crs.
ART 341 Painting I	3 crs.
ART 382 20th Century Arts and Culture	3 crs.
ART 385(w) Art History I	3 crs.
ART 386(w) Art History II	3 crs.
ART 450 Senior Portfolio/show	1 cr.

ART MINOR, 24 crs.

Required Courses:

ART 145 Drawing for Art Majors	3 crs.
ART 210 3D Design	3 crs.
ART 245 Drawing II	3 crs.
ART 280 Living with the Arts	3 crs.
ART 382 20th Century Arts and Culture	3 crs.
ART 385(w) Art History I	3 crs.
ART 386(w) Art History II	3 crs.
ART XXX Studio Elective	3 crs.

The Art minor does NOT require an area of specialization.

Art majors must complete 2 specializations of 6 credits each of advanced study in 2D and/or 3D. See below.

Art majors must also complete 9 credits of electives in addition to the specializations. Electives may be used to extend an area of specialization.

Students select studio specializations in Painting, Printmaking, Sculpture and/or Ceramics at CUAA by completing 6 credits of upper level courses in two disciplines. Students who select specializations in Photography, and Graphic Design-Print Production, Video Production, or Digital Animation, complete at least 12 credits of coursework at nearby Washtenaw Community College (WCC). Coursework at WCC to be selected and approved in consultation with the student's art advisor.

Print Production Specialization

GDT 100 Typography	4 crs.
GDT 106 Illustrator Graphics	3 crs.
GDT 220 Publication Design	4 crs.
GDT 112 Principles and Problem-Solving in Graphic Design	4 crs.

Digital Animation Specialization

ANI 145 Concept Development for Animation	2 crs.
ANI 150 3D Animation I: Modeling	4 crs.
ANI 230 Motion and Sound	2 crs.
ANI 250 3D Animation II	4 crs.
ANI 160 Fundamentals of Movement and Animation	4 crs.

Video Production Specialization

VID 105 Foundations in Digital Video I	4 crs.
VID 125 Foundations in Digital Video II	4 crs.
VID 203 Web Video	3 crs.
VID 255 Green Screen I	3 crs.

Photography Specialization

PHO 110 Introduction to the Darkroom	1 crs.
PHO 117 Introduction to the Studio	4 crs.
PHO 122 Darkroom Techniques	4 crs.
PHO 1274 Digital Photo Imaging I	4 crs.
PHO 129 Black and White Digital Imaging	4 crs.

ENGLISH

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.

ENGLISH MAJOR, ARTS & SCIENCE, 39 crs.

Language Courses:

ENG305 English Grammar and Usage 3 crs.
ENG365 English: Its Cultural Development 3 crs.

Expression Courses:

ENG245 Advanced Writing 3 crs.
or
ENG246 Creative Writing 3 crs.

American Literature Courses:

ENG341 American Literature I 3 crs.
ENG342 American Literature II 3 crs.

English Literature Courses:

ENG344 English Literature I 3 crs.
ENG345 English Literature II 3 crs.

Other Required Courses:

ENG315 American Multicultural Literatures 3 crs.
ENG465 Shakespeare 3 crs.
ENG475 Literary Criticism 3 crs.
ENG495 Senior Seminar 3 crs.

Electives - Choose up to six (6) crs.

ENGLISH MINOR, ARTS & SCIENCE, 21 crs.

Language Courses:

ENG305 English Grammar and Usage 3 crs.
or
ENG365 English: Its Cultural Development 3 crs.

Expression Courses:

ENG245 Advanced Writing 3 crs.
or
ENG246 Creative Writing 3 crs.

American Literature Courses:

ENG341 American Literature I 3 crs.
or
ENG342 American Literature II 3 crs.

English Literature Courses:

ENG344 English Literature I 3 crs.
or
ENG345 English Literature II 3 crs.

Electives – Choose up to nine (9) crs.

HISTORY

History may be defined as the recorded expression of past human activity. It includes the record of the political, social, and economic aspects of a people, as well as their artistic products, intellectual activities, scientific progress, and religious beliefs. Courses in this area attempt to underline the broad scope of history in all activities of men and women.

HISTORY MIINOR, 21 crs.

Required Courses:

U.S. History — 3 crs.
European History — 3 crs.
Non-Western/Global History — 3 crs.
HIST385 Historical Methods — 3 crs.

AND (the student must choose one of the following)

- I. Emphasis in American History
U.S. History — 6 crs.
European or Non-western/Global history — 3 crs.
- OR
- II. Emphasis in European History
European history — 6 crs.
U.S. or Non-western/Global history — 3 crs.
- OR
- III. Emphasis in Global History
Non-western/Global history — 6 crs.

MUSIC

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.

AUDITION PROCEDURES FOR ALL MUSIC MAJORS

To gain degree-seeking status as a music major, a student must:

1. Successfully pass the following:
 - a. Qualifying audition with performance of two contrasting works on his/her principal instrument (to be completed at the end of two semesters of study);
 - b. For vocalists, aural examination of sight-reading, and tonal memory ability.
 - c. 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 :
 - a. Presented at the time of the audition;
 - b. 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 2nd semester from the time of declaration. There are three possible results 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.

MUSIC MAJOR, 58 crs.

Required Courses:

MUS240 Music Theory I	3 crs.
MUS246 Aural Theory I	1 cr.
MUS241 Music Theory II	3 crs.
MUS247 Aural Theory II	1 cr.
MUS242 Music Theory III	3 crs.
MUS248 Aural Theory III	1 cr.
MUS243 Music Theory IV	3 crs.
MUS251 Aural Theory IV	1 cr.
MUS445 Composing and Arranging	3 crs.
MUS271 Music History I	3 crs.
MUS272 Music History II	3 crs.
MUS340 World Music	2 crs.
MUS250 Beginning Conducting	3 crs.
MUS351 Advanced Conducting	3 crs.
MUS204 Keyboard Skills*	2 crs.
MUS205 Intro to Multimedia Product*	2 crs.
VOC310 Vocal Arts Lab**	1 cr.
ENS201/CHO 201 Ensemble	4 crs.
Applied Music (studio) ***	14 crs.
MUS499 Senior Recital	2 crs.

* Music students must have four semesters of piano instruction or equivalent (piano instructor approval).

** Voice Principals must take at least 2 semesters of VOC 310. VOC310 is not required for instrumental principals.

MUSIC MINOR, 28 crs.

Required Courses:

MUS240 Music Theory I	3 crs.
MUS246 Aural Theory I	1 cr.
MUS241 Music Theory II	3 crs.
MUS247 Aural Theory II	1 cr.
MUS250 Beginning Conducting	3 crs.
VOC310 Vocal Arts Lab*	1 cr.
MUS205 Intro to Multimedia Product*	2 crs.
MUS340 World Music	2 crs.
ENS201/CHO201 Ensemble	4 crs.
Applied Music (studio)	6 crs.

Electives - Choose one (1) from the following:

MUS271 Music History I	3 crs.
MUS272 Music History II	3 crs.

* Voice Principals must take at least 2 semesters of VOC310. VOC310 is not required for instrumental principals.

** Must pass Music Minor Piano Proficiency Exam—students with no piano experience are recommended to take 2 semesters of piano class (PIA201 and PIA203).

*** Students must participate in the ensemble of their principal instrument and take 2 credits of private instruction in their principal instrument for each semester on campus.

WORSHIP ARTS LEADERSHIP

“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, Ann Arbor offers music courses to develop your musical skills, Biblical and religion studies to develop your 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.

WORSHIP ARTS MINOR, 32 crs., plus 2-4 credit performance emphasis

Religion Core, 15 credits:

REL201 Old Testament	3 crs.
REL203 New Testament	3 crs.
REL300 Christian Doctrine I	3 crs.
REL301 Christian Doctrine II	3 crs.
REL333 Survey of Christian Thought	3 crs.

(Note: Some of these credits will also fulfill common core and elective core requirements.)

Worship Arts Core, 17 credits:

MUS240 Music Theory I	3 crs.
MUS246 Aural Theory I	1 cr.
WAL/REL440 Worship Theology & Practice	3 crs.
MUS344 Song Writing and Arranging	2 crs.
MUS205 Intro to Multi-Media Production	2 crs.
WAL435 Applying Worship Arts Leadership	3 crs.
WAL450 Worship Arts Practicum	3 crs.

Performance emphasis (piano)* 3-4 credits

PIA 201 Beginning Piano I 1 cr.
(recommended sequence for students without prior experience PIA 201(MUS201), 203(MUS301), 301, 302 see instructor for evaluation and/or placement)

MUS223 Applied Keyboard Skills 2 crs.
(4 semesters of piano are recommended before enrolling in this course: PIA201 (MUS201), 203(MUS301), 301, 302)

Performance emphasis (guitar)** 2-4 credits

PIA 201 Beginning Piano I (MUS201) 1 cr.
PIA 203 Beginning Piano II (MUS301) 1 cr.
MUS234 Applied Strings 1 cr.
MUS334 Applied Strings 1 cr.

Ensemble experience
WAL 235 Worship Arts Ensemble (0 credit for 4 semesters)

*Students must choose piano OR guitar as proficient instrument

**Students who choose guitar must take two semesters of beginning piano or test out – see instructor for evaluation.

MATHEMATICS AND COMPUTER SCIENCE

COMPUTER SCIENCE

The BS degree program in Computer Science is designed for students who want to create software and design computer systems. Students interested in programming or working for software development firms should pursue this degree. This program provides students with a deep understanding of creating algorithms, programming, and heuristic problem solving. This program prepares students for vocations in high-tech and computer firms such as software engineer, network developer, database administrator, application developer, computer scientist, researcher, and graduate student. The BS in CS is also suitable for students who want to design and create systems for businesses that are not “computer specific,” such as financial, healthcare, manufacturing, service and retail. This program prepares students for vocations such as programmer/analyst, software engineer, network administrator, systems analyst,

software quality engineer, web developer, and information specialist. The CS major is the option chosen by most students who want to become professional software developers. The computer science student should begin the Computer Science major program with a strong high school background in Mathematics, Science, and English.

COMPUTER SCIENCE MAJOR, 39 crs.

Required Courses:

CSC150 Foundations of Computer Science
 CSC250 Computer Science Theory and Practice I
 CSC300 Computer Science Theory and Practice II
 CSC310 Web-Based Software Development
 CSC325 Computer Organization and Architecture I
 CSC350 Computer Operating Systems
 CSC360 Data Structures & Algorithms
 CSC370 Software Engineering
 CSC426 Data Security
 CSC430 Database Systems
 CSC440 Networking
 CSC470 Programming Languages
 CSC480 Topics in Computer Science

Core Curriculum Requirements for Computer Science Majors:

Any calculus course is required for mathematics
 Any 4-credit physical science (chemistry or physics) course is required for lab science
 Professional Core: 6 credits
 MATH205 Statistics I
 MATH220 Discrete Mathematics

Free Electives: 36 credits

Program total (minimum) for BS degree: 129 credits

COMPUTER SCIENCE MINOR, 24 crs.

Required Courses:

CSC150 Foundations of Computer Science
 CSC250 Computer Science Theory and Practice I
 CSC300 Computer Science Theory and Practice II
 CSC310 Web-Based Software Development
 CSC325 Computer Organization and Architecture I
 CSC360 Data Structures & Algorithms

Electives: 6 credits

Two courses chosen from:

MTH220 Discrete Mathematics
 CSC350 Computer Operating Systems
 CSC370 Software Engineering
 CSC426 Data Security
 CSC430 Database Systems
 CSC440 Networking
 CSC470 Programming Languages
 CSC480 Topics in Computer Science

MATHEMATICS

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.

MATH MAJOR, 42 crs.

Required Courses:

CSC 250 Computer Science Theory/Practice I	3 crs.
MATH 201 Calculus I	4 crs.
MATH 202 Calculus II	4 crs.
MATH 203 Calculus III	4 crs.
MATH 205 Statistics I*	3 crs.
MATH 220 Discrete Mathematics	3 crs.
MATH 231 Linear Algebra	3 crs.
MATH 321 Abstract Algebra	3 crs.
MATH 331 Geometry	3 crs.
MATH 341 Differential Equations	3 crs.
MATH 441 Real Analysis	3 crs.
MATH 461 Probability & Statistics	3 crs.
MATH 490 Senior Seminar	3 crs.

* Statistics I satisfies the mathematics requirement in the core.

MATH MINOR, 24 crs.

Required Courses:

CSC 250 Computer Science Theory/Practice I	3 crs.
MATH 201 Calculus I	4 crs.
MATH 202 Calculus II	4 crs.
MATH 203 Calculus III	4 crs.
MATH 205 Statistics I*	3 crs.

Electives – Choose up to six (6) crs. from the following:

MATH 220 Discrete Mathematics	3 crs.
MATH 231 Linear Algebra	3 crs.
MATH 321 Abstract Algebra	3 crs.
MATH 331 Geometry	3 crs.
MATH 341 Differential Equations	3 crs.
MATH 441 Real Analysis	3 crs.
MATH 461 Probability & Statistics	3 crs.

NATURAL SCIENCE AND HEALTH PROFESSIONS

PRE-PROFESSIONAL STUDIES

Many Biology majors apply to professional schools in various healthcare fields including medical, dental, physical therapy, physician assistant, pharmacy, occupational therapy, etc. Admission into these programs is competitive and is dependent upon entrance exam scores, GPA, shadowing hours, a personal, interview, and letters of recommendations. Pre-healthcare students should communicate with their academic advisor early in their college career so that all prerequisites can be met for professional school admission requirements.

Concordia University students receive admission advantages as defined below to the following Concordia University professional schools:

PHARMACY

In order to guarantee consideration for an interview, an applicant must meet all the following criteria:

- a minimum 2.75 cumulative GPA
- a composite PCAT score of 35 or greater
- a grade of C or better in all pharmacy prerequisite coursework

PHYSICAL THERAPY

Concordia University Wisconsin guarantees that we will hold all admission slots for the DPT program for CU students who meet certain requirements. Priority admission will be granted to CU students who, at the time of submitting the application: are not missing more than one prerequisite science course, have a grade point average of at least 3.45 in prerequisite science courses, submit all applications materials by the priority deadline for “Early Decision,” and successfully complete a personal interview. All prerequisite science courses must be completed at CU or through AP exam, and cannot have been previously completed at another institution. If a prerequisite science course is repeated, the first, original grade will be considered when determining whether or not the student is eligible for priority admission. CU students who meet these requirements are not required to take the GRE. To qualify for the priority admission, students must apply to CUW using the “Early Decision” option in PTCAS. Students from CU who do not apply for “Early Decision” will not be granted priority admission, will have to take the GRE, and will have their applications considered with all applicants to the program in that year.

PHYSICIAN ASSISTANT

A current, full time student from CU who will graduate with a bachelor’s degree from CU will be guaranteed an interview for the PA program if he or she meets certain requirements. Guaranteed interviews will be extended to students who have completed their PA application by the deadline, have a cumulative grade point average of at least 3.40, and a cumulative prerequisite science grade point average of at least 3.40. CU alumni will be guaranteed an interview if they achieved a cumulative grade point average of at least 3.40, and a cumulative prerequisite science grade point average of at least 3.40 while attending CU.

ATHLETIC TRAINING

The Master of Science in Athletic Training (MSAT) program at Concordia University is a five-year entry-level athletic training program, designed for students just entering college. The objective of this program is to prepare graduates to enter into variety of employment settings and to render health care to diverse individuals engaged in physical activity.

The MSAT program at CUW is designed to satisfy all of the requirements set forth by the Commission on Accreditation of Athletic Training Education (CAATE) for an accredited program, as well as the graduation requirements for CUW. Meeting the CAATE requirements will allow the Athletic Training Student to take the Board of Certification (BOC) Computer Based Examination, which one must pass in order to practice professionally as an athletic trainer. The students completing this program will be awarded a Master of Science in Athletic Training Degree.

There are two main components to the MSAT program:

1. Classroom Education: The MSAT program consists of CUW undergraduate level core courses, athletic training undergraduate and graduate level core courses, and approved graduate level elective courses.
2. Clinical Education: The MSAT program enhances the classroom education with extensive hands-on

clinical experiences in a variety of settings. The students in the MSAT program will complete approximately 3 1/2 years of clinical rotations, concentrated during the third, fourth, and fifth years.

For more information regarding the MSAT program, please refer to the Graduate Academic Catalog.

BIOLOGY

The Biology Major provides a comprehensive education in the natural sciences. Students not only learn the facts, concepts and principles of biology, they the process of science and the skills necessary to engage in it. Contemporary, technological and societal issues in biology are studied and evaluated in the context of a Christian worldview. The major includes all of the necessary supporting science coursework required for any biology-related career. Instructional strategies emphasize laboratory experiences that engage students in data collection, analysis, and the communication of scientific information. The Biology Major provides a strong background for graduate study, biology related careers, or meeting professional school prerequisites.

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.

BIOLOGY MAJOR, 63 crs.

Required Core Courses:

CHEM141 General Chemistry I	4 crs.
MATH205 Statistic I	3 crs.
SCI275 Cosmogony	3 crs.

Required Biology Major Courses:

BIO181 Functional Anatomy & Physiology I	4 crs.
BIO240 Zoology	4 crs.
BIO244 Botany	4 crs.
BIO260 Microbiology	4 crs.
BIO348 Genetics	4 crs.
BIO490 Senior Seminar (1 cr. per semester)	2 crs.
CHEM141 General Chemistry I	4 crs.
CHEM142 General Chemistry II	4 crs.
CHEM241 Organic Chemistry I	4 crs.
CHEM242 Organic Chemistry II	4 crs.
PHYS151 General Physics I	4 crs.
PHYS152 General Physics II	4 crs.
SCI250 Nature of Science	3 crs.

Recommended Courses:

PSY101 General Psychology	3 crs.
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Electives - Choose a minimum of fourteen (14) crs. from the following:

BIO182 Functional Anatomy & Physiology II	4 crs.
BIO256 Environmental Science	4 crs.
BIO285 Pathophysiology	3 crs.
BIO321 Cell Biology	3 crs.
BIO351 Immunology	3 crs.
BIO367 Ecology of Tropics	3 crs.
BIO/CHEM425 Biochemistry	4 crs.
BIO410 Ecology	4 crs.

BIOLOGY MINOR, 24 crs.

Required Core Courses:

CHEM105 Elements of General and Biological Chemistry	4 crs.
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Required Biology Minor Courses:

BIO181 Functional Anatomy & Physiology I	4 crs.
BIO182 Functional Anatomy & Physiology II	4 crs.
BIO240 Zoology	4 crs.
BIO244 Botany	4 crs.
BIO256 Environmental Science	4 crs.
<i>or</i>	
BIO410 Ecology	4 crs.
BIO348 Genetics	4 crs.

CHEMISTRY

A chemistry minor is offered to students in a secondary education curriculum, but may be of interest to other students who desire a more in-depth understanding of the importance of chemistry in today's technological world. Students are expected to have a mastery of the concepts covered in MATH 121. The chemistry minor must take the following:

CHEMISTRY MINOR, 24 crs.

Required Courses:

CHEM141 General Chemistry I	4 crs.
CHEM142 General Chemistry II	4 crs.
CHEM241 Organic Chemistry I	4 crs.
CHEM242 Organic Chemistry II	4 crs.
CHEM225 Analytical Chemistry	4 crs.
CHEM105 Elements of General & Biochemistry	4 crs.

or

CHEM425 Biochemistry	4 crs.
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DIAGNOSTIC MEDICAL SONOGRAPHY (ULTRASOUND)

Program Overview

Students in this program study two years of liberal arts core on campus before continuing in their professional training. The professional component is conducted during the second two years at an area hospital that is an accredited program. Students graduate with a Bachelor of Science degree from Concordia University and they are qualified to take National Medical Diagnostic Sonography exams. Students receive a strong liberal arts education in a Christian setting. They obtain the necessary preparation for their career through professional experience in a hospital setting. Students who graduate with a BS in Diagnostic Medical Sonography have an opportunity to specialize in obstetric and gynecologic sonography, abdominal sonography, neurosonography, breast sonography, vascular technology or echocardiography.

Professional Assignments

The Sonography program is very competitive and not all students are placed at a professional site. Placement of professional sites is not guaranteed and college GPA is a major determinant. It is required that Sonography students maintain a 3.0 GPA to be considered for the professional placement that occurs during the second 2 years of the program. The professional component is 18-24 consecutive months at the hospital. Students must complete a Certified Nursing Assistant (CNA) program before submitting clinical applications. Students are encouraged to shadow a sonography department and work at least 100 hours as a CNA to increase the possibility of clinical placement.

Admission Requirement

Diagnostic Medical Sonography students are accepted at CU under the general admissions requirement. It is recommended that students complete anatomy & physiology, physics, and biology in high school to better prepare them for this major.

Pre-Clinical Requirements

Diagnostic Medical Sonography students complete the general CU core courses. In addition, students are required to take: 1 year of anatomy & physiology, 1 year of biology, 1 year of physics, medical terminology and pathophysiology. Students must maintain a 3.0 GPA in pre professional courses and acceptance into the professional phase is not guaranteed. In addition, students must complete a CNA program prior to submitting the professional application. Students are strongly encouraged to maintain a 3.0 GPA in the following coursework: Anatomy & Physiology, Physics, Pathophysiology, Math, Med Terms, Communication and Political Science.

Professional Curriculum Location

Henry Ford Hospital
Detroit, MI

SONOGRAPHY MAJOR, 132.5 crs.***CUAA Curriculum*****Required Core Courses****Common Core:**

Bible Content: REL100 The Bible 3 crs.
 Christian Doctrine: REL110 Christi Faith 3 crs.
 History: HIST103 History 3 crs.
 Literature: ENG103 Literature 3 crs.
 Writing: ENG104 Introduction to Writing 3 crs.

Narrative Core:

Citizenship: POLS285 Amer. Pol. & Hlth Care Policy 3 crs.

Elective Core:

Mathematics: MATH128 College Algebra 3 crs.
 1 Additional MATH above MATH128
 Physical Development: HHP100 Intro to Lifetime Fitness 3 crs.
 Science: BIO181 Functional Anatomy & Physiology I 4 crs.
 Social Science: PSY101 Introduction to Psychology 3 crs.

Additional Requirements

LA105 Freshman Seminar 3 crs.
 BIO182 Functional Anatomy & Physiology II 4 crs.
 RT312 Medical Terminology 1 cr
 BIO100 Principles of Biology 4 crs.
 BIOxxx Biology elective 4 crs.
 PHYS151 General Physics I 4 crs.
 PHYS152 General Physics II 4 crs.
 BIO285 Pathophysiology 3 crs.

Professional Curriculum**Semester I**

Academic and Clinical Orientation
 Ultrasound Knobology
 Basic Abdominal Sonography
 Basic Gynecological Sonography
 Basic Obstetrical Sonography

Semester II

Ultrasound Principles and Instrumentation
 Ultrasound Knobology II
 Advanced Obstetrical Sonography
 Superficial Parts Sonography: Breast, Scrotum, Neck, Prostate
 Student Case

Semester III

Ultrasound Principles and Instrumentation
 Physics: Ultrasound Knobology III-Doppler
 Advanced Obstetrical Sonography
 Advanced Abdominal Sonography
 Student Cases

Semester IV

Vascular Sonography
 Advanced Gynecological Sonography
 Introduction to Musculoskeletal Sonography
 Introduction to Transcranial Doppler
 Principles of Instrumentation

Semester V

Neonatal Neurosonology
 Student Project
 Student Cases
 Introduction to Adult Echocardiography
 Review Classes

EXERCISE SCIENCE

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 sport teams.

EXERCISE SCIENCE MAJOR, 58 crs.**Required Courses:**

BIO181 Functional Anatomy and Physiology I	4 crs.
BIO182 Functional Anatomy and Physiology II	4 crs.
HHP130 Advanced Weight Training	2 crs.
HHP209 First Aid & CPR	2 crs.
HHP265 Healthy Lifestyles	3 crs.
HHP272/273 Introduction to Athletic Training	3 crs.
HHP280 Sports Psychology	3 crs.
HHP342 Nutrition for Wellness and Performance	3 crs.
HHP371 Exercise Physiology	4 crs.
HHP373 Motor Development	3 crs.
HHP375 Biomechanics	3 crs.
HHP410 Measure & Evaluation in Health & Physical Education	3 crs.
EXS442 Exercise Prescription & Testing	4 crs.
HHP460 Internship	3-6 crs.
EXS480 Program Design & Application	3 crs.
EXS494 Exercise Mgmt for Special Populations	3 crs.
EXS495 Seminar: Current Issues in Ex. Science	3 crs.

Senior Project Required Courses:

HHP475 Seminar in Exercise Science	2 crs.
HHP495 Senior Seminar in Exercise Science	3 crs.

NURSING (RN – BSN COMPLETION PROGRAM)

Registered nurses who have graduated from an ADN or Diploma nursing program will find Concordia's BSN Completion Program a flexible means of furthering their nursing education. Coursework is completed in an accelerated learning format on campus or online. Completion program candidates can obtain their BSN degree in approximately (2) two calendar years. Concordia University's Nursing Completion Program is accredited by the Commission on Collegiate Nursing Education.

Upon completion of this program, the graduate with a major in nursing 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. Translate scholarship into practice
4. Utilize informatics and health care technologies to improve patient care
5. Demonstrate knowledge of healthcare policy and advocate for quality health care for all citizens
6. Communicate and collaborate in an interprofessional health care environment to improve patient and population health outcomes.
7. Utilize knowledge of clinical prevention and population health at the individual and group/aggregate/population level.
8. Advance professionalism and professional values
9. Perform at the highest level nursing practice reflective of the educational preparation

RN – BSN COMPLETION PROGRAM, 70 crs.**Liberal Arts Core**

Many of the basic liberal arts courses may be accepted as transfer credits from accredited associate degree or diploma nursing programs:

Theology (6 credits, must be completed at Concordia)
Ethics (3 credits)
Humanities (6 credits)

Nursing Major Required Courses:

Most nursing courses from accredited associate or diploma nursing programs may be accepted as transfer credits. All Nursing Completion students will receive an individual evaluation of transfer credits upon acceptance.

- NURS331: Nursing in Historical Context
 - One additional 3 credit course
- Cross Cultural (3 credits)
 Social Science (6 credits)
 Natural Science-Chemistry (at least 3 credits, must contain a lab component)
- Credit for this course can be earned by passing the NLN Basic Science Achievement Test or CLEP Exam
- Communications (3 credits)
 Mathematics-Statistics (3 credits)

Collateral Requirement

The following collateral courses will be accepted as transfer credits from accredited associate degree or diploma nursing programs:

- Life Span Development
- Microbiology
- Anatomy & Physiology I and II

PHYSICAL SCIENCE

The Physical Science Minor is highly recommended as a compliment 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.

PHYSICAL SCIENCE MINOR, 26 crs.

Required Courses:

SCI250 Nature of Science (w)	3 crs.
CHEM141 General Chemistry I	4 crs.
CHEM142 General Chemistry II	4 crs.
PHYS151 General Physics I	4 crs.
PHYS152 General Physics II	4 crs.

Choose one (1) of the following courses:

CHEM105 Elements of Gen & Bio. Chemistry	4 crs.
CHEM241 Organic Chemistry I	4 crs.

Choose one (1) of the following courses:

SCI235 Earth Science	4 crs.
SCI215 Atmosphere and Space Science	3 crs.
BIO156 Environmental Science	4 crs.

NURS301 Dimensions of Professional Nursing
 NURS331 Nursing in Historical Context
(taken as part of liberal arts core classes)
 NURS335 Introduction to Nursing Research
 NURS342 Community Wellness
 NURS442 Complex Nursing Systems
 NURS492 Contemporary Nursing Seminar

Electives, 10 crs.

PHYSICS

The Physics Minor is a collaborative effort between Concordia and Eastern Michigan University that prepares secondary education students to teach high school physics. Students enrolled in Concordia's Teacher Education Program will be able to take physics courses at EMU and receive a Physics (DE) endorsement on their teaching certificates upon completion of the prescribed program. This minor may be combined with a Mathematics Major. For more information, contact faculty members of the Mathematics or Physics departments.

PHYSICS MINOR, 39 crs.

Concordia University Required Courses:

MATH201 Calculus I	4 crs.
MATH202 Calculus II	4 crs.
MATH203 Calculus III	4 crs.
MATH231 Linear Algebra	3 crs.
MATH341 Differential Equations	3 crs.
PHYS223 Mechanics, Sound & Heat	5 crs.
PHYS224 Electricity, Magnetism & Light	5 crs.

Eastern Michigan University Required Courses:

PHY 330 Intermediate Mechanics I	3 crs.
PHY 360 Heat and Thermodynamics	4 crs.
PHY 203 Introduction to Modern Physics	3 crs.
PHY 372 Modern Physics Laboratory	1 cr.

The grades and credits for these courses will be transferred to Concordia University and be included in Concordia GPA calculations. Students must earn a minimum GPA of 2.0 in Physics courses taken at EMU. Students must also satisfy the requirements for the Physics (DE) endorsement as prescribed by Eastern Michigan University and the State of Michigan.

RADIOLOGIC TECHNOLOGY

Program Overview

The registered radiologic technologist (radiographer) utilizes knowledge of human anatomy and disease, mathematics, physics and operation of radiation-producing equipment for diagnostic purposes. Radiologic technologists may be employed in various health care settings, i.e. hospitals or clinics, industry, business, research, administration or education. The major is intended to be a four-year course of study leading to a Bachelor of Science degree. The program is jointly sponsored and is structured such that core required of the university and pre-clinical components are conducted by Concordia University during the first 2 years, while clinical components are conducted at Joint Review Commission on Education in Radiologic Technology accredited programs for the second 2 years. Successful completion of competency requirements within the clinical program must be achieved prior to graduation.

Professional Assignments

Students should be aware that the program requires clinical coursework off-CU campus for a period of 24 months. Clinical coursework is usually 8 hours per day and can range from a minimum of 24 to a maximum of 40 hours a week. Clinical rotations are not limited to one site. Vacation periods are scheduled intermittently during the year by the clinical faculty.

Admission Requirements

Applicants to the Radiologic Technology Program are expected to fulfill the University admission requirements. In addition, two years of high school math and one year of high school physics are recommended. Acceptance is not automatic and is based on successful completion of all pre-professional coursework with a minimum cumulative GPA of 2.5. Admission to the Radiologic Technology Program is limited. GPA in science courses should be 2.5. Students must apply for clinical admission by the end of the first semester of their sophomore year. Applications for admission to the program are available through the program director.

Pre-Clinical Requirements

Radiologic Technology students complete the general CU core courses. In addition, students are required to take: 1 year of anatomy & physiology, medical terminology, sociology, and computer science. Students must maintain a 2.5 GPA in pre professional courses and acceptance into the professional phase is not guaranteed. In addition, each student must complete shadowing hours of a radiologic technologist.

Professional Curriculum Location

St John Hospital and Medical Center, Detroit, MI
 Providence Hospital, Southfield, MI
 Sinai-Grace Hospital, Detroit, MI

RADIOLOGIC TECHNOLOGY MAJOR, 70 crs. + professional curriculum*CUAA Curriculum***Required Core Courses****Common Core:**

Bible Content: REL100 The Bible 3 crs.
 Christian Doctrine: REL110 Christi Faith 3 crs.
 History: HIST103 History 3 crs.
 Literature: ENG103 Literature 3 crs.
 Writing: ENG104 Introduction to Writing 3 crs.

Narrative Core:

Communications: COMM105 Public Speaking 3 crs.

Elective Core:

Mathematics: MATH128 College Algebra 3 crs.
 Physical Development: HHP100 Intro to Lifetime Fitness 3 crs.
 Science: BIO100 Principles of Biology 4 crs.
 Social Science: PSY101 Introduction to Psychology 3 crs.

Additional Requirements

LA105 Freshman Seminar 3 crs.
 BIO181 Functional Anatomy & Physiology I 4 crs.
 BIO182 Functional Anatomy & Physiology II 4 crs.
 RT312 Medical Terminology 1 cr
 BIOxxx Biology elective 4 crs.
 SOC101 Introduction to Sociology 3 crs.
 CSC150 Foundations of Computer Science 3 crs.

PROFESSIONAL CURRICULUM**Providence Clinical Curriculum****Semester I**

Positioning I
 Anatomy I
 Medical Terminology
 Introduction to Radiography
 Techniques
 Critical Thinking & Interpersonal Class
 Clinicals

Semester II

Positioning II
 Physics I
 Anatomy II
 Patient Care I
 Positioning II
 Introduction to IVPs
 Clinicals

Semester III

Positioning III
 Physics II
 Anatomy III
 Patient Care II
 Positioning III
 X-ray Equipment
 Clinicals

Semester IV

Positioning IV
 Physics III
 Anatomy IV
 Ethics
 Introduction to Bone Densitometry
 Clinicals

Semester V

Positioning V
Imaging I
Anatomy V
Physics IV
Clinicals

Semester VI

Positioning IV
Imaging II
Anatomy VI
X-sectional Anatomy VI
Quality Assurance
Mammography
Clinicals

Semester VII

Positioning VII
Imaging III
Imaging IV
Quality Assurance
Radiation Protection
Venipuncture
Imaging IV
Radiographic Pathology
Mock Exams
Clinicals

Semester VIII

Positioning VIII
CR and Digital Imaging
Radiographic Pathology
Radiation Biology
Mock Exams
Clinicals

St. John Hospital & Medical Center Clinical Curriculum**Semester I**

Anatomy & Physiology I
Medical Terminology
Radiographic Procedures I
Radiographic Principles I
Patient Care
Intro to Radiography
Clinical I

Semester II

Anatomy & Physiology II
Physics
Radiographic Principles II
Radiographic Procedures II
Rad. Image Evaluation I
Clinical II

Semester III

Anatomy & Physiology III
Procedures III
Rad. Image Evaluation II
Medical Law & Ethics
Clinical III

Semester IV

Clinical IV

Semester V

Professionalism

Anatomy & Physiology IV
Radiographic Procedures IV
Rad. Image Evaluation III
Radiation Protection
Clinical V

Semester VI

Basic Principles of CT & Cross-sectional Anatomy
Radiographic Procedures V
Radiologic Pathology
Dig. Image Acq & Display
Clinical VI

Semester VII

Trauma Radiography
Radiation Biology
Rad. Image Evaluation IV
Patient Care II
Clinical VII

Semester VIII

Registry Review
Clinical VIII

Sinai Grace Hospital Clinical Curriculum**Semester I**

Intro to Radiography
Medical Terminology
Radiographic Procedures I
Anatomy & Physiology/Image Evaluation I
Patient Care I
Professional in Healthcare
Clinical I

Semester II

Medical Ethics
Radiation Exposure I
Radiographic Procedures II
Anatomy & Physiology/Image Evaluation II
Patient Care II
Physics I/X-ray Production
Clinical II

Semester III

Intro to Pathology
Radiographic Procedures III
Anatomy & Physiology/Image Evaluation III
Physics II
Radiation Exposure II
Clinical III

Semester IV

Pathology II
Radiographic Procedures IV
Anatomy & Physiology/Image Evaluation III
Radiation Protection/Radiobiology
Clinical IV

Semester V

Physics III
Radiographic Procedures IV
Advanced Image Evaluation
Digital Imaging
Cross-sectional Anatomy

Semester VI

Physics IV

Selected Topics
 Registry Review
 Advance Radiology Procedures
 Clinical VI

RELIGION

CHRISTIAN THOUGHT

The Christian Thought program forms a student's mind to grasp Christian truth as its claims are understood within biblical, historical and philosophical contexts. Students gain skills in analyzing contemporary manifestations of Christianity and learn to defend the faith against contemporary errors.

CHRISTIAN THOUGHT MAJOR, 33 crs.

Required Core Courses:

REL201 Old Testament	3 crs.
REL204 Biblical Theology	3 crs.
RELXXX Theology Elective	3 crs.

Recommended course:

A course in historical theology
or

REL333 A Survey of Christian Thought

Required Christian Thought Major Courses:

HIST208 History of Christianity	3 crs.
HIST475 The Reformations	3 crs.
PHIL334 Christ and Culture	3 crs.
PHIL325 Christian Apologetics	3 crs.
REL203 New Testament	3 crs.
REL310 Religion in America Today	3 crs.
REL376 Christian Ethics	3 crs.
____ Research methods class (HIST385, REL490)	3 crs.
____ Senior thesis class (HIST490, REL491)	3 crs.

Elective Courses – Choose up to six (6) crs.

A concentration of any 2 classes (300- or 400-level) in one of the 3 relevant areas (History, Theology or Philosophy)

CHRISTIAN THOUGHT MINOR, 21 crs.

Required Core Courses:

REL201 Old Testament	3 crs.
REL204 Biblical Theology	3 crs.
RELXXX Theology Elective	3 crs.

(Strongly recommended for the theology elective: a course in historical theology, such as REL 333, A Survey of Christian Thought.)

Required Christian Thought Minor Courses:

HIST208 History of Christianity	3 crs.
HIST475 The Reformations	3 crs.
PHIL325 Christian Apologetics	3 crs.
PHIL334 Christ and Culture	3 crs.
REL203 New Testament	3 crs.
REL310 Religion in America Today	3 crs.

Elective Course – Choose any 300 or 400-level class in history, theology, or philosophy.

PHILOSOPHY

Philosophy encourages clear and critical thinking, and a rational approach to problem-solving using conceptual analysis, dialogue, and argument. Due to the interdisciplinary character of philosophy, the minor is a valuable complement to most majors (in particular, Art, History, English, Natural Science, Theology, Psychology, Social Work). The emphasis on the careful statement and evaluation of arguments makes philosophy good preparation for those pursuing graduate and professional study, as well as for those entering careers in government, law, political advocacy, and journalism. Society needs individuals who are able to communicate clearly, to evaluate and construct arguments for or against a viewpoint, and to question received ideas.

PHILOSOPHY MINOR, 24 crs.**Required Core Courses:**

REL 201 The Old Testament	3 crs.
REL 204 Biblical Theology	3 crs.
Theology elective	3 crs.
PHIL 101 Philosophy: Theory and Practice	3 crs.

Required Philosophy Minor Courses:

PHIL 201 Central Texts of Philosophy	3 crs.
PHIL 250 Moral Philosophy	3 crs.
REL 203 The New Testament	3 crs.

Either

PHIL 211 Elementary Logic	3 crs.
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or

PHIL 325 Christian Apologetics	3 crs.
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Electives – Choose up to twelve (12) credits of the following:

Philosophy electives	up to 12 crs.
ENG 475 Literary Criticism	3 crs.
SCI 275 Cosmogony	3 crs.

PRE-SEMINARY PROGRAM

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. Pre-seminary students are strongly encouraged to include two majors in their studies: theological languages and pre-seminary studies. 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.

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 pre-seminary director.
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 pre-seminary director's 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.

Curriculum (For the Theological Languages Major and Minor, see the alphabetical listing later in this catalog.)

PRE-SEMINARY STUDIES MAJOR

The pre-seminary studies major is open to all students who desire to prepare for graduate level studies in theology. LCMS Pre-seminary students may select this major, if they choose. Selecting this major does not constitute entrance into the LCMS pre-seminary program. Please see program description for more details. All students may participate in the pre-seminary club.

PRE-SEMINARY STUDIES MAJOR, 33 crs.

Required Core Courses:

ENG104 Introduction to Writing	3 crs
REL201 The Old Testament	3 crs
(must also take REL203 New Testament)	3 crs
REL204 Biblical Theology	3 crs
HIST103 Civilization and Worldviews	3 crs
ENG103 Culture and Civilization	3 crs
Comm105 Public Speaking	3 crs
PHIL101, 211, 250, 325 or 350	3 crs
RELXXX Elective (recommended: Missions, evangelism, comparative religions or Christian caregiving)	3 crs

Theology/Family Life elective	3 crs
It is recommended to take one of the following:	
FAM 430 Foundations of Youth Ministry	3 crs.
FAM 431 Youth Culture	3 crs.
FAM 432 Youth Ministry Administration	3 crs.

Required Courses:

REL 221 Lutheran Worship	
REL 404 Lutheran Confessions	3 crs.
REL 490 Senior Seminar I	3 crs.
REL 491 Senior Seminar II	3 crs.
COMM 205 Advanced Public Speaking	3 crs

Bible Elective – *Choose one (1) of the following:*
Any course pertaining to upper-level Old or New
Testament content 3 crs.

Historical Theology Elective:
It is recommended to select:
REL 333 A Survey of Christian Thought 3 crs.

Writing Elective – *It is recommended to select one of the following:*
ENG 245 Advanced Writing 3 crs.
ENG 246 Creative Writing 3 crs.
ENG 350 Rhetoric 3 crs.

Social Science Elective:
PSY 101 General Psychology 3 crs.
Or if General Psychology was taken in the core,
SOC 101 Introduction to Sociology 3 crs.

Philosophy/Literature Elective 3 crs.

THEOLOGICAL LANGUAGES

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.

THEOLOGICAL LANGUAGES MAJOR, 36 crs.**Required Core Courses:**

REL 201 Old Testament	3 crs.
REL 204 Biblical Theology	3 crs.
Theology Elective*	3 crs.

**It is strongly recommended that the theological elective be fulfilled by taking an upper-level course in biblical content, such as REL354(w).*

Required Theological Languages Major Courses:

Two of the language courses below are counted in the core, not in the major

GER or LAT I	3 crs.
GER or LAT II	3 crs.
GRK 201 Greek I	3 crs.
GRK 202 Greek II	3 crs.
GRK 303 Greek III	3 crs.
GRK 304 Greek IV	3 crs.
HEB 301 Hebrew I	3 crs.
HEB 302 Hebrew II	3 crs.
HEB 401 Hebrew III	3 crs.
HEB 402 Hebrew IV	3 crs.
GRK/HEB XXX Greek/Hebrew V	3 crs.
GRK/HEB XXX Greek/Hebrew VI	3 crs.
REL 203 New Testament	3 crs.
Biblical Skills elective	3 crs.

(Any theological languages course or Bible elective)

THEOLOGICAL LANGUAGES MINOR, 21 crs.**Required Core Courses:**

REL 201 Old Testament	3 crs.
REL 204 Biblical Theology	3 crs.
Theology Elective*	3 crs.

Must include REL 203 New Testament (3 credits), theological languages in the core (6 credits), and theological languages in the minor (18 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 list can be used to fulfill the 21 required credits for this minor.

THEOLOGY

The theology minor and major provide students with a foundation for thinking about life from the perspective of the Word of God and faithfully applying that Word to situations of human need. Students also learn to analyze scholarly texts, evaluate cultural and religious phenomena, and both write and speak about theology. This major is not recommended for LCMS pre-seminary students.

Theology Major:30 credits**Required Core Courses:**

REL 201 Old Testament	3 crs.
REL 204 Biblical Theology	3 crs.
Theology Elective	3 crs.

Required Theology Major Courses:

REL 203 New Testament	3 crs.
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Theology/Philosophy Elective – Choose one (1) of the following:

REL 404 Lutheran Confessions <i>(required for all church-work students)</i>	3 crs.
REL 347 Law and Gospel in Life of Church	3 crs.
REL 333 A Survey of Christian Thought	3 crs.
PHIL 325 Christian Apologetics	3 crs.
PHIL 334 Christ and Culture	3 crs.

Theology Minor:18 credits**Required Core Courses:**

REL 201 Old Testament	3 crs.
REL 204 Biblical Theology	3 crs.
Theology Elective	3 crs.

Required Theology Minor Courses:

REL 203 New Testament	3 crs.
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Theology/Philosophy Elective – Choose one (1) of the following:

REL 404 Lutheran Confessions <i>(for all church-work students)</i>	3 crs.
REL 347 Law and Gospel in Life of Church	3 crs.
REL 333 A Survey of Christian Thought	3 crs.
PHIL 325 Christian Apologetics	3 crs.
PHIL 334 Christ and Culture	3 crs.

Office of Church Worker Elective – Choose one (1) of the following:

REL 312 Office of Professional Church Worker	3 crs.
EDU 411 Professional Ethics (for education students)	3 crs.

Internship Elective – Choose one (1) of the following:

REL 420 Lay Ministry Internship	3 crs.
EDU XXX Student Teaching (for education students)	3 crs.

Religious Education Elective – Choose one (1) of the following:

REL 229 Religious Education of Youth and Adults	3 crs.
REL 233 Communicating Bible Messages	3 crs.
EDU 306 Teaching the Faith	3 crs.
EDU 307 Teaching the Faith for the Christian Public Educator	3 crs.
EDU 362 Faith Development of Young Child Comparative	3 crs.

Religion Elective – Choose one (1) of the following:

REL 388 Varieties of Belief (TEE)	3 crs.
REL 310 Religion in America	3 crs.
REL 410 World Religions	3 crs.

Additional Electives:

REL XXX Theology Elective in Outreach (i.e., evangelism, missions)	3 crs.
REL XXX Theology Elective in Bible I (i.e., upper-level course on biblical book)	3 crs.
REL XXX Theology Elective in Bible II (i.e., upper-level course on biblical book)	3 crs.
REL 221 Lutheran Worship	3 crs.

Office of Church Worker Elective – Choose one (1) of the following:

REL 312 Office of Professional Church Worker	3 crs.
EDU 411 Professional Ethics (for education students)	3 crs.

Internship Elective – Choose one (1) of the following:

REL 420 Lay Ministry Internship	3 crs.
EDU XXX Student Teaching (for education students)	3 crs.

Religious Education Elective – Choose one (1) of the following:

REL 229 Religious Education of Youth and Adults	3 crs.
REL 233 Communicating Bible Messages	3 crs.
EDU 306 Teaching the Faith	3 crs.
EDU 307 Teaching the Faith for the Christian Public Educator	3 crs.
EDU 362 Faith Development of Young Child Comparative	3 crs.

Religion Elective – Choose one (1) of the following:

REL 388 Varieties of Belief (TEE)	3 crs.
REL 310 Religion in America	3 crs.
REL 410 World Religions	3 crs.

SOCIAL SCIENCES

ADOLESCENT STUDIES

The adolescent studies (formerly youth 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.

ADOLESCENT STUDIES MINOR, 21 crs.**Required Courses:**

JPP110	Juvenile Theory	3 crs.
FAM431	Youth Culture	3 crs.
PSY221	Child Development	3 crs.
PSY222	Adolescent Development	3 crs.
PSY421	Human Sexuality	3 crs.
SOC203	Contemporary Social Problems	3 crs.
SOC333	Families in Society	3 crs.

MASS COMMUNICATION

The Mass Communication major/minor provides a broad-based liberal arts approach to better understanding and using radio, television, film, video, and print media. An emphasis is placed on giving students skills in writing and editing skills across the various media.

The Mass Communication Major (42 credits) is fulfilled by taking the following courses plus the 18 credit Communication Core. The Mass Communication Minor (21 credits) is custom designed from courses in the Mass Communication requirements list and the Communication Core. The courses required will be determined by emphasis in two of the following areas: radio, television, film, video, or print media.

MASS COMMUNICATION MAJOR, 42 crs.

Required Communication Common Core Courses:

COMM 105 Public Speaking <i>(taken in Narrative Core)</i>	3 crs.
COMM 201 Interpersonal Communication	3 crs.
COMM 265 Journalism	3 crs.
COMM 280 Careers in Communication	3 crs.
COMM 385 Interviewing Principles	3 crs.
COMM 460 Cross Cultural Communication <i>(taken as Culture in Narrative Core)</i>	3 crs.
COMM 470 Internship	3 crs.
COMM 490 Senior Seminar	3 crs.

Mass Communication Specialization

COMM191/193 Beacon and WCUA	3 crs.
COMM 250 Intro to Mass Communication	3 crs.
COMM 321 Media Writing	3 crs.

Choose one (1) of the following:

COMM 329 Film History	3 crs.
COMM 371 Philosophy & Film	3 crs.

Choose one (1) of the following:

COMM 339 Film and Video Production	3 crs.
COMM 351 Radio Production	3 crs.

Choose one (1) of the following:

COMM 270 Sports Journalism	3 crs.
COMM347 Animation	3 crs.
COMM 439 Adv. Film & Video Production	3 crs.

Choose one (1) of the following:

COMM205 Advanced Public Speaking	3 crs.
COMM325 Storytelling & Oral Histories	3 crs.

MASS COMMUNICATION MINOR, 21 crs.

Mass Communication Minor:

COMM 250 Intro to Mass Communication	3 crs.
COMM 321 Media Writing	3 crs.

Choose one (1) of the following:

COMM 329 Film History	3 crs.
COMM 371 Philosophy & Film	3 crs.

Choose one (1) of the following:

COMM 339 Film and Video Production	3 crs.
COMM 351 Radio Production	3 crs.

Choose one (1) of the following:

COMM 270 Sports Journalism	3 crs.
COMM347 Animation	3 crs.
COMM 439 Adv. Film & Video Production	3 crs.

Choose one (1) of the following:

COMM205 Advanced Public Speaking	3 crs.
COMM325 Storytelling & Oral Histories	3 crs.

Choose one (1) of the following not already taken:

COMM 270 Sports Journalism	3 crs.
COMM 329 Film History	3 crs.
COMM 339 Film and Video Production	3 crs.
COMM347 Animation	3 crs.
COMM 351 Radio Production	3 crs.
COMM 371 Philosophy & Film	3 crs.
COMM 439 Adv. Film & Video Production	3 crs.

FAMILY LIFE

Overview: The intent of the major is to prepare men and women for a life of service in the church and in the world, within the specialized area of Family Life. The Family Life major is an applied field of study, with a conceptual interdisciplinary foundation in psychology, sociology, law, economics, and theology. As the most basic social institution, families who are committed to Christ and a life of service represent one of the most positive influences which will impact our world. The Family Life graduate will leave Concordia with the academic and practical training necessary to develop and implement programming to build and equip strong, healthy families. The National Council on Family Relations has certified the Family Life major, thus enabling eligible graduates to seek certification as Certified Family Life Educators.

Required Minor: Students majoring in Family Life are required to select one of the minors listed below. Only students accepted into the Family Life Program may take one of these specialized minors. These minors further the academic preparation of the student in their chosen professional area, as well as provide practical experiences in related “real-life” work settings. Classes within each minor may be taken as an elective by any student.

- The **Child Life Specialist** minor is a series of five courses, a field work requirement, and an internship designed to deepen an understanding of child development and the processes of supporting children and families during a medical intervention, crises, or hospitalization. This series of classes support students in preparation for the *Child Life Council* national certification exam to become a Certified Child Life Specialist.
- The **Community Services** minor is a series of five courses, a field work requirement, and an internship which prepares students for service in public agencies and private non-profit settings where they seek to support children, youth, parents and families in addressing various personal needs, safety concerns, well-being issues, and home management challenges that occur in the course of everyday living.
- The **Children’s Ministry** minor is a series of five courses, a field work requirement, and an internship that prepares a student for work and service in a Christian ministry setting where the goal is to strengthen and support parents and those who serve young children in further developing the faith and Christian life of God’s little ones.
- The **Youth Ministry** minor is a series of five courses, a field work requirement, and an internship which enhances a sense of calling to serve young people, and deepens the needed knowledge and skills of a future ministry professional, who will serve the homes of adolescents within a church or community setting.

Church Work Certification: Students seeking to become a Commissioned Minister on the roster of the Lutheran Church-Missouri Synod as a Director of Family Life Ministry (DFLM) will successfully complete the Family Life Major, the Community Services Minor or Children’s Ministry Minor, or Youth Ministry Minor, as well as the 19 credits required for rostered status in the LCMS. Several of these courses can also count toward completion of the Concordia University Core Curriculum.

Academic Requirements: Students must possess an overall 2.5 grade point average (GPA) in order to apply to the Family Life Major at Concordia University, Ann Arbor, and maintain an overall GPA of 2.5 once admitted to the program to remain in good standing. In order for a course in the Family Life curriculum to count towards completion of the Major, and Minor a grade of 2.0 (a letter grade of C) or above must be earned. Should a Family Life student earn less than a 2.0 in a Family Life Major or Minor course, the class must be repeated and a grade of 2.0 or above earned for it to count. Should a Family Life Major student fall below an overall GPA of 2.5, the student will be placed on academic probation within the Family Life Major until the GPA is again at or above 2.5. The Family Life Major cannot be completed unless the student’s overall GPA is 2.5 or above. Students on program or university academic probation will not be placed in any type of field work or internship setting until the GPA is raised to meet these set standards.

Field Work and Intern Placements: A general Field Work placement is required for all students in the Family Life Major. This is allowed only after the student has been accepted into the program and who continues to meet all academic requirements. This initial placement is the FAM 390 course, and is determined through a meeting between the student and Family Life faculty. Attempts will be made to align the placement site experience with the professional goals of the student.

Additional Field Work experiences and Internships take place within each minor. In these instances the placement will reflect the chosen minor and further prepare the student for their chosen emphasis within the field of Family Life services. Hours and time requirements will vary depending which minor the student has chosen, but all Internships will meet a requirement of a minimum of 480 hours. The Internship is usually taken after all the required course work in the program has been completed.

For those seeking placement in a congregation of The Lutheran Church Missouri Synod, placement staff of CUA and the Family Life Department will individually support each student through the various steps of the *Call* process.

FAMILY LIFE MAJOR, 36 crs.

Required Courses:

COMM 201 Interpersonal Communication	3 crs.
FAM 311 Family Dynamics & Resource Management	3 crs.
FAM 321 Parent Education & Guidance	3 crs.
FAM 411 Family Law and Public Policy	3 crs.
FAM 421 Family Life Methodology	3 crs.
PSY 221 Child Development	3 crs.
PSY 222 Adolescent Development	3 crs.
PSY 421 Human Sexuality	3 crs.
PHIL 250 Moral Philosophy	3 crs.
SOC 333 Families in Society	3 crs.
SOC 345 Adulthood and Aging	3 crs.
FAM 390 Fieldwork in Family Life	3 crs.

Church Work Requirements – 19 crs. -- Required of students seeking to join the roster of the Lutheran Church-Missouri Synod

REL 201 Old Testament	3 crs.
REL 203 New Testament	3 crs.
REL 204 Biblical Theology	3 crs.
REL 333 Survey of Christian Thought	3 crs.
REL 404 Lutheran Confessions	3 crs.
EDU 408 Teaching the Christian Faith	2 crs.
EDU 445 Office of the Christian Teacher	2 crs.

Student majoring in Family Life are required to select one of the following minors (next column). These minors are not available to non-Family Life students.

REQUIRED RELATED MINORS, 28 crs.

Choose one (1) of the following:

Child Life Specialist:

FAM 331 Observations of Infant and Toddler Development	3 crs.
FAM 332 Observations of PreSchool Development	3 crs.
FAM 333 The Hospitalized Child	3 crs.
FAM 334 Therapeutic Interventions for the Hospitalized Child	3 crs.
FAM 335 Child Life Specialist Seminar	1 crs.
FAM 391 Field Work in the Hospital	3 crs.
FAM 491 Child Life Hospital Internship	12 crs.

Community Services:

FAM 340 Administrative Skills of Human Services Organizations	3 crs.
FAM 341 Cultural & Social Diversity in America	3 crs.
FAM 342 Change: Theory & Practice	3 crs.
FAM 343 Special Topics in Social Services	3 crs.
FAM 344 Practice Skills Seminar	1 crs.
FAM 392 Field Work in the Community	3 crs.
FAM 492 Internship in Community Services	12 crs.

Children's Ministry

FAM 422 Leadership in Children's Ministry	3 crs.
FAM 423 Practical Skills in Children's Ministry	3 crs.
FAM 424 Designing Children's Ministry for the Church and Home	3 crs.
FAM 425 Children's Ministry Administration	3 crs.
FAM 426 Children's Ministry Seminar	1 crs.
FAM 393 Field Work in Children's & Family Ministry	3 crs.
FAM 493 Internship in Children's & Family Ministry	12 crs.

Youth Ministry

FAM 430 Foundations of Youth Ministry	3 crs.
FAM 431 Youth Culture	3 crs.
FAM 432 Youth Ministry Administration	3 crs.
FAM 433 Youth Ministry Seminar	1 crs.
FAM 434 Youth Ministry Skills	3 crs.
FAM 394 Field Work in Youth & Family Ministry	3 crs.
FAM 494 Internship in Youth & Family Ministry	12 crs.

PSYCHOLOGY

The psychology major meets all undergraduate requirements established by the American Psychological Association. Upon completion, students will be prepared for graduate school in related fields or to enter the workforce providing a variety of human service needs. Coursework is intended to introduce students to various theoretical perspectives, issues pertaining to human development, social influences, and research design. Students also gain practical knowledge and field related experience. A psychology major is the option chosen by students with a variety of interests including: psychology, social work, counseling, and law, health, and human services. A cumulative GPA of 2.75 and a 3.0 in psychology should be attained in order to enroll in any 300/400 level course.

PSYCHOLOGY MAJOR, 37 crs.

Required Core Courses:

COMM 105 Public Speaking	3 crs.
MATH 205 Statistics I	3 crs.
BIO 181 Essentials of Anatomy and Physiology	4 crs.

Required Psychology Major Courses:

PSY 101 General Psychology	3 crs.
PSY 201 Interpersonal Communication	3 crs.
PSY 205 Theories of Learning	3 crs.
PSY 310 Theories of Personality	3 crs.
PSY 315 Social Psychology	3 crs.
PSY 245 Experimental Psychology and Research Methods	3 crs.
PSY 425 Abnormal Psychology	3 crs.
PSY 450 Psychology Practicum	3 crs.
PSY 490 Senior Seminar	3 crs.
PSY 492 The Research Proposal	1 cr.

Required Development Course – Choose one (1) of the following:

PSY 221 Child Development	3 crs.
PSY 222 Adolescent Development	3 crs.
PSY 223 Adult Development	3 crs.
PSY 230 Lifespan Development	3 crs.

Electives – Choose two (2) from either category:

300 Level Psychology Electives*	3 crs.
400 Level Psychology Electives*	3 crs.

**Principles of Counseling is a recommended elective to be taken during spring of junior year.*

PSYCHOLOGY MINOR, 24 crs.

Required Core Courses:

MATH 205 Statistics I	3 crs.
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Required Psychology Minor Courses:

PSY 101 General Psychology	3 crs.
PSY 205 Theories of Learning	3 crs.
PSY 310 Theories of Personality	3 crs.
PSY 315 Social Psychology	3 crs.
PSY 245 Experimental Psychology and Research Methods	3 crs.
PSY 425 Abnormal Psychology	3 crs.

Required Development Course – Choose one (1) of the following:

PSY 221 Child Development	3 crs.
PSY 222 Adolescent Development	3 crs.
PSY 223 Adult Development	3 crs.
PSY 230 Lifespan Development	3 crs.

Elective – Choose one (1) from either category:

300 Level Psychology Electives	3 crs.
400 Level Psychology Electives	3 crs.

SOCIAL STUDIES

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.

SOCIAL STUDIES MAJOR, 37 crs.**Required Courses:**

ECON 222 Micro-Economics	3 crs.
ECON 231 Macro-Economics	3 crs.
GEOG 220 Cultural Geography	3 crs.
GEOG xxx Geography elective	3 crs.
HIST 103 Worldview: History	3 crs.
HIST 153 American Civilization	3 crs.
POLS 201/JPP 101 American Government	3 crs.
POLS XXX <i>Choose any upper level political science</i>	3 crs.
SSC490 Senior Project	1 cr.

Electives - *Choose a minimum of twelve (12) crs. from courses with the following prefixes:*

ECON

GEOG

HIST

POLS

PSY 101 General Psychology 3 crs.

SOC

Recommended SOC course:

SOC 255 Urban Society 3 crs.

SOCIAL STUDIES MINOR, 27 crs.**Required Courses:**

ECON 222 Micro-Economics	3 crs.
ECON 231 Macro-Economics	3 crs.
GEOG 220 Cultural Geography	3 crs.
GEOG xxx Geography elective	3 crs.
HIST 103 Worldview: History	3 crs.
HIST 153 American Civilization	3 crs.
POLS 201/JPP 101 American Government	3 crs.
POLS XXX <i>Choose any upper level political science</i>	3 crs.

SOCIOLOGY

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.

SOCIOLOGY MINOR, 21 crs.**Required Courses:**

SOC101 Introduction to Sociology	3 crs.
SOC203 Contemporary Social Problems	3 crs.
SOC175 African American Reality & Culture	3 crs.
SOC451 Issues in Social Science	3 crs.

Electives—*Choose nine (9) crs. from the following:*

ANTH201 Cultural Anthropology	3 crs.
SOC333 Families in Society	3 crs.
SOC345 Adulthood & Aging	3 crs.
SOC151 Criminology	3 crs.
SOC410 Research in Social Science (w)	3 crs.

LIBERAL ARTS – BUSINESS ENTREPRENEURSHIP (LABE) *Double Major Only*

The LABE Major may only be taken as part of a Double Major, consisting of the LABE Major in conjunction with another Liberal Arts Major. There is no minor.

LAB 391 Internship, 6 crs.

The internship is comprised of three components: career preparation activities (see above), an internship proposal, and the internship itself. The internship proposal is the development stage of the student's internship. The internship proposal process will give the student a realistic job search experience, from developing a target job list through negotiating an acceptable employment contract. The internship consists of a formal proposal, which sets forth specific objectives, range of tasks, and relationship to on-site supervisor, and the internship experience itself. The internship is an applied business experience in which the student works on-site at a business, nonprofit, or government organization. It provides an integrative experience enabling the student to blend his/her liberal arts and business education in a work situation with assigned tasks and responsibilities. Site work provides the framework and written analysis of the organization and duties extend the student's learning.

LAB 483 Senior Project, 3 crs.

This may be combined with, or in addition to, the senior project in the student's liberal arts major. Content will be determined between the student and his/her liberal arts advisor.

LABE MAJOR, 33 crs.

Required Courses:

COMM247 Business Writing	3 crs.
BUS130 Principles of Management	3 crs.
BUS262 Planning New Ventures	3 crs.
MKTG131 Principles of Marketing	3 crs.
ACCT203 Financial Accounting	3 crs.
FIN200 Personal Finance	3 crs.

Electives – Choose two (2) from the following:

COMM250 Intro to Mass Communication	3 crs.
ENG245 Advanced Writing	3 crs.
BUS150 Introduction to Business Technology	3 crs.
MGMT360 Small Business Administration	3 crs.
BUS340 Organizational Behavior	3 crs.
BUS336 Human Resource Management	3 crs.

Additional Requirements:

LAB 391 LABE Internship	6 crs.
LAB 483 LABE Senior Project	3 crs.

The courses listed (33 credits) will be taken in addition to the student's Liberal Arts Core, the student's Liberal Arts Major, and any necessary elective courses (if needed to reach 126 credits required for graduation). In addition to the coursework listed above, the LABE major also has the following requirements:
Career Preparation Activities (Required)

1. Regular meetings with career counseling staff.
2. At least two "job shadowing" activities (to be established with the student's liberal arts major advisor)
3. Completion of resume writing, job search, and interview strategy workshops.

Students must maintain a 2.5 cumulative grade point average to enter into and to continue work in the LABE major.

THE HAAB SCHOOL OF BUSINESS ADMINISTRATION

The Haab School of Business Administration provides a challenging and dynamic learning environment. Our classes are taught by experienced business professionals whose primary goal is to ensure academic excellence and student success. The Haab Program approach includes:

INDIVIDUALIZED FOCUS

The School helps students explore their interests and assists them in developing a career plan based upon their specific goals. This tailored program will provide students with a solid business and management foundation for achieving their continued personal and professional growth.

APPLIED KNOWLEDGE

Internships combine theory with practical application, through interaction between students, local and regional businesses, and community organizations. This provides students with an opportunity to explore their field of interest in a real-world business or non-profit environment.

BUSINESS CONNECTIONS

Students benefit from Haab's relationships with the regional business community, as well as with local social service and non-profit organizations.

ETHICAL PERSPECTIVE

In a climate where ethical values serve to strengthen leadership skills, the Haab experience provides a firm Christian ethical foundation to our future business leaders.

The two divisions therein are the Business Division and the Legal Studies Division. In addition, two associate degree programs and a special cooperative program exist.

UNIVERSITY CORE CURRICULUM REQUIREMENTS

Core requirements	Course	Credits	Business	JPP
Theology - 9 crs	REL 100 The Bible	3	*	*
Common core	REL 110 Christian Faith	3	*	*
	Theology Elective	3	**	**
Philosophical Foundations - 3 cr Narrative Core	Choose an approved Philosophy	3	*	*
Literature - 3 crs Common Core	ENG 103 Civilizations & Worldviews - Literature	3	*	*
History - 3 crs. Common Core	HIST 103 Civilizations & Worldviews - History	3	*	*
Creative Arts - 3 crs. Elective Core	Choose an approved Arts Course	3	**	**
Culture - 3 crs. Narrative Core	Choose an approved Culture Course	3	**	**
Language - 3 crs. Elective Core	Choose an approved Language Course	3	**	**

Core requirements	Course	Credits	Business	JPP
Social Sciences -3 crs Elective Core	PSY 101 General Psychology	3	*	*
Citizenship - 3 crs Narrative Core	ECON 222 Macroeconomics JPP 101 American Government	3	*	*
Science - 4 crs Elective Core	Choose an approved Science course with Lab	4	**	**
Writing - 3 crs Common Core	ENG 104 Introduction to Writing	3	*	*
Communications - 3 crs Narrative Core	COMM 201 Interpersonal Comm.	3	*	*
Mathematics - 3 crs Elective Core	BUS 315 Business Statistics	3	*	*
Phys. Education - 2 crs Elective Core	HHP 100 Introduction to Lifetime Fitness HPP Activity Course	1 1	* **	* **
The University Exp. – 3 crs Narrative Core	LA105 Freshman Seminar	3		
TOTAL: 51				

* = specific course required ** = choice of course from approved list

Suggested first year program

First year business majors are advised to enroll in the following courses:

FALL		SPRING	
ACCT203 Financial Accounting*	3 crs.	ACCT 223 Managerial Accounting*	3 crs.
ECON222 Macroeconomics	3 crs.	BUS 150 Intro to Business Information Tech	3 crs.
MGMT 130 Principles of Management	3 crs.	MKTG 131 Principles of Marketing	3 crs.
ENG 104 Introduction to Writing	3 crs.	REL 100 The Bible	3 crs.
COMM 201 Interpersonal Communication	3 crs.	ENG 103 Civilizations and Worldview-Lit	3 crs.
LA 105 Higher Ed, New Experience	3 crs.	HHP 100 Intro to Lifetime Fitness	1 cr.
		PSY 101 General Psychology	3 crs.

* For Accounting majors only

PROGRAM OBJECTIVE

Concordia University prepares students to assume effective and responsible leadership roles in organizations or related professional activities. A three part curriculum is required to accomplish this goal (Bachelor of Science in Business).

First, the liberal arts core provides students with the intellectual and self-knowledge skills to understand themselves and their dynamic world. Students learn to communicate and develop an understanding of the religious, cultural, social, economic, international, and technical environments in which individuals and organizations will exist in the future. By taking courses in religion and ethics, students develop a Christian value system for dealing

conscientiously with their various publics.

The second part of the curriculum is the business common body-of-knowledge, required of all business division graduates. This core provides students with an understanding of the dynamics of the firm, introduction to the functional areas of the organization, basic managerial and organizational concepts, and an overall view of policy making. The qualitative and quantitative nature of this common-core enables students to develop their critical and analytical skills.

The third section of the curriculum provides students an opportunity to concentrate and obtain sufficient competence and skill to experience the joy of useful work and contribute to church and community in a profession or vocation. Only accredited transfer credits from NCA or Equivalent Accredited Institutions will be accepted.

THE BUSINESS CORE CURRICULUM - 48 CREDITS

BUSINESS CORE

48 TOTAL/39 ACTUAL CRS.

ACCT 203 Financial Accounting	3 crs.
ACCT 223 Managerial Accounting	3 crs.
BUS 150 Introduction to Business Information Technology	3 crs.
BUS 210 Business Law I	3 crs.
BUS 315 Business Statistics	3 crs. (<i>counted in University Core</i>)
BUS 355 Management Information System	3 crs.
BUS 399 Internship	3 crs.
BUS 453 Business Policy and Ethical Decision Making	3 crs.
COMM 201 Interpersonal Communication	3 crs. (<i>counted in University Core</i>)
ECON 222 Macroeconomics	3crs (<i>counted in University Core</i>)
ECON 231 Micro Economics	3 crs.
FIN 300 Principles of Finance	3 crs.
MGMT 130 Principles of Management	3 crs.
MGMT 336 Human Resource Management	3 crs.
MGMT 450 International Business Management	3 crs.
MKTG 131 Principles of Marketing	3 crs.

BUSINESS MINOR: 21 CRS.

ACCT 203 Financial Accounting	3 crs.
ACCT 223 Managerial Accounting	3 crs.
BUS 210 Business Law I	3 crs.
ECON 222 Principles of Economics*	3 crs. (<i>counted in University Core</i>)
FIN 300 Principles of Finance	3 crs.
MGMT 336 Human Resource Management OR	3 crs.
MGMT 340 Organizational Behavior	3 crs.
MKTG 131 Principles of Marketing	3 crs.

Business Minor cannot be taken by Business Majors

*For the 2014-15 academic year, students are required to take ECON222 for the business minor

All Business majors must complete all listed degree requirements and earn a minimum total of 126 credits to graduate. Both the cumulative grade point average and the average for all Business courses attempted must be 2.0 or above.

ACCOUNTING

MAJOR: 21 crs.

Students may select either a "4-year, non-CPA" track and complete a minimum of 126 credit hours or they may satisfy the "5-year, 150 hour" track to qualify for the CPA exam.

150-Hour MBA/CPA track*

** ACCT 310 Intermediate Accounting I	3 crs.
** ACCT 311 Intermediate Accounting II	3 crs.
** ACCT 323 Cost Accounting	3 crs.
** ACCT 330 Advanced Accounting	3 crs.
** ACCT 350 Income Tax I	3 crs.
** ACCT 360 Income Tax II	3 crs.
** ACCT 420 Auditing	3 crs.

Students who wish to complete the 150-hour, CPA Exam track have several options - including an MBA - and should consult with their advisor to plan their course of study. Additional classes required for this option include:

ACCT 425/MBA 525 Advanced Auditing	3 crs.
ACCT 432/MBA 532 Governmental & Not-for-Profit Accounting	3 crs.
ACCT 441 Mergers and Acquisitions	3 crs.
BUS 310 Business Law II and Ethics	3 crs.
MGMT 429/MIB 530 Production/Operations Management	3 crs.

Students in this track may choose to complete a 12-18 credit hour internship instead of the 3-6 credit hour internship available in the non-CPA track. See your advisor for more information.

Beginning in Fall 2013, entering students who wish to register for ACCT 310 or higher accounting courses, will be required to have earned a minimum grade of "B" in both ACCT203 and ACCT223. Each student will then be required to earn a minimum grade of C in each of their upper-level accounting courses.

MINOR: 18 CRS.

ACCT 203 Financial Accounting	3 crs.
ACCT 223 Managerial Accounting	3 crs.
ACCT 310 Intermediate Accounting I	3 crs.
ACCT 311 Intermediate Accounting II	3 crs.
Accounting Elective #1	3 crs.
Accounting Elective #2	3 crs.

BUSINESS COMMUNICATION

MAJOR: 30 CRS.

BCOM 247 Business Writing	3 crs.
BCOM 300 Group Dynamics	3 crs.
BCOM 380 Organizational Communication	3 crs.
BCOM 385 Interviewing Principles	3 crs.
BCOM 390 Conflict Management	3 crs.
COMM 105 Public Speaking	3 crs.
COMM 205 Advanced Public Speaking	3 crs.
COMM 260 Social Media	3 crs.
MGMT 340 Organizational Behavior	3 crs.
And select one elective from the following:	3 crs.
BCOM 333 Servant Leadership OR	

COMM 354 Gender and Communication OR
COMM 460 Cross Cultural Communication

MINOR: 21 CRS.

BCOM 247 Business Writing	3 crs.
BCOM 300 Group Dynamics	3 crs.
BCOM 380 Organizational Communication	3 crs.
BCOM 385 Interviewing Principles	3 crs.
BCOM 390 Conflict Management	3 crs.
COMM 260 Social Media	3 crs.
MGMT 130 Principles of Management	3 crs.

ENTREPRENEURSHIP

MINOR: 21 CRS.

ENTR 250 Legal Landscape of Entrepreneurship	3 crs.
ENTR 262 Planning New Ventures	3 crs.
ENTR 390 Entrepreneurship Practicum	3 crs.
MGMT 130 Principles of Management	3 crs.
MGMT 360 Small Business Administration	3 crs.
MKTG 131 Principles of Marketing	3 crs.

Students select one of the below courses depending on area of entrepreneurial interest:

ENTR 290 Social Entrepreneurship: Innovating beyond the Forest and Through the Trees – 3crs.

OR

BUS 320 Family Business Management – 3crs.

FINANCE

MAJOR: 24 CRS.

FIN 300 Principles of Finance	3 crs.
FIN 310 Basic Investing	3 crs.
FIN 315 Principles of Insurance	3 crs.
FIN 320 Money and Banking	3 crs.
FIN 340 Corporate Finance	3 crs.
FIN 430 International Finance	3 crs.
ECON 370 International Economics	3 crs.
ECON 315 Macroeconomics Crises in History	3 crs.

MINOR: 21 CRS.

FIN 300 Principles of Finance	3 crs.
FIN 310 Basic Investing	3 crs.
MGMT 130 Principles of Management	3 crs.

Electives: Choose 4 of the following courses	12 crs.
FIN 315 Principles of Insurance	3 crs.
FIN 320 Money and Banking	3 crs.
FIN 430 International Finance	3 crs.
FIN 340 Corporate Finance	3 crs.
ECON 370 International Economics	3 crs.
ECON 315 Macroeconomics Crises in History	3 crs.

GENERAL BUSINESS MAJOR

24 CRS.

This major requires a minimum of BUS 399 and 9 credits of Business electives plus 12 credits Liberal Art electives. An appropriate internship is required as part of the major.

HOSPITALITY & EVENT ENTERTAINMENT MANAGEMENT (HEM)

MAJOR: 42 CRS.

HEM 290 - Introduction to HEM	3 crs.
HEM 210 - Exposition and Special Event Management	3 crs.
HEM 220 – Concession, Catering and Vendor Operational Management	3 crs.
HEM 230 - Ceremonial Management	3 crs.
HEM 240 - Financial Aspects of Hospitality and Event Management	3 crs.
BUS 422 - Risk Management and Insurance	3 crs.
SEM 420 - Event and Production Management	3 crs.
SEM 320 - Contemporary Leadership Behavior	3 crs.
SEM 330 - Integrated Public Relations and Social Media	3 crs.
SEM 410 - Integrated Marketing and Design	3 crs.
SEM 430 - Sponsorship, Sales and Fundraising Strategies	3 crs.
HEM 453 – HEM Policy	3 crs.
SMA 340 - Internship	4 crs.
SEM340 – Field Experience I	1 cr.
SEM341 – Field Experience II	1 cr.

MINOR: 21 CRS.

HEM 290 - Introduction to HEM	3 crs.
HEM 210 - Exposition and Special Event Management	3 crs.
HEM 220 – Concession, Catering and Vendor Operational Management	3 crs.
HEM 230 - Ceremonial Management	3 crs.
HEM 240 - Financial Aspects of Hospitality and Event Management	3 crs.
BUS 422 - Risk Management and Insurance	3 crs.
SEM 420 - Event and Production Management	3 crs.

HUMAN RESOURCE MANAGEMENT

MINOR: 24 CRS.

BCOM 247 Business Writing	3 crs.
BCOM 385 Interviewing Principles	3 crs.
BCOM 390 Conflict Management	3 crs.
BUS 210 Business Law 1	3 crs.
BUS 338 Compensation and Benefits	3 crs.
BUS 399 Internship	3 crs.*
BUS 434 Training and Employee Development	3crs.
MGMT 336 Human Resource Management	3 crs.

* Business majors can be exempted from the BUS 399 Human Resources Internship if they complete BUS 399 for a different major or minor.

MANAGEMENT

MAJOR: 21 CRS.

BUS 422/MBA 622 Risk Management & Insurance	3 crs
ECON 370 International Economics	3 crs.
MGMT 340 Organizational Behavior	3 crs
MGMT 360 Small Business Administration	3 crs.
MGMT 429 Production/Operations Management	3 crs
MKTG 223 Public Relations	3 crs.
MKTG 422 Marketing Management	3 crs.

MINOR: 27 CRS.

ACCT 203 Financial Accounting	3 crs.
ACCT 223 Managerial Accounting	3 crs.
BUS 150 Introduction to Business Technology	3 crs.
BUS 210 Business Law I	3 crs.
BUS 310 Business Law II & Ethics	3 crs.
ECON 222 Principles of Economics*	3 crs. (<i>counted in University Core</i>)
MGMT 130 Principles of Management	3 crs.
MGMT 336 Human Resource Management	3 crs.
MKTG 131 Principles of Marketing	3 crs.
Management Minor cannot be taken by Business Majors	

*For the 2014-2015 academic year, students are required to take ECON222 for the management minor.

MARKETING

MAJOR: 21 CRS.

MKTG 223 Public Relations	3 crs.
MKTG 304 Retail Management	3 crs.
MKTG 325 Promotions & Advertising	3 crs.
MKTG 345 E-Commerce	3 crs.
MKTG 422 Marketing Management	3 crs.
MKTG 426 Marketing Research	3 crs.
MKTG 440 International Marketing	3 crs.

MINOR: 18 CRS.

Required Courses – 9 crs.	
MGMT 130 Principles of Management	3 crs.
MKTG 131 Principles of Marketing	3 crs.
MKTG 422 Marketing Management	3 crs.
Electives: Choose 3 of the following courses	9 crs.
MKTG 223 Public Relations	3 crs.
MKTG 304 Retail Management	3 crs.
MKTG 325 Promotions & Advertising	3 crs.
MKTG 345 E-Commerce	3 crs.
MKTG 426 Marketing Research	3 crs.

PUBLIC RELATIONS

MAJOR: 31 CRS.

BCOM 247 Business Writing	3 crs.
BCOM 323 Intermediate Public Relations	3 crs.
BCOM 385 Interviewing Principles	3 crs.
BCOM 423 Advanced Public Relations	3 crs.
COMM 105 Public Speaking	3 crs.
COMM 193 Beacon	1 cr.
COMM 205 Advanced Public Speaking	3 crs.
COMM 260 Social Media	3 crs.
COMM 265 Journalism	3 crs.
MKTG 223 Public Relations	3 crs.
MKTG 325 Promotion and Advertising	3 crs.

MINOR: 21 CRS.

BCOM 247 Business Writing	3 crs.
BCOM 323 Intermediate Public Relations	3 crs.
BCOM 423 Advanced Public Relations	3 crs.
COMM 105 Public Speaking	3 crs.
COMM 260 Social Media – 3 crs. OR BUS 399 Internship	3 crs.
COMM 265 Journalism	3 crs.
MKTG 223 Public Relations	3 crs.

SPORT & ENTERTAINMENT MANAGEMENT

MAJOR: 48 CRS.

HHP 275 Administration and Organization of Sport and Entertainment	3 crs.
SMA 290 Introduction to Sport and Entertainment Management	3 crs.
SMA 300 Social Aspects of Sports and Entertainment	3 crs.
SMA 310 Legal and Ethical Issues in Sport	3 crs.
SMA 320 Facility Design and Management in Sport and Entertainment	3 crs.
SMA 330 Sport Economics and Finance	3 crs.
SMA 340 Sport and Entertainment Internship	4 crs.
SMA 350 Marketing of Sport and Entertainment	3 crs.
BUS 422 Risk Management and Negotiation	3 crs.
SEM 330 Integrated Public Relations and Social Media	3 crs.
SEM 340 Field Experience I	1 cr.
SEM 341 Field Experience II	1 cr.
SEM 320 Contemporary Leadership	3 crs.
SEM 410 Integrated Marketing and Design	3 crs.
SEM 420 Event and Fundraising Management	3 crs.
SEM 430 Sponsorship, Fundraising and Sales Strategy	3 crs.
SEM 453 Sport and Entertainment Policy (Capstone)	3 crs.

MINOR: 21 CRS.

HHP 275 Administration and Organization of Sport	3 crs.
SMA 290 Introduction to Sport and Entertainment Management	3 crs.
SMA 300 Social Aspects of Sports and Entertainment	3 crs.
SMA 310 Legal and Ethical Issues in Sport and Entertainment	3 crs.
SMA 320 Facility Design and Management in Sport	3 crs.
SMA 330 Sport Economics and Finance	3 crs.
SMA 350 Sport and Entertainment Marketing	3 crs.

CRIMINAL JUSTICE & PUBLIC POLICY

MAJOR: 48 CRS.

Concordia offers students interested in being a positive influence in making the world a safer and non-violent place to live, the opportunity to explore the exciting study of crime causation, criminal law, public policy and the justice system. Graduation from the program will lead to challenging and rewarding careers in law enforcement, criminal investigations, security management, custodial and community based corrections, intelligence operations, probation and parole and court administration. It will also provide an outstanding foundation for future study at graduate or law school. Credits necessary for graduation equal 126 credit hours. The major consists of 48 credits. The Criminal Justice and Public Policy program does not require a minor.

JPP 101 American Government	3 crs. (<i>counted in University Core</i>)
JPP 102 Intro to Law Enforcement	3 crs.
JPP 103 Criminology	3 crs.
JPP 104 Intro to Courts	3 crs.
JPP 105 Foundations of Justice	3 crs.
JPP 110 Juvenile Theory	3 crs.
JPP 206 Intro to Corrections	3 crs.
JPP 207 Substantive Criminal Law	3 crs.
JPP 214 Criminal Investigations	3 crs.
JPP 245 Criminal Justice Research Methods	3 crs.
JPP 308 Procedural Criminal Law	3 crs.
JPP 310 Administration of Justice	3 crs.
JPP 311 Criminal Psychology	3 crs.
JPP 399 Internship	3 crs.
JPP 415 Ethics in Criminal Justice	3 crs.
JPP 416 Careers in Criminal Justice	3 crs.

SCHOOL OF EDUCATION

BACHELOR'S DEGREE PROGRAMS

Concordia's School of Education curriculum has been developed to be fully consistent and in compliance with all standards and requirements established by the Michigan State Department of Education, the National Council for Accreditation of Teacher Education (NCATE) and the professional organizations governing the content specialty areas of majors and minors. Successful completion of the curriculum qualifies candidates for the Bachelor of Arts Degree, teacher certification and, if desired, a Lutheran Teacher Diploma. The School of Education offers three programs, elementary, secondary, and K-12 teacher education.

POST-BACCALAUREATE TEACHER CERTIFICATION

Concordia offers a post-baccalaureate teacher certification program which is designed to enable individuals who have already earned a bachelor's degree to complete requirements for teacher certification in approximately four semesters. The Professional Studies and Specialty Studies in Education requirements are identical to those in the undergraduate teacher education programs. A minimum of 6 credits in the field(s) of specialization must be taken in residence.

SCHOOL OF EDUCATION MISSION STATEMENT

Concordia's School of Education prepares entry-level elementary, secondary, and K-12 teachers for teaching careers both in the church and community. Concordia's graduates are able to provide effective servant-leadership, prepared for reflective practice, and committed to life-long learning and strengthening of practice.

CONCEPTUAL FRAMEWORK/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 program, admission into the directed teaching experience, and program completion. The eleven program outcomes are:

SL1. Caring Relationships – Candidates establish caring, supportive relationships with students, families and colleagues

SL2. Each Child – Candidates model respect, acceptance and concern for individual students in the diverse classroom

RP3. Disciplinary Knowledge – Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification

RP4. Pedagogy – Candidates understand and implement best practices of instruction

RP5. Instruction – Candidates deliver well-differentiated and well-aligned instruction that empowers students as learners

RP6. Communication – Candidates demonstrate effective communication skills to enhance teaching and learning

RP7. Collaboration – Candidates effectively collaborate to enhance student learning

RP8. Classroom Culture – Candidates assess and respond appropriately to the cultures of diverse classrooms, schools and the community

RP9. Technology – Candidates effectively utilize technology to support teaching and learning

LL10. Learning Communities – Candidates utilize best practices in developing learning communities within the classroom

LL11. Professional Educator – Candidates consistently expand their professional knowledge, skills and dispositions

FIELD & CLINICAL EXPERIENCES

Most School of Education courses include required field and clinical experiences. These provide opportunities to develop skills and dispositions and to demonstrate progress towards the program outcomes. Assessments of candidates' success in each field-based experience will be completed by the course instructor, cooperating teacher, and fieldwork coordinator. Selected assessment rubrics will become part of the candidate's application file for use in considering qualifications for admission into the program and into the professional semester.

All field-based requirements must be completed before the end of the course within which it is assigned. Satisfactory course grades (letter grade C or higher) require satisfactory completion of both the fieldwork hours and the activities assigned.

POST-BACCALAUREATE WAIVER

Up to half of the field work in pre-admission courses (EDU220, EDU214 and EDU303) may be waived for Post-Bachelors Certification candidates who provide documentation and reflective summaries of previous work or experience in working with children. Details on applying for the waiver are available from the School of Education office. The Dean for the School of Education will approve or deny all requests for waivers.

SCHEDULING FIELD BASED EXPERIENCES

Specific times for pre-admission field work hours are not included in the scheduled class times. Candidates need to arrange one to two hours weekly in order to complete their field experience. Required clinical hours are included in the class schedules of the Elementary Education courses and several of the Secondary Education methods courses. Candidates will be responsible for their own transportation to field sites. Sites and field activities will be selected and assigned through the Coordinator of Fieldwork and Clinical Experiences and the course instructor.

ELIGIBILITY FOR PARTICIPATION IN FIELD BASED ACTIVITIES

The practice of Michigan's Board of Education has been to deny, revoke or suspend a teaching certificate for misdemeanor or felony convictions involving criminal sexual conduct, convictions of child abuse, or distribution of a controlled substance to a minor. In response to the State's regulations (Rule 101.1) regarding such infractions, the School of Education requires all students participating in field based activities must complete a background check. The School of Education also requires students to complete a Rule 101.1 statement. The Statement is also a part of the application process for admission to program and the professional semester and when requesting a recommendation for certification.

If a candidate replies positively to any of statement's questions regarding conviction or charges related to felonies or certain misdemeanors, involvement in field-based experiences will be postponed until the Dean determines, in consultation with the Michigan Department of Education, whether the conviction or charge is serious enough to indicate the strong possibility of eventual denial of a teaching certificate by the State. If it is determined that such a possibility exists, the candidate may be denied the opportunity to participate in field-based 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 101.1 Statement responses.

ENROLLMENT IN SCHOOL OF EDUCATION COURSES

Enrollment in the following teacher education courses is open to any CUAAs student who has met course prerequisites:

EDU100	Education Seminar
EDU200	Admit to Program Seminar
EDU220	Foundations of Education
EDU203	Education Technology
EDU214	Child Development
EDU225	Foundations of Music Education
EDU303	Differentiating Instruction
ECE 201	Foundations of Early Childhood Education

Enrollment in all other courses offered by the School of Education requires formal admission into one of the Teacher Education programs.

MINIMUM GRADE IN PROFESSIONAL STUDIES COURSES

In order to be admitted the Professional Semester and program completion, a final grade of C (2.0) or higher is required for professional studies courses.

APPLYING FOR ADMISSION & CERTIFICATION

The School of Education Dean is responsible for making final decisions regarding admission and program continuance, admission into the professional semester, and recommendation for state certification at program completion. In making all such decisions, the following are required and considered:

- Written application by the candidate.
- Written recommendation and support of faculty members.
- Documented evidence of the candidate's understanding of, continued progress towards, and successful achievement of the program outcomes.
- Satisfactory completion of all required coursework and clinical experiences.
- Evidence that the candidate exhibits appropriate professional behaviors, ethics, dispositions and character.

Specific criteria and processes for each step are described below. In addition, the Dean may request additional evidence including, but not limited to:

- A criminal background check.
- Additional recommendations or letters of reference.
- Written statements in which the candidate expresses his/her understanding of the program outcomes, professionalism or other relevant issues.

ADMISSION TO ELEMENTARY OR SECONDARY EDUCATION PROGRAMS

The following are requirements for admission into the Elementary or Secondary Education Program:

- A. Prerequisite courses and fieldwork:** To submit an application to a Teacher Education program, candidates must have satisfactorily completed or currently be completing the following prerequisite courses and their related field work experiences with a minimum grade of C or 2.0.

<i>Course</i>		<i>hours of fieldwork experience</i>
EDU100	Education Seminar	0 hours
EDU220	Foundations of Education	15 hours
EDU203	Education Technology	0 hours
EDU214	Child Development	15 hours
EDU303	Differentiating Instruction	15 hours
EDU200	Admit to Program Seminar	0 hours

- B. Professional Readiness:** Candidates must demonstrate basic competency in reading, mathematics, and writing by passing all three sections of the “Professional Readiness Exam” of the Michigan Tests for Teacher Certification (MTTC). Preparation and registration materials are available at www.mttc.nesinc.com. Tutorial support is available through Concordia’s Academic Resources Center. Students may also use equivalent ACT scores or MME scores in place of taking the PRE. Please see the School of Education Academic Advisor for further information.
- C. Writing Sample:** Candidates must complete an extemporaneous writing assignment, which is assessed by the Dean. If the writing sample raises concerns about a candidate’s writing ability, a plan for strengthening those skills must be prepared by the candidate and the Director of the Academic Resource Center and submitted for the Dean’s approval. The candidate’s eventual admission into the professional semester will be contingent upon successful completion of that plan.
- D. GPA:** Candidates must hold a cumulative grade point average of 2.5 or higher in order to submit an application.
- E. Faculty Recommendations:** Two positive recommendations from faculty members are required for admission. One must be prepared by an instructor from one of the prerequisite education courses (listed above) other than the program coordinator. The other is to be prepared by a faculty member offering the candidate’s major or minor. Recommendation forms are available on the School of Education website and should be given directly to selected faculty members by the candidate.
- F. Admission Interview:** Interviews are conducted by the Elementary or Secondary Education Coordinator and the Dean of the School of Education. They are scheduled by a School of Education staff member following confirmation of all requirements having been met.
- G. Professional Organization Membership:** The candidate must submit evidence of current membership within a professional organization (regional, state or national) appropriate to his/her area of planned certification/endorsement
- H.** Following the interview, all application materials submitted by the candidate, the interviewers’ recommendations, and all other items in the candidate’s SOE file will be reviewed by the Dean for final approval of admission. In each case, the candidate will either be admitted or denied admission. There is no conditional or provisional admission.

If denied admission, the Dean will inform the candidate in writing as to the reason. The candidate may appeal the decision in writing to the Vice President of Academics within two weeks from the time of notification.

CONTINUANCE IN TEACHER EDUCATION PROGRAM

In order to maintain admission in the program, a cumulative GPA of 2.5 or better must be maintained. If a candidate’s cumulative GPA falls below 2.5, admission to program will be immediately suspended and the candidate will be ineligible to continue in professional studies courses. Readmission may be granted by the Dean when the candidate achieves a cumulative GPA of 2.5 or higher.

THE PROFESSIONAL SEMESTER

During the semester prior to directed teaching, candidates will take EDU300: Professional Semester Seminar where they will apply for admission into the professional semester.

Requirements for Admission

- A. Eligibility:** To be eligible to submit an application for directed teaching, the candidate must have taken courses for at least one semester at Concordia; been admitted into an education program (elementary or secondary;) successfully completed (or be completing) all prerequisite courses and clinical experiences with a grade of C (2.0) or better in each; and hold a cumulative grade point average of 2.5 or higher.
- B. Faculty Recommendations:** Admission into the Professional Semester requires positive recommendations from three faculty members. Elementary candidates should seek recommendations from two instructors of the school's methods courses (other than the program coordinator) and one instructor teaching within the candidate's academic major or minors. Secondary candidates need recommendations from one instructor of a secondary education methods course (other than the program coordinator) and one instructor each from his/her academic major and minor. Recommendation forms are available on the School of Education website and should be given directly to selected faculty members by the candidate.
- C. Other Application Materials:** Candidates are asked to include in the application materials a current resume and an indication of preferences for their directed teaching placement, using the "Directed Teaching Preferences" form attached to the application.
- D. Writing Sample:** Candidates must demonstrate an appropriate level of competence in writing ability by completing an extemporaneous writing assignment. This will be completed during EDU300. The writing sample will be assessed by a professor in the candidate's major content area.
- E. Professional Organization Membership:** The candidate must submit evidence of current membership within a professional organization (regional, state or national) appropriate to his/her area of planned certification/endorsement.
- F. Professional Semester Interview:** Interviews are conducted by an individual from outside of the university. The School of Education Dean and coordinators will observe the interviews. They are scheduled by a member of the School of Education staff following confirmation of all requirements.
- G. Michigan Tests for Teacher Certification:** Candidates must take appropriate content area MTTC tests prior to the start of the professional semester. Elementary candidates must take the elementary education test in addition to any content tests. Secondary candidates must take the tests in their major and minor.

Candidates can take the appropriate MTTC tests after having completed at least 80% of the coursework in their major/minor.

Following the interview, the Dean of the School of Education will review the candidate's application materials, faculty and interviewers' recommendations, and other materials contained in the candidate's School of Education file. A letter of acceptance or denial will be sent to the candidate by the Dean. Copies will be placed in the candidate's School of Education file and sent to his/her academic advisor. The university registrar also receives notification.

SELECTION/ASSIGNMENT OF DIRECTED TEACHING SITES & MENTORS

The School of Education has detailed criteria for the identification of schools and the selection of cooperating teachers chosen for Directed Teaching. After interviewing each teacher candidate, the Program Coordinators will identify and assign directed teaching placements. Only candidates working towards the Lutheran Teacher Diploma will be placed in The Lutheran Church-Missouri Synod schools as a part of the certification process for becoming a rostered teacher within the church.

PROGRAM COMPLETION & STATE CERTIFICATION

Requirements

- A. Passing Scores on the Michigan Tests for Teacher Certification:** For program completion, Elementary Education candidates must achieve a passing score on the Elementary Education exam of the Michigan Test for Teacher Certification (MTTC). To add specialized endorsements to Michigan's elementary teacher's certificate, passing scores must also be achieved on the MTTC content area tests for the academic

major and/or minors. Secondary candidates must achieve passing scores on the MTTC content area tests in both their academic major and minor areas. Candidates in the K-12 program must pass the MTTC for either music or art. School of Education policy states that passing scores on the basic certification-area MTTC tests are required for program completion, whether or not a candidate plans to request a Michigan certificate. It is therefore not possible to earn a BA Degree in Teacher Education from Concordia without passing MTTC scores.

- B. Documentation of Achievement of Program Outcomes:** At the completion of directed teaching, each candidate's cooperating teacher(s) and university supervisor(s) will prepare final written evaluations. This "Tier 3" assessment specifically notes success in demonstrating the School of Education's eleven program outcomes and provides the primary basis for determining the final grade for the directed teaching experience.
- C. 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. When submitting to the Coordinator of Licensure and Assessment, the request for a Michigan teaching certificate, a photocopy of a current certificate from Red Cross or American Heart Association must be submitted.
- D. Professional Conference Attendance:** Candidates must submit evidence of participation in at least one professional conference (regional, state or national) appropriate to their certification.
- E. Completion of Surveys:** Students are required to complete and submit all evaluations surveys at the end of their student teaching experience.
- F. Portfolio:** Each student who completes the education program will have completed an academic portfolio prior to graduation.

DEADLINE FOR REQUESTING CERTIFICATION

All requirements for program completion must be completed within two years (24 months) of withdrawal from the university. Following that deadline, a candidate desiring to return and complete certification requirements will be required to meet any new or changed program requirements.

BECOMING CERTIFIED IN OTHER STATES

Once all program requirements are completed, the candidate may submit a Request for Initial Teacher Certification on the State of Michigan's Online Educator Certification System (MOECS). When program completion and fulfillment of all requirements have been verified, the Coordinator of Licensure and Assessment will approve the candidate's request on MOECS.

Rule 101.1 Exception: In keeping with Michigan's Rule 101.1 regulations, if a candidate reports conviction for certain misdemeanors or felonies (specified in Michigan's Public Act 97 of the Public Acts of 1995,) detail must be noted in the submitted recommendation for certification. Receipt of certification will be delayed, pending the State Department's investigation of the case and final decision regarding certification. Failure to accurately or honestly report convictions or current charges while requesting a teaching certificate may serve as basis for a denial of certification.

BACHELOR'S DEGREE IN ELEMENTARY EDUCATION

Completion of the elementary teacher education program, with a passing grade on the "Elementary Education" test of the Michigan Test for Teacher Certification (MTTC) leads to certification by the State of Michigan to teach all subjects in grades kindergarten to 5 and all subjects in grades 6 to 8 in self-contained classrooms. Passing the appropriate MTTC content area test also qualifies you to teach in a departmentalized program (grades 6 to 8) in the area(s) of your specialization (major or minors.)

The elementary education program consists of three components - General Studies, Professional Education Studies and Specialty Studies. Completion of an optional fourth component, the Lutheran Teacher Diploma requirements, certifies the candidate to serve in the teaching ministry of the Lutheran Church-Missouri Synod. The following chart outlines these components.

Elementary Education Components	Credits
<i>General Studies</i>	
General Studies Core (see Foundational Studies)	51 credits
Senior Seminar (if not included in the academic major requirements)	(1–5) credits
Professional Studies in Education (see below)	47 credits
Specialty Studies for Elementary Education	
Major (s)	37 – 47 credits
Minor (s) (if selected)	21 – 34 credits
Total credits required within program:	157–184 credits
Lutheran Teacher Diploma (LTD) - if desired	19 credits
	(9 credits apply towards general studies core)
Total credits required with LTD	176-203 credits
Electives	credit varies
(A minimum of 126 credit hours are required for a B.A. degree.)	

FOUNDATIONAL STUDIES IN ELEMENTARY EDUCATION

Elementary Education candidates will be expected to be able to demonstrate competency in teaching the four content areas addressed in K-5 programs (Language Arts, Science, Mathematics, and Social Studies). Students who apply for admission to the professional semester in the School of Education will need to have successfully completed (2.0 or better) the following general studies/elective courses.

Foundational Studies Components	Credits
SCI100 Introduction to Natural Science	4
MATH111 Math for Teachers	3

These courses can be used to satisfy general studies and math proficiency requirements.

PROFESSIONAL STUDIES IN EDUCATION COURSES - ELEMENTARY EDUCATION

The elementary education professional studies component includes 18 credits in foundational study courses (general studies), 26 credits of professional education core courses (indicated by an asterisk in the following table) and 21 credits of specialized courses in elementary curriculum and instruction. All courses include prescribed field-based observation and/or clinical practice experiences.

Although individual degree plans may vary, the following table illustrates both the prescribed sequence of professional education courses for an undergraduate candidate and a compressed sequence for Post-Bachelor's degree candidates.

Course & Sequence of Study

EDU100	Education Seminar (taken with EDU220)	0 credits
EDU200	Admit to Program Seminar	0 credits
EDU220	Foundations of Education	3 credits
EDU203	Education Technology	1 credit
EDU214	Child Development	3 credits
EDU303	Differentiating Instruction	3 credits
Pass MTTC Professional Readiness Exam		
Application for Admission to Teacher Education Program (EDU200)		

Block 1 (Must be taken prior to taking Blocks 2, 3 & 4)

EDU348	The Art of Teaching	4 credits
EDU343	Teaching Reading in the Elementary Classroom	3 credits

Block 2

EDU344	Teaching Struggling Read/Writers in Elem	3 credits
EDU422	C&I: Social Studies Education	3 credits

Block 3

EDU423	C&I: Science Education	3 credits
EDU424	C&I: Mathematics Education	3 credits

Block 4

EDU425	C&I: Visual & Performing Arts Education	2 credits
EDU427	C&I: Health & Physical Education	2 credits

Application for Admission to Professional Semester

EDU300	Professional Semester Seminar	0 credits
EDU441	Directed Teaching: Elementary	15 credits

SPECIALTY STUDIES IN ELEMENTARY EDUCATION

Elementary education candidates must complete either a major or a major and a minor in addition to the full sequence of elementary education courses. Elementary Education students may select their major from the following areas: Integrated Science, Mathematics, Language Arts and Social Studies. Students may also choose one of the following as a minor with a major: Early Childhood Education, Integrated Science, History, Language Arts, Mathematics, Physical Education and Social Studies.

Specialty Area	State code	Major	Minor
Integrated Science	DI	Yes	Yes
History	CC	No	Yes
Mathematics	EX	Yes	Yes
Language Arts	BX	Yes	Yes
Physical Education	MB	No	Yes
Social Studies	RX	Yes	Yes

EARLY CHILDHOOD EDUCATION

MAJOR (NON-CERTIFICATION)

Course offerings and multiple clinical experiences in the Early Childhood Education major will provide the candidate with comprehensive knowledge and understandings of the unique content, philosophy and pedagogy related to teaching young children in developmentally appropriate ways.

Candidates completing the early childhood major will be highly qualified to teach in any early childhood setting, including such programs as Head Start programs, GSRP or other government funded programs. Graduates will be highly qualified to teach in public or private child care orientated businesses, such as Lutheran Child Care settings affiliated with schools and/or churches.

Required Courses		37 credits
ECE100	The Developing Child: Birth-Age 8	3
ECE201	Social Foundations of Early Childhood Education	3
ECE250	Planning Curriculum and Instruction for Young Children	3
ECE260	Health, Safety and Nutrition in Early Childhood	2
ECE300	Child Guidance and Classroom Management	3
ECE310	Assessment of Young Children	3
ECE315	Learning through Creative Expressions in ECE	2
ECE325	Teaching the Exceptional and Diverse Young Child	3
ECE330	Math and Science for Young Children	2
ECE345	Emergent Literacy in Early Childhood Education	2
ECE370	Parent, School, Family and Community Partnerships in ECE	3
ECE405	Early Childhood Program Administration	2
ECE425	Seminar & Practicum in Infants and Toddlers	3
ECE450*	Early Childhood Education Practicum	2

*ECE450 may be waived by the Dean of the School of Education based on prior experiences. A Petition for Substitution or Waiver of Academic Requirement is required.

EARLY CHILDHOOD EDUCATION-MINOR (LEADS TO CERTIFICATION)

Course offerings and multiple clinical experiences in the Early Childhood Education minor provide the candidate with comprehensive knowledge and understandings of the unique content, philosophy and pedagogy related to teaching young children in developmentally appropriate ways. Building upon Concordia's strong elementary education program, the Early Childhood Education Program provides candidates a coherent, complementary minor which extends and refines their knowledge, skills and dispositions for working successfully in preschool, child care programs, and early elementary school settings. Completion makes the candidate eligible for the State of Michigan's Early Childhood Education endorsement (ZS) on the elementary education teaching certificate.

Early Childhood Education Minor

(This minor must be combined with a major from the following: Integrated Science, Language Arts, Mathematics, Social Studies)

Required Courses		22 credits
ECE201	Social Foundations of Early Childhood Education	3
ECE250	Planning Curriculum and Instruction for Young Children	3
ECE310	Assessment of Young Children	3
ECE315	Learning through Creative Expressions in ECE	2
ECE330	Math and Science for Young Children	2

ECE345	Emergent Literacy in Early Childhood Education	2
ECE370	Parent, School, Family and Community Partnerships in ECE	3
ECE405	Early Childhood Program Administration	2
ECE450*	Early Childhood Education Practicum	2

* ECE450 may be waived by the Dean of the School of Education based on prior experiences. A Petition for Substitution or Waiver of Academic Requirement is required.

HISTORY (ELEMENTARY EDUCATION-MINOR)

History may be defined as the recorded expression of past human activity. It includes the record of the political, social, and economic aspects of a people, as well as their artistic products, intellectual activities, scientific progress, and religious beliefs. Courses in this area attempt to underline the broad scope of history in all activities of men and women.

HISTORY MIINOR, 21 crs.

Required Courses:

U.S. History	3 crs.
European History	3 crs.
Non-Western/Global History	3 crs.
HIST385 Historical Methods	3 crs.

AND (the student must choose one of the following)

I. Emphasis in American History	
U.S. History	6 crs.
European or Non-western/Global history	3 crs.
or II. Emphasis in European History	
European history	6 crs.
U.S. or Non-western/Global history	3 crs.
or III. Emphasis in Global History	
Non-western/Global history	6 crs.

INTEGRATED SCIENCE (ELEMENTARY EDUCATION-MAJOR AND MINOR)

The Integrated Science Major combined with the requirements of Concordia's Elementary 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.

INTEGRATED SCIENCE MAJOR, 47 crs.

Required Science Courses:

SCI250 Nature of Science (w)	3 crs.
BIO/CHEM490 Science Senior Seminar*	2 crs.

Required Biology Courses:

BIO410 Ecology	4 crs.
BIO348 Genetics	4 crs.
SCI272 Cosmogony (w)	3 crs.

Choose two (2) of the following courses:

INTEGRATED SCIENCE MINOR, 33-34 crs.

Required Science Courses:

SCI250 Nature of Science (w)	3 crs.
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Required Biology Courses:

BIO410 Ecology	4 crs.
SCI275 Cosmogony (w)	3 crs.

Choose one (1) of the following courses:

BIO244 Botany	4 crs.
BIO240 Zoology	4 crs.

BIO244 Botany	4 crs.	BIO348 Genetics	4 crs.
BIO240 Zoology	4 crs.		
BIO321 Cell Biology (w)*	3 crs.		
Required Chemistry Courses:		Required Chemistry Courses:	
CHEM141 General Chemistry	4 crs.	CHEM141 General Chemistry I	4 crs.
CHEM105 Elements of General & Bio. Chemistry**	4 crs.	Required Physics Courses:	
CHEM142 General Chemistry II **	4 crs.	PHYS151 General Physics I	4 crs.
		PHYS152 General Physics II	4 crs.
Required Physics Courses:		Required Earth Science Courses:	
PHYS151 General Physics I	4 crs.	BIO256 Environmental Science	4 crs.
PHYS152 General Physics II	4 crs.		
Required Earth Science Courses:		<i>Choose one (1) of the following courses:</i>	
SCI135 Earth Science	4 crs.	SCI135 Earth Science	4 crs.
SCI215 Atmospheric & Space Science	3 crs.	SCI215 Atmospheric & Space Science	3 crs.
BIO256 Environmental Science	4 crs.		

**NOT required for elementary educ. students.*

***Elementary educ. students must take one, not both of CHEM105 or CHEM142.*

This is a MDE endorsed group major so no minor course of study is needed to obtain teacher certification.

LANGUAGE ARTS (ELEMENTARY EDUCATION-MAJOR AND MINOR)

LANGUAGE ARTS MAJOR, 42 crs.

Required Courses:

COMM201 Interpersonal Communication	3 crs.
COMM327 Storytelling & Oral Histories (w)	3 crs.
COMM250 Intro to Mass Communications	3 crs.
EDU362 Teaching the Writer's Craft	3 crs.
EDU364 Teaching Eng. Language Learners	3 crs.
ENG245 Advanced Writing (w)	3 crs.
ENG315 American Multicultural Literatures	3 crs.
ENG305 English Grammar & Usage	3 crs.
ENG465 Shakespeare (w)	3 crs.
LAN435 Literature for Young Adults	3 crs.
LAN437 Children's Literature	3 crs.
LAN495 Senior Seminar	3 crs.

Electives - Choose six (6) crs. from the following courses:

ENG344 English Literature I	3 crs.
ENG345 English Literature II	3 crs.
ENG341 American Literature I (w)	3 crs.
ENG342 American Literature II (w)	3 crs.
ENG347 World Literature I	3 crs.
ENG348 World Literature II	3 crs.

MATHEMATICS (ELEMENTARY EDUCATION-MAJOR AND MINOR)

MATH MAJOR, 42 crs.

Required Courses:

CSC 250 Computer Science T/P I	3 crs.
MATH 201 Calculus I	4 crs.
MATH 202 Calculus II	4 crs.
MATH 203 Calculus III	4 crs.
MATH 205 Statistics I*	3 crs.
MATH 220 Discrete Mathematics	3 crs.
MATH 231 Linear Algebra	3 crs.
MATH 321 Abstract Algebra	3 crs.
MATH 331 Geometry	3 crs.
MATH 341 Differential Equations	3 crs.
MATH 441 Real Analysis	3 crs.
MATH 461 Probability & Statistics	3 crs.
MATH 490 Senior Seminar	3 crs.

* *Statistics I satisfies the mathematics requirement in the core.*

SOCIAL STUDIES (ELEMENTARY EDUCATION-MAJOR)

SOCIAL STUDIES MAJOR, 37 crs.

Required Courses:

ECON 222 Micro-Economics	3 crs.
ECON 231 Macro-Economics	3 crs.
GEOG 220 Cultural Geography	3 crs.
GEOG xxx Geography elective	3 crs.
HIST 103 Worldview: History	3 crs.
HIST 153 American Civilization	3 crs.
POLS 201/JPP 101 American Government	3 crs.
POLS XXX <i>Choose any upper level political science</i>	3 crs.
SSC490 Senior Project	1 cr.

Electives - *Choose a minimum of twelve (12) crs. from courses with the following prefixes:*

ECON

GEOG

HIST

POLS

PSY 101 General Psychology 3 crs.

SOC

Recommended SOC course:

SOC 255 Urban Society 3 crs.

BACHELOR'S DEGREE IN K-12 EDUCATION

Completion of the following courses, in addition to passing the appropriate Michigan Test for Teacher Certification (MTTC), leads to certification by the State of Michigan to teach grades K-12 in visual art or music. The candidate will complete the program and be eligible to apply for a secondary education certificate. Should the candidate also elect an additional major or a minor, the major or minor will be included on the secondary certificate (grades 6-12). The candidate must pass the appropriate MTTC for all certificate areas which will be included on the license. In order to be eligible for graduation with a bachelor's degree in education (K-12), the candidate must pass the visual art or music MTTC test. Selecting an additional major or minor in the K-12 program is optional. Students should allow for more time to complete their studies should they elect to add additional major or minor to the K-12 programs. Candidates electing to complete an additional major or minor will need to complete the appropriate methods courses and an additional 15 week internship.

K-12 VISUAL ART

The following sequence of professional studies component includes credits of professional core courses and credits of specialized courses in both elementary and secondary curriculum and instruction.

Art Course and Sequence of Study		Credits
<i>Art Major Courses:</i>		
ART281	<i>Living with the Arts (VA)</i>	3
GDT108	<i>Photoshop Graphics (WCC)</i>	3
ART145	<i>Drawing for Art Majors</i>	3
PHO111	<i>Photography I (WCC)</i>	4
ART210	<i>3D Design</i>	3
ART230	<i>Printmaking I</i>	3
ART245	<i>Drawing II</i>	3
ART258	<i>Ceramics I</i>	3
ART275	<i>Sculpture I</i>	3
ART341	<i>Painting I</i>	3
ART385 (w)	<i>Art History I</i>	3
ART386 (w)	<i>Art History II</i>	3
ART384	<i>20th Century Arts and Culture (VA)</i>	3
ART450	<i>Senior Portfolio/Show</i>	1
* Visual Art Education majors must also complete 21 credits of additional coursework in advanced studies and electives. See the Art Major for details.		

<i>Education Prerequisite Courses</i>		
EDU100	Education Seminar	0
EDU200	Admit to Program Seminar	0
EDU203	Education Technology	1
EDU220	Foundations of Education	3
EDU214	Child Development	3
EDU303	Differentiating Instruction	3
EDU331*	Professional Practices in Art Education	1
EDU322*	Philosophy of Art Education	1

*These courses can be taken at any time prior to the internship semester

Pass the MTTC Professional Readiness Exam		
Application for Admission to the School of Education		
<i>Professional Education Courses</i>		
EDU348	The Art of Teaching	4
EDU438	Methods in Content Reading (w)	3
EDU450	Teaching Art at the Elementary Level	5
EDU452	Teaching Art at the Secondary Level	5
EDU300	Professional Semester Seminar	0
Application for Admission to the Professional Semester		
Internship (15 weeks)		
EDU442	Directed Teaching: K-12 Art/Music (Elementary)	7.5
EDU447	Directed Teaching: K-12 Art/Music (Secondary)	7.5
Pass the MTTC Content Area Test(s)		
Students choosing to complete 2 majors or adding an additional minor will need to complete the appropriate methods courses and an additional 15 week internship.		

K-12 MUSIC

Music Course and Sequence of Study		Credits
<i>Witten/Aural Theory Sequence</i>		
MUS240	Music Theory I	3
MUS246	Aural Theory I	1
MUS241	Music Theory II	3
MUS247	Aural Theory II	1
MUS242	Music Theory III	3
MUS248	Aural Theory III	1
MUS243	Music Theory IV	3
MUS251	Aural Theory IV	1
MUS445	Composing and Arranging	3
<i>Techniques Studies</i>		
MUS250	Beginning Conducting	3
MUS351	Advanced Conducting	3
MUS204	Keyboard Skills	2
MUS352	Music Technology	2
MUS 355	Voice Techniques	1
MUS 356	Techniques of teaching Brass	2
MUS 357	Techniques of teaching Woodwinds	2
MUS 358	Techniques of teaching Percussion	2
MUS 359	Techniques of teaching Strings	1
VOC 310	Vocal Arts Lab *	1

* Voice principals must take 2 semesters of VOC 310; this requirement may substitute for either MUS 356, 357, or 358. VOC 310 is

not required for instrumental principals.

History, Analysis & Criticism

MUS271	Music History I (w)	3
MUS272	Music History II (w)	3
MUS333	World Music	2
ART382	20 th Century Arts & Culture	3

* ART382 also fulfills General Studies requirements with the credits being applied to the major

Performance Emphasis

END201/CHO201	Ensemble	4
	Applied Lessons	14
MUS499	Senior Recital	2

*Students must participate in the ensemble of their principal instrument and take 2 credits of private instruction in their principal instrument for each semester on campus. MUS499 will substitute for applied lesson during final semester

Prerequisite Courses

		11
EDU100	Education Seminar (taken with EDU220)	0
EDU200	Admit to Program Seminar	0
EDU203	Education Technology	1
EDU220	Foundations of Education	3
EDU214	Child Development	3
EDU303	Differentiating Instruction	3
EDU225	Foundations of Music Education	1

Pass the MTTC Professional Readiness Exam

Application for Admission to the School of Education

EDU348	The Art of Teaching	4
EDU438	Methods in Content Reading (w)	3
EDU325	Choral Methods	2
EDU326	Instrumental Methods	2
EDU472	Elementary Music Methods	3
EDU473	Secondary Music Methods	2
EDU300	Professional Semester Seminar	0

Application for Admission to the Professional Semester

Internship (15 weeks)

EDU442	Directed Teaching: K-12 Art/Music (Elementary)	7.5
EDU447	Directed Teaching: K-12 Art/Music (Secondary)	7.5

Pass the MTTC Content Area Test(s)

Students choosing to complete 2 majors or adding an additional minor will need to complete the appropriate methods courses and an additional 15 week internship.

BACHELOR'S DEGREE IN SECONDARY EDUCATION

Completion of the secondary teacher education program (with passing grades on the appropriate Michigan Test for Teacher Certification (MTTC) content area tests) leads to certification by the State of Michigan to teach grades six through twelve in the content areas of the candidates major/minor specialized studies.

The secondary education program consists of four components - General Studies, Professional Education Studies, Specialty Studies (either a major and a minor or a double major) and, if the degree plan allows electives. Completion of an optional fifth component, the Lutheran Teacher Diploma requirements, certifies the candidate to serve in the teaching ministry of the Lutheran Church-Missouri Synod. The following chart outlines these components.

Secondary Education Components

General Studies

General Studies Core	51 credits
Senior Project (if not included in the academic major requirements)	1-5 credit

Professional Studies in Education (see below) **35-38 credits**

Specialty Studies for Secondary Education

Major	37-47 credits
Minor (if chosen)	21-39 credits
(Note: Some majors and minors allow double counting of General Studies credits, reducing their actual credit requirements)	

Total credits required within program: **145-180 credits**

Lutheran Teacher Diploma - <i>if desired (in addition to General Studies)</i>	19 credits
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Total credits required with LTD **164-199 credits**

Electives

credit varies

(A minimum of 126 credit hours are required for a B.A. degree. If total credits fall short, use electives to reach the minimum.)

PROFESSIONAL STUDIES IN EDUCATION COURSES - SECONDARY EDUCATION

The following sequence of secondary education professional studies component includes 26 credits of professional education core courses and 12 credits of specialized courses in secondary curriculum and instruction.

Course & Sequence of Study

EDU100	Education Seminar	0
EDU200	Admit to Program Seminar	0
EDU203	Education Technology	1
EDU220	Foundations of Education	3
EDU214	Child Development	3
EDU303	Differentiating Instruction	3

Pass the MTTC Professional Readiness Exam

Application for Admission to School of Education Program

EDU348	The Art of Teaching	4 credits
EDU438	Content Area Reading	3 credits
EDU461-467	Instructional Methods: (Select the methods course for each area of specialty studies) Offered in the Fall Only	

EDU461	Methods in Teaching Sec English & Language Arts	3 credits
EDU462	Methods in Teaching Secondary Social Studies	3 credits
EDU463	Methods in Teaching Secondary Science	3 credits
EDU464	Methods in Teaching Secondary Mathematics	3 credits
EDU467	Methods in Teaching Secondary Physical Education	3 credits
Application for admission to the Professional Semester		
EDU446	Directed Teaching Secondary	15 credits
Total professional studies credit hours:		32-35 credits

SUBJECT AREA SPECIALTY STUDIES - SECONDARY EDUCATION

Note: Due to the State of Michigan's implementation of new educational programs and laws, secondary education majors and minors are currently under review and may be changed before this catalog is published. Candidates should refer to the revised Teacher Education Handbook for more up-to-date information.

Secondary education candidates must complete a major (minors are optional but highly recommended) and the teaching methods course for each. All majors and minors are described in a separate section of this catalog. Concordia's approved areas for teacher candidates in secondary education include:

Specialty Area	State Code	Major	Minor
Art Education K-12	LQ	Yes	No
Biology	DA	Yes	Yes
Chemistry	DC	No	Yes
English	BA	Yes	Yes
History	CC	No	Yes
Integrated Science	DI	Yes	No
Mathematics	EX	Yes	Yes
Music Education K-12	JQ	Yes	No
Physical Education	MB	Yes	Yes
Physics	DE	No	Yes
Social Studies	RX	Yes	No

For most of the curriculum requirements for the above majors, the student is referred to that major in the Arts and Science section of the catalog. However, the requirements for Biology are noted below:

BIOLOGY (SECONDARY EDUCATION-MAJOR AND MINOR)

Biology Major: Emphasis in Education

46 credits

Science Core

SCI250	Nature of Science (w)	3 crs.
BIO490	Senior Project Science Seminar	2 crs.

Biology Core

BIO410	Ecology	4 crs.
BIO348	Genetics	4 crs.
SCI275	Cosmogony	3 crs.
BIO321	Cell Biology (w)	3 crs.

Select two of the following courses.

BIO244	Botany	4 crs.
BIO240	Zoology	4 crs.
BIO360	Biology of Microorganisms	4 crs.
BIO425	Biochemistry	4 crs.

Select one of the following courses.

BIO181	Functional Anatomy & Physiology I	4 crs.
BIO182	Functional Anatomy & Physiology II	4 crs.

Chemistry Component

CHEM141	General Chemistry I	4 crs.
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Physics Component

PHYS151	General Physics I	4 crs.
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Mathematics Component

MATH205	Statistics	3 crs.
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Earth Science Component

ESC355	Environmental Science	4 crs.
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Biology Minor

25-26 credits

Science Core

SCI250	Nature of Science (w)	3 crs.
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Biology Core

BIO410	Ecology	4 crs.
BIO348	Genetics	4 crs.
SCI275	Cosmogony	3 crs.

Select three of the following courses.

BIO244	Botany	4 crs.
BIO240	Zoology	4 crs.
BIO181	Functional Anatomy & Physiology I	4 crs.
BIO182	Functional Anatomy & Physiology II	4 crs.
BIO360	Biology of Microorganisms	4 crs.
BIO321	Cell Biology (w)	3 crs.

CHEMISTRY (SECONDARY EDUCATION-MINOR)

A chemistry minor is offered to students in a secondary education curriculum, but may be of interest to other students who desire a more in-depth understanding of the importance of chemistry in today's technological world. Students are expected to have a mastery of the concepts covered in MATH 121. 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.

The chemistry minor must take the following:

CHEMISTRY MINOR, 24 crs.**Required Courses:**

CHEM141 General Chemistry I	4 crs.
CHEM142 General Chemistry II	4 crs.
CHEM241 Organic Chemistry I	4 crs.
CHEM242 Organic Chemistry II	4 crs.
CHEM225 Analytical Chemistry	4 crs.
CHEM105 Elements of General & Biochemistry	4 crs.

or

CHEM425 Biochemistry	4 crs.
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ENGLISH (SECONDARY EDUCATION-MAJOR AND MINOR)

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.

ENGLISH MAJOR, SECONDARY ED., 42 crs.**Language Courses:**

ENG305 English Grammar and Usage	3 crs.
ENG365 English: Its Cultural Development	3 crs.

Expression Courses:

ENG245 Advanced Writing	3 crs.
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American Literature Courses:

ENG341 American Literature I	3 crs.
ENG342 American Literature II	3 crs.

English Literature Courses:

ENG344 English Literature I	3 crs.
ENG345 English Literature II	3 crs.

Other Required Courses:

ENG315 American Multicultural Literatures	3 crs.
ENG465 Shakespeare	3 crs.
ENG475 Literary Criticism	3 crs.
ENG347 World Literature I	3 crs.
<i>or</i>	
ENG348 World Literature II	3 crs.
EDU432 Teaching Writing	3 crs.
LAN435 Literature for Young Adults	3 crs.
ENG495 Senior Seminar	3 crs.

ENGLISH MINOR, SECONDARY ED., 27 crs.**Language Courses:**

ENG305 English Grammar and Usage	3 crs.
ENG365 English: Its Cultural Development	3 crs.

Expression Courses:

ENG245 Advanced Writing	3 crs.
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American Literature Courses:

ENG341 American Literature I	3 crs.
<i>or</i>	
ENG342 American Literature II	3 crs.

English Literature Courses:

ENG344 English Literature I	3 crs.
<i>or</i>	
ENG345 English Literature II	3 crs.

Additional Required Courses:

ENG315 American Multicultural Literatures	3 crs.
ENG347 World Literature I	3 crs.
<i>or</i>	
ENG348 World Literature II	3 crs.
ENG465 Shakespeare	3 crs.
EDU432 Teaching Writing	3 crs.
LAN435 Literature for Young Adults	3 crs.

HISTORY (SECONDARY EDUCATION-MINOR)

History may be defined as the recorded expression of past human activity. It includes the record of the political, social, and economic aspects of a people, as well as their artistic products, intellectual activities, scientific progress, and religious beliefs. Courses in this area attempt to underline the broad scope of history in all activities of men and women.

HISTORY MINOR, 21 crs.

Required Courses:

U.S. History	3 crs.
European History	3 crs.
Non-Western/Global History	3 crs.
HIST385 Historical Methods	3 crs.

AND (the student must choose one of the following)

I. Emphasis in American History

U.S. History	6 crs.
European or Non-western/Global history	3 crs.

or II. Emphasis in European History

European history	6 crs.
U.S. or Non-western/Global history	3 crs.

or III. Emphasis in Global History

Non-western/Global history	6 crs.
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INTEGRATED SCIENCE (SECONDARY EDUCATION-MAJOR)

The Integrated Science Major combined with the requirements of Concordia's Elementary 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.

The Integrated Science Major combined with the requirements of Concordia's Secondary Education Program prepares students to become effective science teachers. This major is designed to prepare teachers for practice in smaller schools where a science teacher needs to be able to deliver effective instruction in multiple fields of science: biology, chemistry, physics and earth science. 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.

INTEGRATED SCIENCE MAJOR, 47 crs.

Required Science Courses:

SCI250 Nature of Science (w)	3 crs.
BIO/CHEM490 Science Senior Seminar*	2 crs.

Required Biology Courses:

BIO410 Ecology	4 crs.
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BIO348 Genetics	4 crs.
SCI272 Cosmogony (w)	3 crs.

Choose two (2) of the following courses:

BIO244 Botany	4 crs.
BIO240 Zoology	4 crs.
BIO321 Cell Biology (w)*	3 crs.

Required Chemistry Courses:

CHEM141 General Chemistry	4 crs.
CHEM105 Elements of General & Bio. Chemistry**	4 crs.
CHEM142 General Chemistry II **	4 crs.

Required Physics Courses:

PHYS151 General Physics I	4 crs.
PHYS152 General Physics II	4 crs.

Required Earth Science Courses:

SCI135 Earth Science	4 crs.
SCI215 Atmospheric & Space Science	3 crs.
BIO256 Environmental Science	4 crs.

This is a MDE endorsed group major so no minor course of study is needed to obtain teacher certification.

MATHEMATICS (SECONDARY EDUCATION-MAJOR AND MINOR)

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.

MATH MAJOR, 42 crs.

Required Courses:

CSC 250 Computer Science T/P I	3 crs.
MATH 201 Calculus I	4 crs.
MATH 202 Calculus II	4 crs.
MATH 203 Calculus III	4 crs.
MATH 205 Statistics I*	3 crs.
MATH 220 Discrete Mathematics	3 crs.
MATH 231 Linear Algebra	3 crs.
MATH 321 Abstract Algebra	3 crs.
MATH 331 Geometry	3 crs.
MATH 341 Differential Equations	3 crs.
MATH 441 Real Analysis	3 crs.
MATH 461 Probability & Statistics	3 crs.
MATH 490 Senior Seminar	3 crs.

* Statistics I satisfies the mathematics requirement in the core.

MATH MINOR, 24 crs.

Required Courses:

CSC 250 Computer Science T/P I	3 crs.
MATH 201 Calculus I	4 crs.
MATH 202 Calculus II	4 crs.
MATH 203 Calculus III	4 crs.
MATH 205 Statistics I*	3 crs.

Electives – Choose up to six (6) crs. from the following:

MATH 220 Discrete Mathematics	3 crs.
MATH 231 Linear Algebra	3 crs.
MATH 321 Abstract Algebra	3 crs.
MATH 331 Geometry	3 crs.
MATH 341 Differential Equations	3 crs.
MATH 441 Real Analysis	3 crs.
MATH 461 Probability & Statistics	3 crs.

PHYSICAL EDUCATION (SECONDARY EDUCATION-MAJOR AND MINOR)

The recognition of the importance of physical activity in the lives of all people underlies the curriculum of the Division of Kinesiology. Every student is encouraged to receive instruction and practice in a variety of lifetime sports and recreational activities. The Kinesiology 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.

PHYSICAL EDUCATION MAJOR, 41 crs.

Required Courses:

BIO181	Functional Anatomy & Physiology I	4 crs.
HHP202	Introduction to Kinesiology	3 crs.
HHP272	Introduction to Athletic Training	3 crs.
HHP373	Motor Development	3 crs.
HHP412	Adapted Physical Education	3 crs.
HHP375	Biomechanics	3 crs.
HHP371	Exercise Physiology I	4 crs.
HHP350	Coaching Methods	3 crs.
HHP250	Teaching Core Activities II	3 crs.
HHP355	Teaching Core Activities III	3 crs.
HHP410	Measurements and Evaluation on Health & PE	3 crs.
HHP356	Teaching Core Activities IV	3 crs.
HHP450	Curriculum and Methods of Health Education	3 crs.

PHYSICAL EDUCATION MINOR, 29 crs.

Required Courses:

BIO181	Functional Anatomy & Physiology I	4 crs.
HHP202	Introduction to Kinesiology	3 crs.
HHP373	Motor Development	3 crs.
HHP375	Biomechanics	3 crs.
HHP371	Exercise Physiology I	4 crs.

Choose six (6) crs. from the following courses:

HHP272	Introduction to Athletic Training	3 crs.
HHP412	Adapted Physical Education	3 crs.
HHP350	Coaching Methods	3 crs.
HHP410	Measurements and Evaluation on Health & PE	3 crs.
HHP450	Curriculum and Methods of Health Education	3 crs.

Choose six (6) crs. from the following courses:

HHP250	Teaching Core Activities II	3 crs.
HHP355	Teaching Core Activities III	3 crs.
HHP356	Teaching Core Activities IV	3 crs.

PHYSICS (SECONDARY MINOR)

The Physics Minor is a collaborative effort between Concordia and Eastern Michigan University that prepares secondary education students to teach high school physics. Students enrolled in Concordia's Teacher Education Program will be able to take physics courses at EMU and receive a Physics (DE) endorsement on their teaching certificates upon completion of the prescribed program. This minor may be combined with a Mathematics Major. For more information, contact faculty members of the Mathematics or Physics departments.

PHYSICS MINOR, 39 crs.

Concordia University Required Courses:

MATH201	Calculus I	4 crs.
MATH202	Calculus II	4 crs.
MATH203	Calculus III	4 crs.
MATH231	Linear Algebra	3 crs.
MATH341	Differential Equations	3 crs.
PHYS223	Mechanics, Sound & Heat	5 crs.
PHYS224	Electricity, Magnetism & Light	5 crs.

Eastern Michigan University Required Courses:

PHYS201	Intermediate Mechanics I	3 crs.
PHYS202	Heat and Thermodynamics	4 crs.
PHYS203	Introduction to Modern Physics	3 crs.
PHYS231	Modern Physics Laboratory	1 cr.

The grades and credits for these courses will be transferred to Concordia University and be included in Concordia GPA calculations. Students must earn a minimum GPA of 2.0 in Physics courses taken at EMU. Students must also satisfy the requirements for the Physics (DE) endorsement as prescribed by Eastern Michigan University and the State of Michigan.

SOCIAL STUDIES (SECONDARY MAJOR)

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.

SOCIAL STUDIES MAJOR, 37 crs.

Required Courses:

ECON 222 Micro-Economics	3 crs.
ECON 231 Macro-Economics	3 crs.
GEOG 220 Cultural Geography	3 crs.
GEOG xxx Geography elective	3 crs.
HIST 103 Worldview: History	3 crs.
HIST 153 American Civilization	3 crs.
POLS 201/JPP 101 American Government	3 crs.
POLS XXX <i>Choose any upper level political science</i>	3 crs.
SSC490 Senior Project	1 cr.

Electives - Choose a minimum of twelve (12) crs. from courses with the following prefixes:

ECON	
GEOG	
HIST	
POLS	
PSY 101 General Psychology	3 crs.
SOC	

Recommended SOC course:

SOC 255 Urban Society	3 crs.
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LUTHERAN TEACHER DIPLOMAS (LTD)

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, 6 of which are included in the core curriculum, in addition to the graduation requirements for the elementary and secondary teacher education programs. Courses must be completed with a grade of C or higher. Many of the courses might also be taken as electives by any student.

Lutheran Teacher Diploma

—Elementary Education and Secondary Education Programs

Required Courses		19 credits
EDU408	Teaching the Christian Faith (w)	2
EDU445	Office of the Christian Teacher	2
REL201	Biblical Literature I-Old Testament	3
REL203	Biblical Literature II-New Testament	3
REL204	Biblical Theology	3

REL333	Survey of Christian Thought*	3
REL404	The Lutheran Confessions	3

(*Credits may be applied to General Studies Religion Requirement)

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 CHAIR, FAMILY LIFE DEPARTMENT.
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EASTERN MICHIGAN UNIVERSITY, B.A.;
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 WAYNE STATE UNIVERSITY, M.A., PH.D.
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AT CONCORDIA SINCE 2007

COURSE DESCRIPTIONS

ACCOUNTING

ACCT 201 ACCOUNTING PRINCIPLES I (FORMERLY ACCT 101) EMPHASIS IS PLACED ON THE PROCESS OF IDENTIFYING, MEASURING, RECORDING, AND COMMUNICATING THE ECONOMIC EVENTS OF A BUSINESS. AREAS OF COVERAGE INCLUDE ETHICS; THE ACCOUNTING CYCLE (MANUAL AND COMPUTERIZED); FINANCIAL STATEMENTS PRESENTATION & ANALYSIS; MERCHANDISING; INTERNAL CONTROLS; CASH; RECEIVABLES; AND LONG-LIVED ASSETS. PREREQUISITE SOPHOMORE STANDING, EXCEPT ACCOUNTING MAJORS. 3 CREDITS.

ACCT 202 ACCOUNTING PRINCIPLES II (FORMERLY ACCT 102) IS A CONTINUATION OF ACCT 201 (ACCOUNTING PRINCIPLES I) . TOPICS OF CORPORATE OPERATIONS ARE COVERED INCLUDING CAPITAL STOCK AND DIVIDEND TRANSACTIONS, STOCKHOLDERS' EQUITY, AND BOND FINANCING . THE STATEMENT OF CASH FLOWS, FINANCIAL STATEMENT ANALYSIS, AND PARTNERSHIPS AS A FORM OF BUSINESS ARE ALSO STUDIED . PREREQUISITE: ACCT 201, SOPHOMORE STANDING, EXCEPT ACCOUNTING MAJORS . 3 CREDITS

ACCT 203 FINANCIAL ACCOUNTING EMPHASIS IS PLACED ON THE PROCESS OF IDENTIFYING, MEASURING, RECORDING, AND COMMUNICATING THE ECONOMIC EVENTS OF A BUSINESS . AREAS OF COVERAGE INCLUDE ETHICS; THE ACCOUNTING CYCLE (MANUAL AND COMPUTERIZED); FINANCIAL STATEMENTS PRESENTATION & ANALYSIS; MERCHANDISING; INTERNAL CONTROLS; CASH; RECEIVABLES; LONG-LIVED ASSETS; CAPITAL STOCK AND DIVIDEND TRANSACTIONS; STOCKHOLDERS' EQUITY; AND BOND FINANCING . PREREQUISITE: SOPHOMORE STANDING, EXCEPT ACCOUNTING MAJORS . 3 CREDITS .

ACCT 223 MANAGERIAL ACCOUNTING THIS COURSE WILL INTRODUCE HOW MANAGERIAL ACCOUNTING INFORMATION IS USED IN MAKING BUSINESS DECISIONS. THE CONCEPTS COVERED, SUCH AS BUDGETING, ETHICS, PERFORMANCE MEASUREMENT AND COST CONTROL, WILL BE USEFUL TO ALL FUTURE DECISION MAKERS AND MANAGERS. PREREQUISITE: SOPHOMORE STANDING, EXCEPT ACCOUNTING MAJORS. 3 CREDITS.

ACCT 310 INTERMEDIATE ACCOUNTING I BUILDS ON THE ACCOUNTING FOUNDATION ESTABLISHED IN FINANCIAL ACCOUNTING. THE 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. TOPICS INCLUDE: ACCOUNTING THEORY; THE ACCOUNTING CYCLE; ETHICS; THE FINANCIAL STATEMENTS AND FOOTNOTE DISCLOSURES; CASH RECEIVABLES; INVENTORY; LONG-LIVED ASSETS; AND CURRENT LIABILITIES. PREREQUISITE: A GRADE OF B OR BETTER IN ACCT 203. 3 CREDITS.

ACCT 311 INTERMEDIATE ACCOUNTING II EXTENDS THE STUDENT'S IN-DEPTH STUDY OF THE CONCEPTUAL AND TECHNICAL ISSUES SURROUNDING THE RECORDING AND REPORTING STANDARDS SET FORTH BY 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. PREREQUISITE: WITH A MINIMUM GRADE OF C IN ACCT 310. 3 CREDITS.

ACCT 323 COST ACCOUNTING EMPHASIZES COST MANAGEMENT WITH A STRATEGIC FOCUS. TOPICS INCLUDE JOB AND PROCESS COSTING; ACTIVITY-BASED COSTING; BUDGETING; COST ESTIMATION; VARIANCE ANALYSIS; STRATEGIC PERFORMANCE MEASUREMENT; QUALITY CONTROL AND PRICING

ACCT 330 ADVANCED ACCOUNTING I IS THE STUDY OF ADVANCED FINANCIAL ACCOUNTING ISSUES SUCH AS DERIVATIVE SECURITIES, FOREIGN CURRENCY, INTERIM FINANCIAL REPORTING, SEGMENT REPORTING, REVENUE RECOGNITION, BANKRUPTCY AND REORGANIZATION AND SPECIALIZED ACCOUNTING OF GOVERNMENT AND NON-PROFIT ENTITIES. PREREQUISITE: WITH A MINIMUM GRADE OF C IN ACCT 311. 3 CREDITS

ACCT 350 INCOME TAX I PRESENTS 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 AFRE ANALYZED. PREREQUISITE: WITH A MINIMUM GRADE OF C IN ACCT 311. 3 CREDITS.

ACCT 360 INCOME TAX II STUDIES PARTNERSHIP, FIDUCIARY, AND CORPORATION INCOME TAX LAWS FOR PROPER TREATMENT OF VARIOUS TYPES OF INCOME, DEDUCTIONS, THE CONSEQUENCES OF OWNERSHIP INTERESTS, AND THE APPLICATION OF VARIOUS RATES TO TAXABLE SITUATIONS. COVERS THE ADMINISTRATIVE PROCEDURES FOR PROTESTS, REFUNDS, GIFT AND ESTATE TAXES. PREREQUISITE: WITH A MINIMUM GRADE OF C IN ACCT 350. 3 CREDITS.

ACCT 420 AUDITING 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: WITH A MINIMUM GRADE OF C IN ACCT 311. 3 CREDITS.

ACCT 425 ADVANCED AUDITING COVERS ADVANCED AUDITING ISSUES SUCH AS INTEGRATED AUDITS OF LARGE PUBLIC COMPANIES, AUDITING COMPLEX DERIVATIVE SECURITIES, JUDGEMENTS ABOUT MATERIALITY AND MATERIAL INTERNAL CONTROL WEAKNESSES AND OTHER ASSURANCE SERVICES OFFERED BY CPAS. PREREQUISITE: WITH A MINIMUM GRADE OF C IN ACCT 420. 3 CREDITS

ACCT 432 GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING 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 ACCOUNTING AND FINANCIAL REPORTING IN THE NOT-FOR-PROFIT SECTOR. PREREQUISITES: MINIMUM GRADE OF C IN ACCT 311. 3 CREDITS.

ACCT 441 MERGERS AND ACQUISITIONS COVERS BUSINESS CASE AND ACCOUNTING FOR MERGERS AND ACQUISITIONS, AND ADVANCED ACCOUNTING ISSUES INCLUDING CONSOLIDATIONS, EQUITY ACCOUNTING, VARIABLE INTEREST ENTITIES, AND TRANSLATION OF FOREIGN CURRENCY FINANCIAL STATEMENTS. PREREQUISITE: MINIMUM GRADE OF C IN ACCT 311. 3 CREDITS.

ART

ART 110 GLASS INTRODUCES THE STUDENT TO BASIC HOT AND COLD GLASSWORKING TECHNIQUES. STUDENTS WILL LEARN HOW TO GATHER AND MANIPULATE MOLTEN GLASS, USE COLOR IN GLASS, WORK WITH DIFFERENT TOOLS, AND MAKE A VARIETY OF BASIC FORMS. PREREQUISITE: NONE. STUDIO FEE. 3 CREDITS.

ART 115 CERAMICS FOR NON-ART MAJORS PROVIDES AN INTRODUCTION TO CLAY TECHNIQUES FOR THE PRODUCTION OF VESSELS, BOTH FUNCTIONAL AND AESTHETIC. STUDENTS RECEIVE INSTRUCTION IN DESIGN, HANDBUILDING, THROWING ON THE POTTER'S WHEEL, GLAZING AND FIRING. STUDIO FEE. 3 CREDITS.

ART 145 DRAWING I FOR ART MAJORS 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. PREREQUISITE: MUST BE AN ART DEPARTMENT MAJOR. STUDIO FEE. 3 CREDITS.

ART 151 ART FUNDAMENTALS PROVIDES AN INTRODUCTION TO STUDIO ART PROCESSES AND ART APPRECIATION. A VARIETY OF TWO-DIMENSIONAL AND THREE-DIMENSIONAL MEDIA ARE EXPLORED ALONG WITH PROBLEMS RELATED TO PERCEPTION, DESIGN, TECHNIQUE, AESTHETICS, ART HISTORY AND ART CRITICISM. FULFILLS CREATIVE ARTS REQUIREMENTS IN THE ELECTIVE CORE. STUDIO FEE. 3 CREDITS

ART 210 3D DESIGN BUILDS UPON PREVIOUSLY ACQUIRED DESIGN SKILLS THROUGH THE EXPLORATION OF THREE-DIMENSIONAL SPATIAL RELATIONSHIPS. STUDENTS EXTEND DESIGN PRINCIPLES TO COMMUNICATE IDEAS SUCCESSFULLY THROUGH VARIETY OF 3D MEDIA. PREREQUISITE: ART 110 OR 111. STUDIO FEE. 3 CREDITS.

ART 230 PRINTMAKING I OFFERS STUDIO EXPERIENCE IN BASIC PRINTMAKING PROCESSES INCLUDING MONOTYPE, RELIEF, REDUCTION, INTAGLIO, AQUATINT, AND SILKSCREEN. STUDENTS UTILIZE PRINTMAKING MEDIA SUCH AS WATERBASED INK, LINOCUT, EASYCUFO, ACID BATH, ZINC PLATES, STENCIL FILM AND BLOCKOUT TO EXTEND THEIR VISUAL COMMUNICATION SKILLS AND PRODUCE LIMITED OR MULTIPLE EDITION PRINTS. PREREQUISITE: ART 141 OR 142 OR CONSENT OF INSTRUCTOR. STUDIO FEE. 3 CREDITS.

ART 245 DRAWING II (ASSORTED MEDIA) EXTENDS BASIC SKILLS LEARNED IN DRAWING I TO ASSORTED MEDIA INCLUDING PENCIL, COLORED PENCIL, PASTEL, CHARCOAL, PEN AND INK, BRUSH AND INK, AND CONTÉ. STUDENTS EXPLORE TRADITIONAL FORMS OF DRAWING SUCH AS STILL LIFE, THE HUMAN FIGURE, SELF PORTRAITURE AND LANDSCAPE AS THEY MOVE TOWARD ENGAGEMENT WITH MORE OPEN-ENDED PURSUITS THAT REQUIRE THEM TO CONFRONT THEIR OWN ARTISTIC SENSIBILITIES, REACTIONS AND CONCERNS THROUGH MIXED MEDIA. . PREREQUISITE: ART 145. STUDIO FEE. 3 CREDITS.

ART 258 CERAMICS I PROVIDES AN INTRODUCTION TO CLAY TECHNIQUES FOR THE PRODUCTION OF VESSELS, BOTH FUNCTIONAL AND AESTHETIC. STUDENTS RECEIVE INSTRUCTION IN DESIGN, HANDBUILDING, THROWING ON THE POTTER'S WHEEL, GLAZING AND FIRING. PREREQUISITES: ART 141, 142, 151, OR 210, OR CONSENT OF INSTRUCTOR. STUDIO FEE. 3 CREDITS.

ART 275 SCULPTURE I INTRODUCES STUDENTS TO THE LANGUAGE, TECHNIQUES AND BASIC PROCESSES OF SCULPTURE. MEDIA COVERED INCLUDE CLAY, WAX, PLASTER, WOOD, AND STONE. PREREQUISITES: ART 141, 142, OR 110, OR CONSENT OF INSTRUCTOR. STUDIO FEE. 3 CREDITS.

ART 276 SCULPTURE II EXTENDS SKILLS ACQUIRED IN SCULPTURE I THROUGH THE EXPLORATION OF A VARIETY OF MEDIA INCLUDING STONE, WOOD, METAL, PLASTER AND MIXED MEDIA, AND TECHNIQUES SUCH AS CARVING, CASTING, MODELING AND ASSEMBLAGE. STUDENTS ARE CHALLENGED TO DEVELOP AND PURSUE INDIVIDUAL INTERESTS/THEMES OR MEDIA IN THREE DIMENSIONS. PREREQUISITE: ART 275. STUDIO FEE. 3 CREDITS.

ART 280 LIVING WITH THE ARTS WHILE EXAMINING THE LITERARY, MUSICAL, AND VISUAL ARTS FROM AN INTERDISCIPLINARY PERSPECTIVE, STUDENTS WILL LEARN THE LANGUAGE USED TO DISCUSS THE ARTS, DISCOVER STRATEGIES FOR ANALYZING THE ARTS, AND CREATE CONTEXTS FOR VALUING THE ARTS.

ART 281 LIVING WITH THE ARTS VA WHILE EXAMINING THE LITERARY, MUSICAL, AND VISUAL ARTS FROM AN INTERDISCIPLINARY PERSPECTIVE, STUDENTS WILL LEARN THE LANGUAGE USED TO DISCUSS THE ARTS, DISCOVER STRATEGIES FOR ANALYZING THE ARTS, AND CREATE CONTEXTS FOR VALUING THE ARTS.

ART 285 ART HISTORY I THIS COURSE IS AN OVERVIEW OF VISUAL EXPRESSION FROM THE EARLIEST HISTORY THROUGHOUT EGYPT, MESOPOTAMIA, GREECE, ROME, BYZANTINE, EARLY CHRISTIAN AND THE MIDDLE AGES. THE STUDY OF EARLY ISLAMIC, AFRICAN, SOUTH AND SOUTHEAST ASIAN, CHINESE, KOREAN AND JAPANESE ART, THE NATIVE ARTS OF THE AMERICAS BEFORE 1000 IS ALSO INCLUDED. THIS COURSE DOES NOT HAVE TO BE TAKEN IN SEQUENCE WITH ART HISTORY II.

ART 286 ART HISTORY II STUDIES THE MAJOR STYLISTIC PERIODS IN THE HISTORY OF ART, RENAISSANCE TO CONTEMPORARY, 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. OFFERED ONLY IN SPRING SEMESTER OF YEARS ENDING IN AN EVEN NUMBER. STUDIO FEE. 3 CREDITS.

ART 330 PRINTMAKING STUDIO II EXTENDS SKILLS DEVELOPED IN PRINTMAKING I THROUGH AN IN-DEPTH STUDY OF PRINTMAKING MEDIA AND/OR THE EXAMINATION OF NEW TECHNIQUE(S). STUDENTS WORK CLOSELY WITH THE INSTRUCTOR TO DEVELOP AND FOLLOW A PERSONALIZED COURSE OF STUDY. PREREQUISITE: ART 230. STUDIO FEE. 3 CREDITS.

ART 331/332 PRINTMAKING STUDIOS III-IV OFFERS AND OPPORTUNITY FOR INDEPENDENTLY MOTIVATED STUDENTS WITH A HIGH INTEREST IN PRINTMAKING PROCESSES TO SELECT ONE MEDIUM FOR IN-DEPTH EXPLORATION. STUDENTS WORK CLOSELY WITH THE INSTRUCTOR TO DEVELOP AND FOLLOW A PERSONALIZED COURSE OF STUDY. PREREQUISITE: ART 330. STUDIO FEE. 3 CREDITS.

ART 341 PAINTING I STUDENTS EXPLORE PAINTING AS AN INTEGRATIVE PROCESS INVOLVING ASPECTS OF DRAWING, DESIGN, COLOR AND IMAGE IN THE ORGANIZATION OF A TWO-DIMENSIONAL SURFACE.

ART 342 PAINTING II ADVANCED APPLICATION AND STUDY OF COLOR, SUBJECT, AND SURFACE AND ITS RELATIONSHIP TO A VARIETY OF PAINTING MEDIA.

ART 358 CERAMICS II OFFERS ADVANCED OPPORTUNITIES FOR STUDENTS TO ACHIEVE MASTERY IN THE PRODUCTION OF WHEELTHROWN FORMS, POTTERY DESIGN, AND GLAZE PRODUCTION. OTHER PROCESSES FOR EXPLORATION MAY INCLUDE RAKU AND LOW SALTFIRE. PREREQUISITE: ART 258. STUDIO FEE. 3 CREDITS.

ART 382 20TH CENTURY ARTS & CULTURE THIS COURSE IS AN INTERDISCIPLINARY STUDY OF SELECTED CULTURAL AND ARTISTIC MOVEMENTS OF THE TWENTIETH CENTURY WHICH CONSTITUTE MODERNISM, WITH AN EYE TO A BETTER UNDERSTANDING OF CONTEMPORARY CULTURE. STUDENTS WILL CONSIDER HOW WESTERN ARTISTS OF ALL KINDS - LITERARY, VISUAL, MUSICAL - HAVE RESPONDED TO THE EXPERIENCE OF LIVING IN THE TWENTIETH CENTURY. THOUGH THE EMPHASIS OF THE COURSE IS ON MODERNISM, RELATED DEVELOPMENTS IN TWENTIETH CENTURY ART WILL ALSO BE EXAMINED.

ART 385 ART HISTORY I (w) THIS COURSE IS AN OVERVIEW OF VISUAL EXPRESSION FROM THE EARLIEST HISTORY THROUGHOUT EGYPT, MESOPOTAMIA, GREECE, ROME, BYZANTINE, EARLY CHRISTIAN AND THE MIDDLE AGES. THE STUDY OF EARLY ISLAMIC, AFRICAN, SOUTH AND SOUTHEAST ASIAN, CHINESE, KOREAN AND JAPANESE ART, THE NATIVE ARTS OF THE AMERICAS BEFORE 1000 IS ALSO INCLUDED. THIS COURSE DOES NOT HAVE TO BE TAKEN IN SEQUENCE WITH ART HISTORY II.

ART 386 ART HISTORY II (w) STUDIES THE MAJOR STYLISTIC PERIODS IN THE HISTORY OF ART, RENAISSANCE TO CONTEMPORARY, 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. OFFERED ONLY IN SPRING SEMESTER OF YEARS ENDING IN AN EVEN NUMBER. STUDIO FEE. 3 CREDITS.

ART 384 20TH CENTURY ARTS & CULTURE VA THIS COURSE IS AN INTERDISCIPLINARY STUDY OF SELECTED CULTURAL AND ARTISTIC MOVEMENTS OF THE TWENTIETH CENTURY WHICH CONSTITUTE MODERNISM, WITH AN EYE TO A BETTER UNDERSTANDING OF CONTEMPORARY CULTURE. STUDENTS WILL CONSIDER HOW WESTERN ARTISTS OF ALL KINDS - LITERARY, VISUAL, MUSICAL - HAVE RESPONDED TO THE EXPERIENCE OF LIVING IN THE TWENTIETH CENTURY. THOUGH THE EMPHASIS OF THE COURSE IS ON MODERNISM, RELATED DEVELOPMENTS IN TWENTIETH CENTURY ART WILL ALSO BE EXAMINED.

ART 401 INDEPENDENT STUDIO ART I 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. 1- 3 CREDITS.

ART 402 INDEP STUDIO ART II 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. 3 - 6 CREDITS.

ART 450 SENIOR PORTFOLIO 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. PREREQUISITE: STATUS AS AN ART, GRAPHIC DESIGN, ILLUSTRATION OR PHOTOGRAPHY MAJOR IN THEIR FINAL SEMESTER. STUDIO FEE. 1 CREDIT.

BIOLOGY

BIO 100 PRINCIPLES OF BIOLOGY STUDENTS EXPLORE 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.

BIO 181 FUNCTIONAL ANATOMY AND PHYSIOLOGY I IS AN IN-DEPTH STUDY OF NORMAL HUMAN ANATOMY & PHYSIOLOGY AND SOME COMMON PATHOLOGIC STATES. 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. LAB WORK INCLUDES EXERCISES USING LIGHT MICROSCOPE SLIDES, COMPUTER-BASED PHYSIOLOGY DATA COLLECTION AND ANALYSIS, DISSECTION WORKING BOTH INDIVIDUALLY AND WITH PARTNERS. THIS COURSE IS TARGETED TO BIOLOGY MAJORS AND BIOMEDICAL SCIENCE MAJORS. 4 CREDITS.

BIO 182 FUNCTIONAL ANATOMY AND PHYSIOLOGY II IS A CONTINUATION OF BIO 280 AND PROVIDES STUDENTS WITH AN IN-DEPTH STUDY OF THE ENDOCRINE, CIRCULATORY, RESPIRATORY, DIGESTIVE, EXCRETORY, AND REPRODUCTIVE SYSTEMS, AND CONCLUDES WITH A STUDY OF BASIC HUMAN DEVELOPMENT. 4 CREDITS.

BIO 240 ZOOLOGY IS A SURVEY OF THE ANIMAL KINGDOM AND STUDY OF THE BIOLOGY OF ANIMALS IN THEIR NATURAL ENVIRONMENT. PREREQUISITE: BIO 140 OR BIO 270. 4 CREDITS.

BIO 244 BOTANY IS AN INDEPTH STUDY OF THE PLANT KINGDOM WITH EMPHASIS ON THE STUDY OF PLANTS IN THEIR NATURAL HABITAT. PREREQUISITE: BIO 140 OR BIO 270. 4 CREDITS.

BIO 256 ENVIRONMENTAL SCIENCE THE COURSE REVIEWS PROCESSES THAT AFFECT NATURAL ENVIRONMENTS AND INCORPORATES ASPECTS OF BIOLOGY, EARTH SCIENCE, AND PUBLIC POLICY IN ORDER TO HELP STUDENTS EVALUATE THE ENVIRONMENTAL ISSUES OF TODAY. TOPICS WILL INCLUDE CONSERVATION, GLOBAL WARMING, ENERGY PRODUCTION, POLLUTION, SUSTAINABILITY, ENVIRONMENTAL LAW, HUMAN POPULATION GROWTH AND OTHER PERTINENT ENVIRONMENTAL ISSUES.

BIO 260 BIOLOGY OF MICROORGANISMS FOCUSES ON THE BIOLOGY AND GENETICS OF ORGANISMS TOO SMALL TO BE SEEN BY THE HUMAN EYE. STUDENTS WILL BE INTRODUCED TO THE ROLES BACTERIA, VIRUSES, AND EUKARYOTIC MICROBES PLAY IN THE ENVIRONMENT AND HUMAN DISEASE. PREREQUISITE: ONE YEAR OF CHEMISTRY. 4 CREDITS.

BIO 285 PATHOPHYSIOLOGY 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: TWO SEMESTERS OF ANATOMY & PHYSIOLOGY (BIO 270/2, BIO 275/6, BIO 280/2) OR GENERAL BIOLOGY (BIO 140/2 OR BIO 150/2). 3 CREDITS.

BIO 321 CELL BIOLOGY PROVIDES A MORE DETAILED STUDY OF THE RELATIONSHIPS BETWEEN CELLULAR STRUCTURE AND FUNCTION. CELL BIOLOGY IS DESIGNED TO COMPLEMENT THE MATERIAL COVERED IN BIO 348 GENETICS. 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. PREREQUISITES: 12 HOURS. BIOLOGY, 8 HOURS. CHEMISTRY. 3 CREDITS.

BIO 348 GENETICS IS A STUDY OF MENDELIAN, MOLECULAR, AND POPULATION GENETICS. PREREQUISITES: 12 HOURS OF BIOLOGY, 8 HOURS CHEMISTRY, AND MATH 205. 4 CREDITS.

BIO 351 IMMUNOLOGY 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. PREREQUISITES: 12 CREDITS IN BIOLOGY, 8 CREDITS IN CHEMISTRY. 3 CREDITS.

BIO 367 ECOLOGY OF THE TROPICS 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. CROSSLISTED (CARIBBEAN): GEOG 367. 3 CREDITS. THIS IS A TRAVEL COURSE. TRAVEL COSTS WILL BE IN ADDITION TO TUITION. FOR QUALIFIED STUDENTS, TRAVEL GRANTS ARE AVAILABLE.

BIO 368 TROPICAL ECOLOGY LAB PROVIDES LABORATORY EXPERIENCE THAT COMPLEMENTS BIO 367. BIO 367 AND BIO 368 TOGETHER FULFILL THE CORE LAB SCIENCE REQUIREMENT. 1 CREDIT.

BIO 410 ECOLOGY 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. PREREQUISITE: BIO 140, BIO 240, BIO 244, AND MATH 121. 4 CREDITS.

BIO 425 BIOCHEMISTRY INTRODUCES THE STUDENT TO THE WAYS IN WHICH ATOMS AND MOLECULES FUNCTION AND INTERACT TO PRODUCE LIFE PROCESSES. TOPICS INCLUDE PROTEIN STRUCTURE AND FUNCTION, CARBOHYDRATE AND LIPID STRUCTURE AND METABOLISM, MOLECULAR BIOLOGY AND PHOTOSYNTHESIS. PREREQUISITES: CHEM 242 OR CONSENT OF THE INSTRUCTOR. CROSSLISTED: CHEM 425. 4 CREDITS.

BIO 490 BIOLOGY SEMINAR LOOKS AT CURRENT ISSUES IN BIOLOGY BY EVALUATING THE BIOLOGICAL LITERATURE. A GENERAL TOPIC AREA IS SELECTED EACH SEMESTER AND PRESENTATIONS ARE MADE BY STUDENTS, FACULTY, AND OUTSIDE SPEAKERS. JUNIOR STATUS. CAN BE TAKEN UP TO FOUR TIMES FOR CREDIT. 1 CREDIT.

BUSINESS

BUS 150 INTRODUCTION OF BUSINESS INFORMATION TECHNOLOGY PROVIDES AN OVERVIEW OF INFORMATION TECHNOLOGY AS APPLIED TO THE BUSINESS AREA. THE COURSE EXPLORES THE USE OF VARIOUS INFORMATION TECHNOLOGY FORMATS FOR COMMUNICATION, DATA MANAGEMENT AND PROBLEM SOLVING IN ORGANIZATIONS. INFORMATION TECHNOLOGY TERMINOLOGIES ALONG WITH ETHICAL ISSUES ARE INTRODUCED IN THE COURSE. STUDENTS CONDUCT EXTENSIVE LABORATORY EXERCISES WHICH CULMINATE IN A TERM PROJECT THAT ASSESSES BASIC LEVEL PROFICIENCY IN THE USE OF BUSINESS INFORMATION TECHNOLOGY. FOR BUSINESS MAJORS, BUS 150 CAN BE USED AS A SUBSTITUTE FOR CSC 150. THERE IS NO PREREQUISITE FOR THIS COURSE.

BUS 210 BUSINESS LAW I 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. 3 CREDITS.

BUS 310 BUSINESS LAW II & ETHICS 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. 3 CREDITS.

BUS 315 BUSINESS STATISTICS 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, INFERENCE STATISTICS, DISCRETE AND CONTINUOUS PROBABILITY DISTRIBUTIONS, AND REGRESSION ANALYSIS. 3 CREDITS.

BUS 320 FAMILY BUSINESS MANAGEMENT FAMILY BUSINESS MANAGEMENT EXPOSES STUDENTS TO THE ETHICAL ISSUES IN BUSINESS MANAGEMENT AND EQUIPS THEM TO BE EFFECTIVE SERVANT LEADERS IN BUSINESS. THIS CLASS IS PART OF THE BUSINESS LEGACY PROGRAM AIMED AT CHILDREN OF PARENTS OR GRANDPARENTS LOOKING TO PASS A BUSINESS ALONG TO FUTURE GENERATIONS. FAMILY BUSINESS MANAGEMENT PREPARES STUDENTS FOR THEIR ASCENDENCY TO THAT POSITION, AND THE UNIQUE CHALLENGES OF BEING A LEGACY.

BUS 388 COMPENSATION AND BENEFITS EXAMINES THE DEVELOPMENT, ADMINISTRATION, AND EVALUATION OF FINANCIAL AND NON-FINANCIAL COMPENSATION AND BENEFITS REWARD SYSTEM INCLUDING RELEVANT THEORETICAL AND LEGAL PERSPECTIVES, COMPENSATION STRUCTURE, COMPENSATION SYSTEMS AND BENEFIT PLANS/SYSTEMS. PREREQUISITE: BUS 336

BUS 355 MANAGEMENT INFORMATION SYSTEMS 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. PREREQUISITES: ACCT 102 AND BUS 130. 3 CREDITS.

BUS 399 INTERNSHIP PROVIDES CREDIT FOR A PRE-APPROVED ON-THE-JOB WORK EXPERIENCE IN THE STUDENT'S MAJOR FIELD OF STUDY. PREREQUISITES: BUS 130, BUS 210, BUS 310, CSC 150, ACCT 102. 3-6 CREDITS.

BUS 422 RISK MANAGEMENT THIS COURSE BLENDS BASIC INSURANCE PRINCIPLES WITH CONSUMER AND COMMERCIAL CONSIDERATIONS IN THE MAJOR AREAS OF RISK MANAGEMENT AND INSURANCE. THE COURSE ADDRESSES CASUALTY-PROPERTY AND LIABILITY INSURANCE AND THE PRINCIPLES OF RISK MANAGEMENT. THIS SIX-UNIT COURSE IS DESIGNED FOR THOSE WHO HAVE LIMITED OR NO BACKGROUND IN THE SUBJECT MATTER. GRADING IS BASED UPON A SERIES OF CASE STUDY EVALUATIONS AND A COMPREHENSIVE RISK MANAGEMENT PROJECT.

BUS 442/MBA 622 RISK MANAGEMENT AND INSURANCE THIS COURSE BLENDS BASIC INSURANCE PRINCIPLES WITH CONSUMER AND COMMERCIAL CONSIDERATIONS IN THE MAJOR AREAS OF RISK MANAGEMENT AND INSURANCE. THE COURSE ADDRESSES CASUALTY-PROPERTY AND LIABILITY INSURANCE AND THE PRINCIPLES OF RISK MANAGEMENT. THIS SIX-UNIT COURSE IS DESIGNED FOR THOSE WHO HAVE LIMITED OR NO BACKGROUND IN THE SUBJECT MATTER. GRADING IS BASED UPON A SERIES OF CASE STUDY EVALUATIONS AND A COMPREHENSIVE RISK MANAGEMENT PROJECT.

BUS 434 TRAINING AND EMPLOYEE DEVELOPMENT 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.

BUS 453 BUSINESS POLICY STUDIES STRATEGIC POLICIES OF ORGANIZATIONS. IT LOOKS AT METHODS USED BY UPPER 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 PROFESSOR. 3 CREDITS.

BUSINESS COMMUNICATION

BCOM 247 BUSINESS WRITING THIS COURSE EXAMINES THE COMPLEX INTERACTIONS OCCURRING IN VARIOUS BUSINESS CONTEXTS, FOCUSING ON ETHICAL PREPARATION AND EXECUTION OF PROFESSIONAL COMMUNICATION TASKS. STUDENTS WILL LEARN AND PRACTICE SKILLS AND PROCESSES NECESSARY TO BE EFFECTIVE ON THE JOB: LEADING MEETINGS, LISTENING, INTERVIEWING, COMMUNICATING GOOD NEWS AND BAD NEWS, WRITING BUSINESS LETTERS AND REPORTS, PERSUASIVE PRESENTATIONS, AND ELECTRONIC COMMUNICATION.

BCOM 300 GROUP DYNAMICS EXPLORES GROUP COMMUNICATION THEORY. STUDENTS LEARN INTERPERSONAL COOPERATION, SELF-EXPRESSION, AND CONSTRUCTIVE INTERACTION IN GROUP SITUATIONS. THEY DEVELOP SKILLS PERTAINING TO CONFLICT MANAGEMENT, LEADERSHIP, CRITICAL THINKING, AND DECISION-MAKING.

BCOM 323 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 333 SERVANT LEADERSHIP ENGAGES STUDENTS IN UNDERSTANDING AND APPLYING THEORY AND SKILLS GROUNDED IN THE BIBLICAL CONCEPT OF SERVANT HOOD. STUDENTS ARE CHALLENGED TO BECOME EFFECTIVE LEADERS WHO VALUE SERVICE, INDIVIDUAL DIGNITY, GROWTH, AND WHOLENESS. A PRIMARY COMPONENT OF THE COURSE IS A SMALL-GROUP SERVICE PROJECT

BCOM 380 ORGANIZATIONAL COMMUNICATION INTRODUCES LEARNERS TO COMMUNICATION IN ORGANIZATIONS, INCLUDING RELEVANT THEORIES, TECHNOLOGIES, LEADERSHIP, TEAMWORK, DIVERSITY, GLOBAL ORGANIZATIONS, AND ETHICS. IT SURVEYS THEORETICAL FRAMEWORKS, EMPIRICAL LITERATURE, AND REQUISITE SKILLS AND KNOWLEDGE SETS ASSOCIATED WITH EFFECTIVE ORGANIZATIONAL COMMUNICATION.

BCOM 385 INTERVIEWING PRINCIPLES TEACHES HOW TO WRITE EFFECTIVE BUSINESS LETTERS, MEMOS, ARTICLES, REPORTS, ADVERTISEMENTS, AND RESUMES. STUDENTS LEARN TO ORGANIZE, FORMAT, AND EDIT MESSAGES USED IN PRESS RELEASES, PUBLIC RELATIONS, MANAGEMENT, MARKETING, CUSTOMER SERVICE, AND ORGANIZATIONAL DECISION MAKING

BCOM 390 CONFLICT MANAGEMENT THE PURPOSE OF THIS COURSE IS TO DEVELOP STUDENTS' KNOWLEDGE OF THE STRATEGIC DECISION-MAKING PROCESS WHILE INCORPORATING LEADERSHIP THEORY AND PRACTICE WITHIN THE FRAMEWORK OF BUSINESS ETHICS. THE STUDENT WILL GAIN KNOWLEDGE AND UNDERSTANDING OF THE FOUNDATIONS AND INTERDISCIPLINARY ASPECTS OF DECISION MAKING IN INSTITUTIONS, ANALYZE LEADERSHIP ISSUES AND ROLES, AND EXPLORE THE ETHICAL DIMENSIONS OF SOCIAL RESPONSIBILITY.

BCOM 423 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.

CHEMISTRY

CHEM 101 INTRODUCTORY CHEMISTRY A ONE-SEMESTER SURVEY OF CHEMISTRY FOR STUDENTS HAVING NO PRIOR CHEMISTRY COURSEWORK. STUDENTS STUDY MATTER AND ENERGY, MEASUREMENT, ATOMS, MOLECULES, IONS, AND THE PERIODIC TABLE, CHEMICAL COMPOSITION, NOMENCLATURE, REACTIONS AND EQUATIONS, QUANTITATIVE RELATIONSHIPS IN CHEMICAL REACTIONS, ATOMIC AND MOLECULAR STRUCTURES, BONDING, GASES, SOLUTIONS, ACIDS, BASES, AND BASIC ORGANIC CHEMISTRY. COURSE DOES NOT COUNT TOWARDS MAJORS OR MINORS IN NATURAL SCIENCE.

CHEM 105 ELEMENTS OF GENERAL AND BIOLOGICAL CHEMISTRY INTRODUCES THE STUDENT TO THE CHEMISTRY OF THE BODY AND IS PRIMARILY FOR STUDENTS AIMING FOR CAREERS IN PROFESSIONAL HEALTH CARE FIELDS. PREREQUISITE: MAT 121: 4 CREDIT HOURS.

CHEM 141 GENERAL CHEMISTRY I INTRODUCES THE STUDENT TO GENERAL CONCEPTS OF CHEMISTRY INCLUDING ATOMIC AND MOLECULAR STRUCTURE, REACTION STOICHIOMETRY, THERMODYNAMICS, PERIODIC TRENDS, AND GAS LAWS. 3 HOURS LECTURE, 1 HOUR LAB LECTURE, 2 HOURS LAB. PREREQUISITE: DEMONSTRATED COMPETENCY IN BASIC ALGEBRA OR CONCURRENT ENROLLMENT IN MAT 128: 4 CREDIT HOURS.

CHEM 142 GENERAL CHEMISTRY II IS A CONTINUATION OF CHEMISTRY 141 INCLUDING INTERMOLECULAR FORCES, REACTION KINETICS, ACID-BASE THEORY, EQUILIBRIUM, ELECTROCHEMISTRY, AND NUCLEAR CHEMISTRY. 3 HOURS LECTURE, 1 HOUR LAB LECTURE, 2 HOURS LAB PREREQUISITE: CHEMISTRY 141: 4 CREDIT HOURS.

CHEM 225 ANALYTICAL CHEMISTRY 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. 2 HOURS LECTURE, 4 HOURS LAB PREREQUISITE: CHEMISTRY 142: 4 CREDIT HOURS.

CHEM 235 DESCRIPTIVE INORGANIC CHEMISTRY 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. 3 HOURS LECTURE, 3 HOURS LAB PREREQUISITE: CHEMISTRY 142: 4 CREDIT HOURS.

CHEM 241 ORGANIC CHEMISTRY I INTRODUCES THE STUDENT TO ORGANIC SYNTHESIS AND REACTION MECHANISMS, FOCUSING SPECIFICALLY ON THE CHEMISTRY OF HYDROCARBONS AND ALCOHOLS, ALONG WITH ACID-BASE CHEMISTRY AND STEREOCHEMISTRY. 3 HOURS LECTURE, 1 HOUR LAB LECTURE, 3 HOURS LAB PREREQUISITE: CHEMISTRY 142: 4 CREDIT HOURS.

CHEM 242 ORGANIC CHEMISTRY II 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 IDENTIFICATION. 3 HOURS LECTURE, 1 HOUR LAB LECTURE, 3 HOURS LAB PREREQUISITE: CHEMISTRY 241: 4 CREDIT HOURS.

CHEM 341 PHYSICAL CHEMISTRY I IS A STUDY OF QUANTUM THEORY, THE ELECTRONIC STRUCTURE OF ATOMS AND MOLECULES, GROUP THEORY, AND VIBRATIONAL, ELECTRONIC, AND MAGNETIC RESONANCE SPECTROSCOPY. 3 HOURS LECTURE, 3 HOURS LAB PREREQUISITE: CHEMISTRY 342, MATH 202: 4 CREDIT HOURS.

CHEM 342 PHYSICAL CHEMISTRY II INTRODUCES THE STUDENT TO THE PHYSICAL STUDY OF THE STATES OF MATTER, EQUILIBRIUM, THERMODYNAMICS, THE PROPERTIES OF SOLUTIONS AND THE RATES OF CHEMICAL AND PHYSICAL PROCESSES. 3 HOURS LECTURE, 3 HOURS LAB PREREQUISITE: CHEMISTRY 142, MATH 201: 4 CREDIT HOURS.

CHEM 361 ENVIRONMENTAL CHEMISTRY AND TOXICOLOGY INTRODUCES THE STUDENT TO HOW NATURAL ENVIRONMENTAL PROCESSES ARE DRIVEN BY CHEMICAL REACTIONS AND HOW THESE PROCESSES ARE AFFECTED BY TOXICANTS—NATURAL AS WELL AS ANTHROPOGENIC. SPECIFIC AREAS OF CONCENTRATION INCLUDE THE ATMOSPHERE, HYDROSPHERE, ENERGY, TOXICOLOGY, AND DISPOSAL OF DANGEROUS WASTES. PREREQUISITE: 1 YEAR OF CHEMISTRY OR PERMISSION OF INSTRUCTOR. 3 CREDIT HOURS.

CHEM 399 CHEMISTRY INTERNSHIP 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. PREREQUISITE: 16 CREDIT HOURS OF CHEMISTRY. 1-4 CREDIT HOURS PER EXPERIENCE.

CHEM 425 BIOCHEMISTRY INTRODUCES THE STUDENT TO THE WAYS IN WHICH ATOMS AND MOLECULES FUNCTION TO PRODUCE LIFE PROCESSES. TOPICS INCLUDE PROTEIN STRUCTURE AND FUNCTION, CARBOHYDRATE AND LIPID STRUCTURE AND METABOLISM, MOLECULAR BIOLOGY, AND PHOTOSYNTHESIS. 3 HOURS LECTURE, 3 HOURS LAB PREREQUISITE: CHEMISTRY 242 OR CONSENT OF INSTRUCTOR: 4 CREDIT HOURS.

CHEM 435 ADVANCED ORGANIC CHEMISTRY IS AN ADVANCED SURVEY OF MODERN ORGANIC CHEMISTRY, LINKING MOLECULAR STRUCTURE TO REACTION BEHAVIOR. STEREOCHEMISTRY, REACTION KINETICS AND THERMODYNAMICS, AND ORBITAL SYMMETRY ARE APPLIED RIGOROUSLY TO SELECTED REACTIONS. 3 HOURS LECTURE, 3 HOURS LAB PREREQUISITE: CHEMISTRY 242: 4 CREDIT HOURS.

CHEM 445 ADVANCED INORGANIC CHEMISTRY 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. 3 HOURS LECTURE, 3 HOURS LAB PREREQUISITE: CHEMISTRY 235, CHEMISTRY 342: 4 CREDIT HOURS.

CHEM 455 INSTRUMENTAL ANALYSIS IS AN IN DEPTH STUDY OF THE USE OF INSTRUMENTS IN CHEMICAL ANALYSIS. TOPICS WILL INCLUDE THE BASIC THEORY AND TECHNIQUES OF INSTRUMENTAL METHODS OF ANALYSIS, WITH EMPHASIS ON SPECTROPHOTOMETRY, X-RAY, NMR, CHROMATOGRAPHY, ELECTROCHEMICAL ANALYSIS, AND MASS SPECTROMETRY. 2 HOURS LECTURE, 4 HOURS LAB PREREQUISITE: CHEMISTRY 225: 4 CREDIT HOURS.

CHEM 490 CHEMISTRY SENIOR SEMINAR: REPORTS AND DISCUSSION OF CURRENT CHEMICAL LITERATURE. SEMINAR IS REQUIRED OF ALL SENIOR CHEMISTRY MAJORS. PREREQUISITE: JUNIOR STANDING AND 16 CREDITS OF CHEMISTRY: 1 CREDIT HOUR. STUDENTS MAY TAKE CHEM 490 TAKE UP TO FOUR TIMES FOR CREDIT.

CHEM 499 UNDERGRADUATE RESEARCH PROVIDES THE STUDENT THE OPPORTUNITY TO WORK ON A RESEARCH TOPIC UNDER THE DIRECTION OF A MEMBER OF THE CHEMISTRY FACULTY. STUDENTS MAY ENROLL FOR CREDIT MORE THAN ONCE AND MAY APPLY UP TO 4 CREDITS OF CHEM 499 TO THE REQUIREMENTS FOR THE MAJOR. 3-9 HOURS LAB PREREQUISITE: 16 CREDITS OF CHEMISTRY AND INSTRUCTOR'S APPROVAL: 1-3 CREDIT HOURS.

COMMUNICATION

COMM 105 PUBLIC SPEAKING (NEW TITLE REPLACES THE SPOKEN WORD) 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. 3 CREDITS.

COMM 191 BEACON REQUIRES ACCEPTABLE WORK ON THE STUDENT PUBLICATION. PREREQUISITE: COMM 265 1 CREDIT.

COMM 193 WCUA REQUIRES ACCEPTABLE WORK WITH THE STUDENT RADIO STATION. PREREQUISITE: COMM 351 OR PERMISSION OF INSTRUCTOR. 1 CREDIT.

COMM 201 INTERPERSONAL COMMUNICATION STUDIES WHY COMMUNICATION BREAKS DOWN IN INTERPERSONAL RELATIONSHIPS, FOCUSING ON SUCH TOPICS AS PERCEPTION, SELF-CONCEPT, NONVERBALS, LISTENING, GENDER, SELF-DISCLOSURE, POWER, AND CONFLICT. ASSIGNMENTS LEAD STUDENTS TO A GREATER AWARENESS OF THEIR STRENGTHS AND WEAKNESSES AS COMMUNICATORS. CROSS LISTED PSY 201. 3 CREDITS.

COMM 205 ADVANCED PUBLIC SPEAKING TEACHES THE USE OF RESEARCH, STRATEGY, AUDIENCE ANALYSIS, AND TECHNOLOGY TO ATTAIN PROFESSIONALISM IN PRESENTATIONS. STUDENTS APPLY SPEAKING SKILLS IN AN "AFTER DINNER" HUMOR PRESENTATION, AN INFORMATIVE POWERPOINT LECTURE, A TEAM DEBATE JUDGED BY STUDENTS, AND IN AN INSPIRATIONAL OR DEVOTIONAL PRESENTATION. 3 CREDITS.

COMM 223 PUBLIC RELATIONS PRESENTS THE THEORY AND CONCEPTS OF AN ETHICAL RELATIONSHIP BETWEEN THE ENTERPRISE AND ITS PUBLIC. PREPARES STUDENTS TO TAKE THEIR PLACE AS CONTRIBUTING MEMBERS OF SOCIETY BY UNDERSTANDING THE INTERRELATIONSHIPS BETWEEN PEOPLE, ORGANIZATIONS, AND INSTITUTIONS. THE CHRISTIAN PERSPECTIVE OF THE PUBLIC RELATIONS FUNCTION IS EMPHASIZED. CROSS-LISTED MKTG 223. 3 CREDITS.

COMM 250 INTRO TO MASS COMMUNICATION 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.

COMM 265 JOURNALISM INTRODUCES THE STUDENT TO THE BASIC PRINCIPLES OF JOURNALISTIC WRITING, DELVING INTO THE TECHNIQUES OF INFORMATION GATHERING AND GOOD JOURNALISM. PREREQUISITE: ENG 104. 3 CREDITS.

COMM 270 SPORTS JOURNALISM 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. PREREQUISITE: COMM 265 OR ENG 104. 3 CREDITS.

COMM 280 CAREERS IN COMMUNICATION IS AN INTRODUCTION TO CAREER OPPORTUNITIES, EDUCATIONAL/EXPERIENTIAL PATHS, AND REQUIREMENTS COMMUNICATION STUDENTS NEED TO ADDRESS PRIOR TO EDUCATION. THESE OBJECTIVES ARE ACHIEVED THROUGH PERSONAL ASSESSMENT, CONTACT WITH WORKING COMMUNICATION PROFESSIONALS, AND PLANNING. 3 CREDITS.

COMM 300 GROUP DYNAMICS 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, CONFLICT, DECISION MAKING, PROBLEM SOLVING, AND LEADERSHIP ARE PRESENTED VIA A SIDE VARIETY OF THOUGHT-PROVOKING EXERCISES. THE COURSE CONCLUDES WITH A MAJOR SMALL-GROUP PROJECT THAT LEADS INTO A CLASS PRESENTATION AND A REFLECTION PAPER. CROSSLISTED SOC 300. 3 CREDITS.

COMM 321 MEDIA WRITING INTRODUCES THE STUDENT TO THE ELEMENTS OF GOOD BROADCAST NEWS WRITING; PROCEEDING FROM THE GATHERING OF INFORMATION TO THE WRITING OF THE SCRIPTS TO BROADCAST NEWS TECHNIQUES. 3 CREDITS.

COMM 322 MULTIMEDIA DESIGN 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. PREREQUISITE: ART 110. 3 CREDITS.

COMM 325 POLITICAL COMMUNICATION IS AN INTER-DISCIPLINARY CLASS DESIGNED FOR THE HONORS PROGRAM THAT REVIEWS THE POLITICAL DYNAMICS OF AMERICAN GOVERNMENT IN A CONTEXT OF ORAL AND WRITTEN COMMUNICATION STRATEGIES, RHETORIC, POLITICAL ADVERTISING, DEBATES, AND SPEECH MAKING. THE CLASS FOCUSES ON HOW PEOPLE IN OUR SYSTEM FORM COALITIONS TO IMPACT SOCIETY AT THE LOCAL, STATE, AND NATIONAL LEVELS. HONORS STUDENTS ONLY. CROSSLISTED POLS 325. 3 CREDIT HOURS

COMM 325 STORYTELLING AND ORAL HISTORIES 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 TALES AND FAIRY TALES FOR PERFORMANCE. THIS COURSE ALSO INTRODUCES THE STUDENT TO ETHICAL METHODS OF COLLECTING, TRANSCRIBING AND PERFORMING ORAL HISTORIES.

COMM 329 HISTORY OF FILM 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. 3 CREDITS.

COMM 330 THEORIES OF PERSUASION EXAMINES THE PROCESS OF PERSUASION FROM BOTH A SENDER'S AND A RECEIVER'S PERSPECTIVE. STUDENTS LEARN HOW TO BE BETTER CONSUMERS AND CREATORS OR PERSUASIVE MESSAGES THAT TARGET BELIEFS, ATTITUDES, VALUES, AND BEHAVIORS. THIS HIGHLY INTERACTIVE COURSE PLACES A PREMIUM ON EXPERIENTIAL LEARNING AS STUDENTS ENGAGE IN SEVERAL PROJECTS, INCLUDING THE CREATION OF A HYPOTHETICAL ENTERTAINMENT SERVICE THAT THEY "SELL" TO ANOTHER CLASS. CROSSLISTED: PSY 451. 3 CREDITS.

COMM 333 SERVANT LEADERSHIP ENGAGES STUDENTS IN UNDERSTANDING AND APPLYING THEORY AND SKILLS GROUNDED IN THE BIBLICAL CONCEPT OF SERVANT HOOD. STUDENTS ARE CHALLENGED TO BECOME EFFECTIVE LEADERS WHO VALUE SERVICE, INDIVIDUAL DIGNITY, GROWTH, AND WHOLENESS. A PRIMARY COMPONENT OF THE COURSE IS A SMALL-GROUP SERVICE PROJECT. 3 CREDITS.

COMM 339 FILM AND VIDEO PRODUCTION 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. 3 CREDITS.

COMM 348 MULTIMEDIA PRODUCTION ALLOWS STUDENTS IN THIS COURSE TO WORK ON AND HELP CREATE MULTIMEDIA PROJECTS. PREREQUISITES: ART 110 AND COMM 322. 3 CREDITS.

COMM 351 RADIO PRODUCTION INTRODUCES THE STUDENT TO THE ELEMENTS OF RADIO BROADCASTING, AND CONSIDERS THE HISTORY, EQUIPMENT, AND TECHNIQUES OF RADIO PRODUCTION. PREREQUISITE: COMM 250. 3 CREDITS.

COMM 354 GENDER AND COMMUNICATION STUDIES THE DIFFERENCES WOMEN AND MEN EXHIBIT WHEN COMMUNICATING. VERBAL AND NONVERBAL DIFFERENCES ARE STUDIED, INCLUDING WHY SUCH DIFFERENCES OCCUR. GENDER-SPECIFIC ISSUES IN DATING, EDUCATION, THE FAMILY, RELIGION, AND THE WORK PLACE WILL BE DISCUSSED. A STUDENT PROJECT FOCUSING ON HOW THE MEDIA STEREOTYPES MALE AND FEMALE ROLES IS REQUIRED. CROSSLISTED PSY 354. 3 CREDITS.

COMM 371 PHILOSOPHY AND FILM IS DESIGNED TO HELP STUDENTS UNDERSTAND HOW FILMS ARE CREATED, AND TO SEE HOW FILMS CAN EMBODY AND EXPRESS WORLDVIEWS. STUDENTS LEARN TO IDENTIFY WORLDVIEWS IMPLICIT IN A FILM, AND TO DISCERN WHETHER THE FILM'S PRESENTATION IS SUPPORTIVE OR CRITICAL. THEY ARE ALSO REQUIRED TO DEFEND OR CRITIQUE THE WORLDVIEW ITSELF. THIS COURSE MAY BE TAKEN AS THE CORE CLASS IN PHILOSOPHICAL FOUNDATIONS, AND IS CROSS-LISTED AS PHIL 371. 3 CREDITS.

COMM 380 ORGANIZATIONAL COMMUNICATION 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, EMPLOYEE MOTIVATION. 3 CREDITS.

COMM 385 INTERVIEWING PRINCIPLES 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. 3 CREDITS.

COMM 390 CONFLICT MANAGEMENT FOCUSES ON CAUSES, TYPES, AND FUNCTIONS OF CONFLICT IN FAMILY AND WORK ENVIRONMENTS; THE COURSE REVIEWS ALTERNATIVE TACTICS USABLE IN CONFLICT SITUATIONS. PREVENTION OF CONFLICT AND ALTERNATIVES TO RESOLVING CONFLICT ARE EXAMINED. METHODS OF DEALING WITH TOUGH INDIVIDUALS AND SITUATIONS ARE PRACTICED AND CRITIQUED. PREREQUISITE: COMM 201. 3 CREDITS.

COMM 423 ADVANCED PUBLIC RELATIONS 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. PREREQUISITE: COMM223. 3 CREDITS.

COMM 439 ADVANCED FILM AND VIDEO PRODUCTION THIS COURSE WILL CONCENTRATE 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: FILM AND VIDEO PRODUCTION. 3 CREDITS.

COMM 448 ADVANCED MULTIMEDIA PRODUCTION GOES MORE INDEPTH IN THE DEVELOPMENT OF STUDENTS' MULTIMEDIA PRODUCTIONS, AND BUILDS ON THE KNOWLEDGE OF THE FIRST PRODUCTION COURSE. STUDENTS IN THIS COURSE WILL DESIGN AND CREATE THEIR OWN MULTIMEDIA PROJECTS. PREREQUISITES: ART 110, COMM 339, COMM 322, AND COMM 348. 3 CREDITS.

COMM 460 CROSS CULTURAL COMMUNICATION 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. STUDENTS WILL GAIN PERSONAL CONTACT WITH MEMBERS OF OTHER CULTURES AND LEARN EFFECTIVE INTERCULTURAL COMMUNICATION SKILLS FOR OUR DIVERSE WORLD.

COMM 470 INTERNSHIP INCLUDES ACCEPTABLE WORK AT A COMMERCIAL COMMUNICATION ENTERPRISE. PREREQUISITES ARE EXPLAINED IN THE INTERNSHIP PACKET, WHICH MAY BE OBTAINED FROM ANY COMMUNICATION PROFESSOR. 3-4 CREDITS.

COMM 490 SENIOR SEMINAR ALLOWS STUDENTS TO DEMONSTRATE THEIR COMMUNICATION COMPETENCIES BY WRITING A RESEARCH PAPER RELATED TO THEIR PARTICULAR MAJOR AND GIVING A PUBLIC PRESENTATION. 3 CREDITS.

COMPUTER SCIENCE

CSC 150 FOUNDATIONS OF COMPUTER SCIENCE PROVIDES A SURVEY AND OVERVIEW OF COMPUTER SCIENCE VIA ITS GRAND IDEAS. COMPUTER SCIENCE IS THE STUDY OF PROBLEM SOLVING, WHICH IS THE FOCUS OF CSC 150. THE VIEW 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 CONCEPTS ALONG WITH 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. THE RELATIONSHIP BETWEEN A CHRISTIAN WORLDVIEW AND A TECHNOLOGICAL SOCIETY IS INVESTIGATED

CSC 250 COMPUTER SCIENCE, THEORY AND PRACTICE 1 STUDENTS EXPLORE ELEMENTARY COMPUTER SCIENCE CONCEPTS SUCH AS ALGORITHM DEVELOPMENT, DATA TYPES, AND STRUCTURED PROGRAMMING USING C++. EVERY STUDENT IS EXPECTED TO WORK AT LEAST SIX HOURS PER WEEK OUTSIDE OF CLASS WITH A COMPUTER AND SOFTWARE DEVELOPMENT TOOLS. PREREQUISITE: MAT111 AND MAT112, OR EQUIVALENT PRE-CALCULUS PREPARATION.

CSC 300 COMPUTER SCIENCE, THEORY AND PRACTICE 2 EXPLORES ADVANCED TOPICS OF COMPUTER PROGRAMMING IN SOME DETAIL. THE PRIMARY COURSE EMPHASIS IS ON COMPUTER DATA STRUCTURES (STACKS, QUEUES, LINKED-LISTS, ETC) - HOW THEY ARE MATHEMATICALLY DERIVED IN THEORY AND APPLIED IN THE PRACTICE OF PROBLEM SOLVING. ADDITIONAL CONCEPTS TO BE STUDIED INCLUDE: ENCAPSULATION, INFORMATION HIDING, DATA ABSTRACTION, AND EFFICIENT REPRESENTATION AND MANIPULATION OF DATA

CSC 310 WEB-BASED SOFTWARE DEVELOPMENT IN THIS COURSE THE STUDENT LEARNS HOW TO EMPLOY MODERN MARK-UP LANGUAGES TO CREATE USABLE, WELL-STRUCTURED WEB PAGES THAT DISPLAY A VARIETY OF MEDIA, DEVELOP SHARED STYLE SPECIFICATIONS, WRITE PROGRAMS TO IMPLEMENT CLIENT-SIDE FUNCTIONALITY, ADHERE TO ACCESSIBILITY GUIDELINES, ESTABLISH SERVER-SIDE FUNCTIONALITY, CONNECT PAGES TO DATABASES, MANAGE STRUCTURED DATA, EVALUATE ETHICAL ISSUES, AND ENSURE A HIGH LEVEL OF SECURITY FOR USERS AND ORGANIZATIONS. PREREQUISITES: CSC 250.

CSC 325 COMPUTER ORGANIZATION AND ARCHITECTURE 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

CSC 350 COMPUTER OPERATING SYSTEMS EXAMINES THE FOUNDATIONAL CONCEPTS, FUNCTIONS, AND STRUCTURE OF OPERATING SYSTEMS. THE PRIMARY OPERATING SYSTEM JOBS OF RESOURCE MANAGEMENT, INTERFACING, AND COMMAND INTERPRETATION ARE STUDIED IN DEPTH. THE ROLES OF COMPUTER SCIENTIST AND SYSTEMS SOFTWARE ARE INVESTIGATED USING BOTH A MICROCOMPUTER OPERATING SYSTEM AND A LARGE COMPUTER OPERATING SYSTEM. STUDENTS CARRY OUT A SYSTEMS LEVEL PROGRAMMING PROJECT.

CSC 360 DATA STRUCTURES & ALGORITHMS THIS COURSE FURTHER DEVELOPS STUDENTS' ABILITIES TO DESIGN AND IMPLEMENT COMPLEX COMPUTER PROGRAMS THAT EMPLOY ABSTRACTIONS SUCH AS ORDERED BINARY TREES, BALANCED BINARY TREES, N-ARY TREES, B-TREES, DIRECTED GRAPHS OF ARBITRARY TOPOLOGY, LINKED-LIST IMPLEMENTATIONS OF SPARSE MATRICES, AND HASH TABLES. STUDENTS WILL LEARN TO DETERMINE THE SPACE AND TIME COMPLEXITY OF ALGORITHMS THAT OPERATE ON THESE STRUCTURES, INCLUDING THOSE FOR SEARCHING, SORTING, AND UPDATING. THIS COURSE WILL EXPLORE LIMITATIONS ON COMPUTATION, INCLUDING THE CLASS OF NON-POLYNOMIAL COMPLETE PROBLEMS. PREREQUISITES: CSC 300, MATH 220.

CSC 370 SOFTWARE ENGINEERING AFFORDS THE STUDENT THE OPPORTUNITY TO EXPLORE THE ART AND SCIENCE OF THE PROGRAMMING PROCESS IN GREAT DETAIL. PRINCIPLES OF DESIGN, SUPPORT AND MANAGEMENT OF SOFTWARE PROJECTS ARE INVESTIGATED. THE SOFTWARE DEVELOPMENT LIFECYCLE IS USED AS A VEHICLE FOR THE STUDY OF THE SOFTWARE DEVELOPMENT PROCESS FROM CONCEPTION THROUGH BIRTH AND INTO MAINTENANCE, WITH AN EMPHASIS ON DESIGN CONSIDERATIONS, USER AND DEVELOPER DOCUMENTATION, CODING TOOLS, AND QUALITY ASSURANCE. ACTUAL PROGRAMMING PROJECTS ARE ANALYZED ALONG WITH CURRENT RESEARCH IN THE FIELD. TWO MAJOR SOFTWARE PROJECTS, ONE INDIVIDUAL AND ONE TEAM, ARE SYNTHESIZED BY STUDENTS USING "PROFESSIONAL PROGRAMMING PRACTICE." THE RELATIONSHIP BETWEEN A CHRISTIAN WORLDVIEW AND THE DEVELOPMENT OF SOFTWARE IS INVESTIGATED. KNOWLEDGE OF THE PROGRAMMING ENVIRONMENT UTILIZED IN CSC 250 IS REQUIRED.

CSC 426 DATD SECURITY 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

CSC 430 DATABASE SYSTEMS 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.

CSC 440 NETWORKING IS AN IN-DEPTH ANALYSIS 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 CONCURRENCE AS THEY UNDERSTAND THE TRANSPORT LAYER DOWN TO THE PHYSICAL LAYER

CSC 470 PROGRAMMING LANGUAGES 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. PREREQUISITES: CSC 325, CSC 360.

CSC 480 TOPICS IN COMPUTER SCIENCE THIS COURSE FOCUSES ON A TOPIC IN COMPUTER SCIENCE DEFINED BY THE DEPARTMENT IN CONSULTATION WITH STUDENTS. STUDENTS READ CURRENT PROFESSIONAL LITERATURE, DISCUSS WORK BEING DONE IN THE AREA, CARRY OUT RELATED PROJECTS, WRITE PAPERS AND RESEARCH REPORTS, AND MAKE FORMAL, PUBLIC PRESENTATIONS OF THEIR WORK. PREREQUISITES: CSC 325, CSC 360.

EARLY CHILDHOOD EDUCATION

ECE 201 FOUNDATIONS OF EARLY CHILDHOOD EDUCATION OVERVIEW OF PURPOSES, PHILOSOPHY, PROGRAMS, AND ISSUES RELATED TO THE CARE AND EDUCATION OF CHILDREN, AGES BIRTH THROUGH EIGHT, INCLUDING 'DEVELOPMENTALLY APPROPRIATE PRACTICES,' PROFESSIONALISM, AND ETHICAL STANDARDS.

ECE 250 PLANNING CURRICULUM & INSTRUCTION FOR YOUNG CHILDREN CREATION AND EVALUATION OF CURRICULUM, INSTRUCTIONAL UNITS AND ACTIVITIES THAT ARE DEVELOPMENTALLY APPROPRIATE FOR YOUNG CHILDREN. CURRICULAR INTEGRATION TO SUPPORT PHYSICAL, SOCIAL, EMOTIONAL, LANGUAGE, COGNITIVE, SPIRITUAL AND AESTHETIC DEVELOPMENT.

ECE 310 ASSESSMENT OF YOUNG CHILDREN (W) 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.

ECE 315 LEARNING THROUGH CREATIVE EXPRESSION IN EARLY CHILD EDUCATION 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 PURPOSE OF CREATIVE EXPRESSION.

ECONOMICS

ECON 200 PRINCIPLES OF ECONOMICS IN THIS COURSE, STUDENTS WILL GAIN KNOWLEDGE AND UNDERSTANDING OF THE BASIC PRINCIPLES AND THEORIES OF MICRO AND MACROECONOMICS. A PRACTICAL ORIENTATION, HISTORICAL PERSPECTIVE, CRITICAL THINKING, AND THE ETHICAL IMPLICATIONS OF ECONOMIC POLICY WILL BE EMPHASIZED. TOPICS COVERED INCLUDE SUPPLY AND DEMAND, ELASTICITY, EXTERNALITIES, COST AND MARKET STRUCTURE, COMPETITION, MARKET POWER, ECONOMIC GROWTH, THE BUSINESS CYCLE, THE FINANCIAL SYSTEM, INFLATION, UNEMPLOYMENT, AND MACROECONOMIC POLICY.

ECON 222 MACRO-ECONOMICS THIS COURSE PROVIDES A BASIC OVERVIEW OF MACROECONOMICS INCLUDING THE DETERMINATION OF ECONOMIC GROWTH AND EMPLOYMENT, FISCAL AND MONETARY POLICY, AND INTERNATIONAL TRADE.

ECON 231 MICRO-ECONOMICS PROVIDES A BASIC OVERVIEW OF ECONOMIC THEORY AND MICROECONOMIC TOPICS INCLUDING SUPPLY AND DEMAND, THE NATURE AND TYPES OF COMPETITION, AND THE ROLE OF THE GOVERNMENT IN THE MARKETS.

ECON 315 MACROECONOMICS CRISES IN HISTORY 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 ECONOMIC CRISIS, WHICH IS SOMETIMES REFERRED TO AS THE "GREAT RECESSION."

ECON 370 INTERNATIONAL ECONOMICS IN THIS COURSE, STUDENTS EXPLORE THE FUNCTIONING OF THE INTERNATIONAL ECONOMY, WITH PRIMARY EMPHASIS ON THE CAUSES AND CONSEQUENCES OF GLOBALIZATION, THE COSTS AND BENEFITS OF INTERNATIONAL TRADE AND FOREIGN INVESTMENT, THE ECONOMICS OF DEVELOPING COUNTRIES, THE BALANCE OF PAYMENTS, THE INTERNATIONAL MONETARY SYSTEM, EXCHANGE RATES, AND THE INTERNATIONAL FLOW OF CAPITAL.

EDUCATION

EDU 100 EDUCATION SEMINAR A SEMINAR FOR EDUCATION MAJORS WHO HAVE NOT YET OBTAINED UPPER DIVISION STATUS. PRE-UDS ORIENTS STUDENTS TO THE EDUCATION PROGRAM AND THE PROCESS OF ACHIEVING UPPER DIVISION STATUS. MAJOR COMPONENTS INCLUDE THE CLINICAL EXPERIENCES AND THE PRE-PROFESSIONAL SKILLS TEST. WHEN CLINICAL HOURS ARE COMPLETED, CREDIT IS GIVEN THROUGH EDU 211, EDU 212, AND EDU 213. STUDENTS SHOULD REGISTER FOR EDU 100 THEIR FIRST SEMESTER IN THE EDUCATION PROGRAM AND MUST PASS THIS COURSE. THIS COURSE IS PASS/FAIL.

EDU 203 EDUCATION TECHNOLOGY A COURSE THAT 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. NO PREREQUISITE. 1 CREDIT.

EDU 214 CHILD DEVELOPMENT STUDIES THE DEVELOPMENTAL STAGES OF BECOMING HUMANS FROM BIRTH TO PRE-ADOLESCENCE INVOLVING PRIMARILY THOSE PSYCHOBIOLOGICAL AND PSYCHOSOCIAL CHANGES WHICH ARE A CONCERN FOR PSYCHOLOGISTS AND EDUCATORS. SPECIAL ATTENTION IS GIVEN TO THE BIRTH PROCESS, PARENTING, INDIVIDUAL DIFFERENCES, EMOTIONAL AND INTELLECTUAL DEVELOPMENT, AS WELL AS ETHNIC BACKGROUND, RELIGIOUS TRAINING AND SOCIO-ECONOMIC AFFILIATION. PREREQUISITE: PSY 101. 3 CREDITS.

EDU 220 FOUNDATIONS OF EDUCATION 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.

EDU 220 FOUNDATIONS OF EDUCATION 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.

EDU 225 FOUNDATIONS OF MUSIC EDUCATION STUDENTS GAIN AN OVERVIEW OF METHODOLOGIES, HISTORY, AND PRACTICAL APPLICATION OF MUSIC EDUCATION.

EDU 225 FOUNDATIONS OF MUSIC EDUCATION STUDENTS GAIN AN OVERVIEW OF METHODOLOGIES, HISTORY, AND PRACTICAL APPLICATION OF MUSIC EDUCATION.

EDU 300 PROFESSIONAL SEMESTER SEMINAR A SEMINAR FOR EDUCATION MAJORS WHO HAVE OBTAINED UPPER DIVISION STATUS. UDS SEMINAR ORIENTS STUDENTS TO THE REQUIREMENTS NECESSARY TO COMPLETE THE EDUCATION PROGRAM. MAJOR COMPONENTS INCLUDE THE PRAXIS II EXAM, STUDENT TEACHING, THE LCMS CALL PROCESS, AND PLACEMENT. STUDENTS SHOULD REGISTER FOR ED 300 EVERY SEMESTER AFTER OBTAINING UPPER DIVISION STATUS UNTIL STUDENT TEACHING. 0 CREDITS.

EDU 303 DIFFERENTIATING INSTRUCTION EXPLORES MATERIALS AND METHODS IN THE STUDY OF THE COMMUNICATION SKILLS: SPEAKING, LISTENING, WRITING, AND READING, AND THEIR INTERRELATIONSHIPS.

EDU 306 TEACHING THE FAITH HELPS THE STUDENT DEVELOP KNOWLEDGE OF RESOURCES AND SKILLS NECESSARY TO TEACH RELIGION IN THE ELEMENTARY CLASSROOM. NOT REQUIRED OF PUBLIC EDUCATION STUDENTS. PREREQUISITE: UPPER DIVISION STATUS AND COMPLETION OF CORE THEOLOGY REQUIREMENTS AND EITHER REL 204 OR REL 404. 3 CREDITS.

EDU 307 TEACHING THE FAITH FOR THE CHRISTIAN PUBLIC EDUCATOR ADDRESSES TWO DISTINCT TEACHING COMMUNITIES. ONE COMPONENT OF THE COURSE EXPLORES THE LEGAL WAYS THAT TEACHERS CAN EXPRESS THEIR FAITH AND DISCUSS RELIGIOUS TOPICS IN THE PUBLIC SCHOOL. THE OTHER COMPONENT OF THE COURSE IS SIMILAR TO THE COURSE TEACHING THE FAITH. IT HAS A BIBLICAL BASIS THAT GUIDES STUDENTS TO SHARE THE LOVE OF JESUS WITH THEIR STUDENTS AND EXPLORES OPPORTUNITIES FOR TEACHERS TO INTENTIONALLY INTEGRATE FAITH INTO THE CURRICULUM. THIS COMPONENT EQUIPS STUDENTS WHO END UP WORKING IN A CHRISTIAN SCHOOL. PREREQUISITES: UPPER DIVISION STATUS. 3 CREDITS.

EDU 325 CHORAL METHODS STUDENTS WILL DEVELOP KNOWLEDGE AND SKILLS TO TEACH DIVERSE LEARNERS OF ALL AGES, USING APPROPRIATE TEACHING PRACTICES FOR CHORAL MUSIC INSTRUCTION.

EDU 325 CHORAL METHODS 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 STUDENTS WILL DEVELOP KNOWLEDGE AND SKILLS TO TEACH DIVERSE LEARNERS OF ALL AGES, USING APPROPRIATE TEACHING PRACTICES FOR INSTRUMENTAL MUSIC.

EDU 326 INSTRUMENTAL MUSIC METHODS STUDENTS WILL DEVELOP KNOWLEDGE AND SKILLS TO TEACH DIVERSE LEARNERS OF ALL AGES, USING APPROPRIATE TEACHING PRACTICES FOR INSTRUMENTAL MUSIC.

EDU 343 TEACHING READING IN THE ELEMENTARY CLASSROOM 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 343 TEACHING READING IN THE ELEMENTARY CLASSROOM 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 TEACHING STRUGGLING READERS/WRITERS IN THE ELEMENTARY CLASSROOM THIS COURSE WILL FOCUS 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 344 TEACHING STRUGGLING READERS/WRITERS IN THE ELEMENTARY CLASSROOM THIS COURSE WILL FOCUS 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 362 FAITH DEVELOPMENT OF YOUNG CHILD COMPARATIVE A STUDY OF HOW FAITH DEVELOPS IN THE YOUNG CHILD. STUDENTS CREATE WORKSHOPS, LESSONS, AND ACTIVITIES TO SUPPORT THE DEVELOPMENT OF FAITH IN CHILDREN BIRTH TO AGE 8. TEAM MINISTRY AND MODELING THE CHRISTIAN LIFESTYLE ARE AREAS OF FOCUS. PREREQUISITES: UPPER DIVISION STATUS, EDU 358, EDU 359. 3 CREDITS.

EDU 364 TEACHING ENGLISH LANGUAGE LEARNERS 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 408 TEACHING THE CHRISTIAN FAITH 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 422 C&I: ELEMENTARY SOCIAL STUDIES EDUCATION CANDIDATES LEARN AND PRACTICE METHODS USEFUL IN TEACHING SOCIAL STUDIES TO STUDENTS IN ELEMENTARY GRADES.

EDU 423 C&I: ELEMENTARY INTEGRATED SCIENCE EDUCATION 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 HANDS-ON LEARNING IN THE ELEMENTARY SCIENCE CLASSROOM. IT INCLUDES CLINICAL EXPERIENCE TEACHING UNDER THE SUPERVISION OF A COOPERATING TEACHER ON SITE.

EDU 425 C&I: ELEMENTARY VISUAL & PERFORMING ARTS EDUCATION STUDENTS DISCOVER PRINCIPLES, METHODS, AND MATERIALS FOR TEACHING MUSIC IN THE ELEMENTARY CLASSROOM.

EDU 427 C&I: ELEMENTARY HEALTH & PHYSICAL EDUCATION 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.

EDU 432 TEACHING WRITING IS DESIGNED TO ACQUAINT ELEMENTARY AND SECONDARY TEACHERS WITH THE STAGES OF THE WRITING PROCESS. COVERS VARIOUS APPROACHES TO EVALUATING WRITING, OVERVIEWS HISTORIC AND RECENT RHETORICAL THEORIES, AND PROMOTES AWARENESS OF THE IMPORTANCE OF CONSIDERATION OF AUDIENCE AS WELL AS THE EFFECTS OF CULTURAL AND EDUCATIONAL CONTEXTS ON WRITING.

EDU 434 C&I: ELEMENTARY MATHEMATICS EDUCATION 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 433.

EDU 438 CONTENT AREA READING (W) CANDIDATES 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 DIRECTED TEACHING-ELEMENTARY EDUCATION IN THIS EXPERIENCE, 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 445 OFFICE OF THE CHRISTIAN TEACHER 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 DIRECTED TEACHING-SECONDARY EDUCATION IN THIS EXPERIENCE, 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 450 TEACHING ART AT THE ELEMENTARY LEVEL 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 THE SECONDARY LEVEL 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 461 SECONDARY ENGLISH/LANGUAGE ARTS METHODS CANDIDATES GAIN AN UNDERSTANDING IN THE CONTENT, METHODS AND MATERIALS FOR TEACHING ENGLISH IN THE SECONDARY SCHOOL.

EDU 462 SECONDARY SOCIAL STUDIES METHODS 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 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 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 467 SECONDARY PHYSICAL EDUCATION METHODS 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 469 SECONDARY SPEECH AND COMMUNICATION METHOD THIS COURSE FOCUSES ON THE PRINCIPLES FOR TEACHING SECONDARY SPEECH AND COMMUNICATION COURSES INCLUDING: THE NATURE OF STUDENT LEARNING, COMMUNICATION CURRICULA, INSTRUCTIONAL STRATEGIES, TEXTUAL MATERIALS, COURSE AND LESSON PLANNING AND PROFESSIONAL GROWTH.

EDU 472 ELEMENTARY MUSIC METHODS STUDENTS DISCOVER PRINCIPLES, METHODS, AND MATERIALS FOR TEACHING MUSIC IN THE ELEMENTARY CLASSROOM.

EDU 473 SECONDARY MUSIC METHODS STUDENTS EXAMINE METHODS, MATERIALS AND PRINCIPLES FOR ORGANIZATION OF MUSIC COURSES AND ACTIVITIES IN SECONDARY SCHOOLS.

EDU 473 SECONDARY MUSIC METHODS STUDENTS EXAMINE METHODS, MATERIALS AND PRINCIPLES FOR ORGANIZATION OF MUSIC COURSES AND ACTIVITIES IN SECONDARY SCHOOLS.

ENGLISH

ENG 103 CIVILIZATIONS & WORLDVIEWS: LITERATURE THIS CLASS PROVIDES PRACTICE AND EXPERIENCE IN READING 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. 3 CREDITS.

ENG 104 INTRODUCTION TO WRITING DESIGNED FOR THE STUDENT WITH A GOOD HIGH SCHOOL 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. 3 CREDITS.

ENG 245 ADVANCED WRITING IS DESIGNED FOR THOSE STUDENTS WHO HAVE DEMONSTRATED THEIR COMPETENCE IN THE BASIC TECHNIQUES OF EXPOSITORY WRITING AND THE MECHANICS OF LANGUAGE. THE OBJECT OF THE COURSE IS TO DIRECT STUDENTS AWAY FROM STRUCTURED, RESEARCH COMPOSITION TO DRAWING CREATIVE MATERIAL FROM THEIR OWN MINDS AND EXPERIENCE. PREREQUISITE: ENG 104. 3 CREDITS.

ENG 246 CREATIVE WRITING INVOLVES THE THEORY OF BOTH THE SHORT STORY AND POETRY, WITH A STUDY OF SELECTED EXAMPLES OF THE GENRES. PRACTICE IN WRITING BOTH SHORT STORIES AND POETRY IS GIVEN. PREREQUISITE: ENG 104 OR ITS EQUIVALENT. 3 CREDITS.

ENG 305 ADVANCED GRAMMAR AND USAGE 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. PREREQUISITE: ENG 104 OR EQUIVALENT, OR CONSENT OF INSTRUCTOR. 3 CREDITS.

ENG 315 AMERICAN MULTICULTURAL LITERATURES STUDENTS READ SELECTIONS OF CONTEMPORARY AMERICAN LITERATURE IN SEVERAL GENRES THAT DEMONSTRATE THE INTERPLAY AMONG WRITERS OF DIFFERENT BACKGROUNDS.

ENG 341 AMERICAN LITERATURE I 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. PREREQUISITE: ENG 103. 3 CREDITS HOURS.

ENG 342 AMERICAN LITERATURE II SURVEYS THE DEVELOPMENT OF AMERICAN LITERATURE FROM THE LATTER PART OF THE 19TH CENTURY TO THE PRESENT. REPRESENTATIVE WRITERS SUCH AS TWAIN, JAMES, FITZGERALD, FAULKNER, HEMINGWAY, UPDIKE, OATES, AND POETS SUCH AS FROST, STEVENS, POUND, ELIOT, ROETHKE, AND WILBUR WILL BE STUDIED. PREREQUISITE: ENG 103. 3 CREDITS.

ENG 344 ENGLISH LITERATURE I 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 EIGHTEENTH CENTURY. MAJOR AUTHORS STUDIED INCLUDE CHAUCER, MILTON, MARLOWE, DONNE, AND POPE. PREREQUISITE: ENG 103. 3 CREDITS.

ENG 345 ENGLISH LITERATURE II SURVEYS THE CONTINUING DEVELOPMENT OF ENGLISH LITERATURE FROM BLAKE THROUGH THE ROMANTICS AND VICTORIANS TO THE MODERNS. PREREQUISITE: ENG 103. 3 CREDITS.

ENG 347 WORLD LITERATURE I IS A CHRONOLOGICAL SURVEY OF IMPORTANT AND INFLUENTIAL LITERARY TEXTS FROM VARIOUS WESTERN AND NON-WESTERN CULTURES AND CIVILIZATIONS FROM THE BEGINNINGS OF RECORDED WRITING THROUGH THE 17TH CENTURY. THIS COURSE DOES NOT DUPLICATE ANY OF THE READINGS FROM ENG 103, 341, 342, 344, 345, 348, OR 465. THIS COURSE MAY NOT BE SUBSTITUTED FOR ANY OF THESE OTHER LITERATURE COURSES. PREREQUISITE ENG 103.

ENG 348 WORLD LITERATURE II CONTINUES THE CHRONOLOGICAL SURVEY BEGUN IN ENG 347. THE COURSE INCLUDES A WIDE VARIETY OF LITERARY STYLES, INCLUDING TEXTS FROM VARIOUS WESTERN AND NON-WESTERN CULTURES AND CIVILIZATIONS FROM THE 17TH CENTURY TO THE PRESENT. THIS COURSE DOES NOT DUPLICATE ANY OF THE READINGS FROM ENG 103, 341, 342, 344, 345, 347, OR 465. THIS COURSE MAY NOT BE SUBSTITUTED FOR ANY OF THESE OTHER LITERATURE COURSES. PREREQUISITE ENG 103.

ENG 365 ENGLISH-ITS CULTURAL DEVELOPMENT 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 PRESENTS AN INTRODUCTION TO LINGUISTICS. 3 CREDITS.

ENG 386 SPECIAL TOPICS IN LITERATURE FOCUSES ON REPEATED THEMES OR SPECIFIC STYLES THAT HAVE PROVEN IMPORTANT IN LITERATURE. THE COURSE MAY BE REPEATED AS THE SUBJECT VARIES. 3 CREDITS.

ENG 465 SHAKESPEARE STUDY 10-12 REPRESENTATIVE PLAYS, INCLUDING HISTORIES, COMEDIES, AND TRAGEDIES. DEVELOP AN APPRECIATION OF SHAKESPEARE'S ART AND THOUGHT. CLOSE, CAREFUL READING WILL INCREASE THE STUDENT'S ANALYTICAL AND INTERPRETATIVE SKILLS.

ENG 475 LITERARY CRITICISM CONSIDERS PREMISE AND METHODS OF CRITICISM. THE COURSE WILL SURVEY THE VARIOUS MODERN APPROACHES TO LITERATURE - FORMALIST, GENRE, ARCHETYPICAL, HISTORICAL - AND WILL PROVIDE EXERCISES IN PRACTICAL CRITICISM OF LITERARY WORK. JUNIOR STANDING. PREREQUISITE: ENG 103. 3 CREDITS.

ENG 495 SENIOR SEMINAR PROVIDES STUDENTS THE OPPORTUNITY TO BEGIN A RESEARCH PROJECT IN THE HUMANITIES. THE FIRST SEMESTER IS DESIGNED TO INTEGRATE THE HUMANITIES AND TO DEVELOP A CHRISTIAN PERSPECTIVE ON THE ARTS, CULMINATING IN THE DEVELOPMENT OF A RESEARCH TOPIC. 1 CREDIT.

ENTREPRENEURSHIP

ENTR 250 LEGAL LANDSCAPE OF ENTREPRENEURSHIP 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

ENTR 262 PLANNING NEW VENTURES STUDENTS INTERESTED IN STARTING THEIR OWN BUSINESS OR NON-PROFIT ENTERPRISE LEARN HOW TO WRITE AND PRESENT A BUSINESS PLAN, INCLUDING MARKET ANALYSIS, FINANCIAL PROJECTIONS, AND OPERATING PLAN. THIS COURSE IS OPEN TO ALL CONCORDIA UNIVERSITY STUDENTS.

ENTR 290 SOCIAL ENTREPRENEUSHIP STUDENTS HAVE THE OPPORTUNITY WITHIN A CHRISTIAN CONTEXT TO IDENTIFY AND ADDRESS SOCIAL AND GLOBAL CHALLENGES. THEY 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 AND FORECASTING AND RESOURCEFULNESS ARE CRITICAL ELEMENTS OF THIS COURSE.

ENTR 390 ENTREPRENEUSHIP PRACTICUM 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 IDEA. 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.

EXERCISE PHYSIOLOGY

EXPH 371 EXERCISE PHYSIOLOGY INVOLVES THE APPLICATION OF ANATOMICAL AND PHYSIOLOGICAL PROCESSES TO HUMAN MOVEMENT, PHYSICAL PERFORMANCE AND REHABILITATION. PREREQUISITES: BIO 181 AND/OR BIO 182.

EXPH 442 EXERCISE TESTING AND PRESCRIPTION FOCUSES ON THE THEORETICAL AND APPLIED KNOWLEDGE REQUIRED TO CONDUCT SAFE AND EFFECTIVE GRADED 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 INCLUDING BASIC ELECTROCARDIOGRAPHY, CARDIOVASCULAR MEDICATIONS, AND CLIENT/PATIENT RISK STRATIFICATION IS INCLUDED IN THE COURSE. ADDITIONAL LAB TIME REQUIRED. PREREQUISITE OR CO REQUISITE: HHP 371. 4 CREDITS.

EXPH 460 INTERNSHIP IS DESIGNED TO EXPOSE THE STUDENT TO VARIOUS ASPECTS INVOLVED WITH HEALTH CARE AND REHABILITATION. ALTHOUGH THE STUDENT IS ONLY AT THE PRE-PROFESSIONAL LEVEL, HE/SHE CAN BE INVOLVED IN THE OBSERVATION, ASSISTANCE, AND DISCUSSION OF PATIENTS' TREATMENT AND CARE, AS THE SUPERVISING PROFESSIONAL DEEMS APPROPRIATE. 3-6 CREDITS.

EXPH 495 SENIOR SEMINAR 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. 3 CREDITS

EXERCISE SCIENCE

EXS 442 EXERCISE PRESCRIPTION & TESTING FOCUSES ON THE THEORETICAL AND APPLIED KNOWLEDGE REQUIRED TO CONDUCT SAFE AND EFFECTIVE GRADED 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 INCLUDING BASIC ELECTROCARDIOGRAPHY, CARDIOVASCULAR MEDICATIONS, AND CLIENT/PATIENT RISK STRATIFICATION IS INCLUDED IN THE COURSE.

EXS 480 PROGRAM DESIGN & APPLICATION INVOLVES THE EXAMINATION OF VARIOUS ANATOMICAL AND PHYSIOLOGICAL ASPECTS ASSOCIATED WITH STRENGTH AND CONDITIONING TO AID THE STUDENT IN THE PLANNING, IMPLEMENTATION, AND ASSESSMENT OF EFFECTIVE STRATEGIES FOR RESISTANCE TRAINING IN ACADEMIC, ATHLETIC, FITNESS SETTINGS.

FAMILY LIFE

FAM 421 FAMILY LIFE EDUCATION METHODOLOGY THIS COURSE ENABLES STUDENTS TO DEVELOP KNOWLEDGE OF THE SCOPE, TRENDS, AND CURRENT ISSUES IN FAMILY LIFE EDUCATION METHODOLOGY, AS WELL AS THE OPPORTUNITY TO DEMONSTRATE THE USE OF METHODS AND MATERIALS.

FAM 311 FAMILY DYNAMICS & RESOURCE MANAGEMENT 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. THIS COURSE WILL EXPLORE THE BIBLICAL CONCEPT OF STEWARDSHIP.

FAM 321 PARENT EDUCATION & GUIDANCE THE PURPOSE OF THIS COURSE IS TO PROVIDE STUDENTS WITH AN UNDERSTANDING OF THE GENERAL PHILOSOPHY AND BROAD PRINCIPLES OF FAMILY LIFE EDUCATION IN CONJUNCTION WITH THE ABILITY TO PLAN, IMPLEMENT, AND EVALUATE SUCH EDUCATIONAL PROGRAMS.

FAM 331 OBSERVATION OF INFANT & TODDLER DEVELOPMENT DESIGNED TO PROVIDE AN IN DEPTH STUDY OF CHILDREN FROM CONCEPTION THROUGH AGE 30 MONTHS USING OBSERVATIONAL AND OBJECTIVE DOCUMENTATION SKILLS.

FAM 332 OBSERVATION OF PRESCHOOL DEVELOPMENT DESIGNED TO PROVIDE AN IN DEPTH STUDY OF CHILDREN AGED 30-60 MONTHS USING OBSERVATIONAL AND OBJECTIVE DOCUMENTATION SKILLS.

FAM 333 THE HOSPITALIZED CHILD 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.

FAM 334 THERAPEUTIC INTERVENTIONS PROVIDES AN INTRODUCTION TO THEORY AND PRACTICE IN HELPING CHILDREN THROUGH PLAY, COPING AND COMFORT TECHNIQUES, AS WELL AS ACTIVITY PLANNING AND ADAPTING ACTIVITIES TO THE HOSPITAL ENVIRONMENT **THROUGH THE ROLE OF THE CHILD LIFE SPECIALIST AS A MEMBER OF THE HEALTH CARE TEAM.**

FAM 335 CHILD LIFE SPECIALIST SEMINAR PROVIDES SKILLS FOR NURTURING ONESELF WHILE PROVIDING EFFECTIVE PROFESSIONAL CARE TO OTHERS.

FAM 340 ADMINISTRATIVE SKILLS FOR HUMAN SERVICES ORG AN OVERVIEW OF HUMAN SERVICE ORGANIZATIONS AND SOCIAL WELFARE POLICY, WITH BEGINNING PRACTICE SKILLS IN LEADERSHIP, ETHICS, SUPERVISION, FUNDING, AND COLLABORATION.

FAM 341 CULTURAL & SOCIAL DIVERSITY IN AMERICA THIS COURSE WILL EXAMINE RACIAL, ETHNIC, RELIGIOUS, SOCIAL ECONOMIC STATUS, GENDER DIVERSITY IN THE UNITED STATES AND BUILD SKILLS IN WORKING WITH PEOPLE FROM THESE DIVERSE AREAS THROUGH AN UNDERSTANDING OF CULTURE, PSYCHOLOGY, COMMUNICATION, PREJUDICE, DISCRIMINATION, STEREOTYPING.

FAM 342 CHANGE: THEORY & PRACTICE THIS COURSE WILL EXAMINE THEORIES OF CHANGE AS THEY RELATE TO INDIVIDUALS, GROUPS, COMMUNITIES AND ORGANIZATIONS AT MICRO AND MACRO LEVELS. ENTRY LEVEL SKILLS WILL BE PROMOTED IN PROVIDING ASSESSMENT, GROUP THERAPY, INTERVENTION AND ADVOCACY FOR CHANGE AT ALL LEVELS.

FAM 343 SPECIAL TOPICS IN SOCIAL SERVICES THIS COURSE EXPLORES THE AREAS OF TREATING SUBSTANCE ABUSE, MENTAL HEALTH AS WELL AS UNDERSTANDING AND INTERVENING IN INTERPERSONAL VIOLENCE ISSUES.

FAM 344 PRACTICE SKILLS SEMINAR AN OVERVIEW OF SKILLS IN ENGAGING, ASSESSING, CONTRACTING, WORKING, EVALUATING AND ENDING THE PROFESSIONAL HELPING RELATIONSHIP WHILE MAINTAINING APPROPRIATE PROFESSIONAL BOUNDARIES AND INDIVIDUAL COPING SKILLS DELIVERED THROUGH FIELDTRIPS WITH GUEST SPEAKERS TO VARIOUS TYPES OF AGENCIES.

FAM 390 FAMILY LIFE FIELDWORK STUDENTS WILL SPEND 120 HOURS IN A SUPERVISED VOLUNTEER POSITION AT A LOCAL NON-PROFIT AGENCY THAT PROVIDES SUPPORT FOR FAMILIES. PREREQUISITES: PSY 211, PSY 212, SOC 345, AND FACULTY PERMISSION.

FAM 391 FIELD WORK IN THE HOSPITAL STUDENTS WILL SPEND 120 HOURS IN A SUPERVISED VOLUNTEER POSITION AT A HOSPITAL SERVING CHILDREN WITH A CERTIFIED CHILD LIFE SPECIALIST MENTOR. PREREQUISITES: PSY 211, PSY 212, SOC 345, AND FACULTY PERMISSION.

FAM 392 FIELD WORK IN THE COMMUNITY STUDENTS WILL SPEND 120 HOURS IN A SUPERVISED VOLUNTEER POSITION AT A LOCAL NON-PROFIT AGENCY THAT PROVIDES SUPPORT FOR FAMILIES. PREREQUISITES: PSY 211, PSY 212, SOC 345, AND FACULTY PERMISSION.

FAM 393 FIELD WORK IN CHILDREN'S & FAMILY MINISTRY STUDENTS WILL SPEND 120 HOURS IN A SUPERVISED VOLUNTEER POSITION IN A CHURCH OR MINISTRY SETTING WITH A PRIMARY FOCUS OF SERVING CHILDREN AND THEIR FAMILIES. STUDENTS ARE SUPERVISED BY A MEMBER OF A PROFESSIONAL MINISTRY STAFF. PREREQUISITES: PSY 211, PSY 212, SOC 345, AND FACULTY PERMISSION

FAM 394 FIELD WORK IN YOUTH & FAMILY MINISTRY STUDENTS WILL SPEND 120 HOURS IN A SUPERVISED VOLUNTEER POSITION IN A CHURCH OR MINISTRY SETTING WITH A FOCUS OF SERVING MIDDLE-SCHOOL, HIGH SCHOOL, COLLEGE AGED STUDENTS AND THEIR FAMILIES. STUDENTS ARE SUPERVISED BY A MEMBER OF A PROFESSIONAL MINISTRY STAFF. PREREQUISITES: PSY 211, PSY 212, SOC 345, AND FACULTY PERMISSION

FAM 411 FAMILY LAW & PUBLIC POLICY FAMILY LAW AND PUBLIC POLICY PROVIDES AN UNDERSTANDING OF THE LEGAL DEFINITION OF THE FAMILY AND EXAMINES THE LAWS WHICH AFFECT THE STATUS OF THE FAMILY. HISTORICAL DEVELOPMENT OF LAWS RELATING TO MARRIAGE, DIVORCE, FAMILY SUPPORT, CHILD CUSTODY, CHILD PROTECTION AND RIGHTS, AND FAMILY PLANNING WILL BE EXAMINED.

FAM 421 FAMILY LIFE METHODOLOGY THIS COURSE ENABLES STUDENTS TO DEVELOP KNOWLEDGE OF THE SCOPE, TRENDS, AND CURRENT ISSUES IN FAMILY LIFE EDUCATION METHODOLOGY, AS WELL AS THE OPPORTUNITY TO DEMONSTRATE THE USE OF METHODS AND MATERIALS..

FAM 422 LEADERSHIP FOR CHILDREN'S MINISTRY THIS COURSE WILL PREPARE THE STUDENT TO LIVE OUT GOD'S CALL FOR LEADERSHIP IN THE AREA OF CHILDREN'S MINISTRY WITHIN THE CONTEXT OF THE LOCAL CHURCH. THIS CLASS WILL ADDRESS THE PHILOSOPHICAL FOUNDATIONS OF LEADERSHIP FOR THOSE SERVING IN THIS ROLE AND HOW THEY RELATE AS LEADERS TO PASTORS, FELLOW STAFF, CHURCH BOARDS, PARENTS, VOLUNTEERS AND CHILDREN WITH INTEGRITY, RESPECT AND WISDOM

FAM 424 DESIGN CHILDREN'S MINISTRY CHURCH/HOME THIS COURSE WILL HELP THE STUDENT DEVELOP A PERSONAL FOUNDATION FOR THE CHILDREN'S MINISTRY BY HELPING THEM CLARIFY THEIR PHILOSOPHICAL VIEW, DEFINE THEIR PURPOSE AND ARTICULATE THEIR VISION FOR CHILDREN'S MINISTRY. THE STUDENT WILL EXPLORE THE IMPACT OF THE HOME, CHURCH AND COMMUNITY ON THE FAITH OF THE CHILD AS WELL AS EXPLORE PROGRAMMING AND HOW TO ASSESS ITS VALUE AS THEY SEE IT THROUGH THEIR PHILOSOPHICAL VIEW.

FAM 425 CHILDREN'S MINISTRY ADMINISTRATION THIS COURSE WILL PREPARE THE STUDENT TO EFFECTIVELY MANAGE THE MYRIADS OF DETAILS IN LEADING A CHILDREN'S MINISTRY SUCH AS VOLUNTEER MANAGEMENT; CREATING POLICIES, PROCEDURES AND JOB DESCRIPTIONS; CALENDARIZING AROUND THE CHURCH YEAR; LEADING A MEETING; BUDGETING; CREATING PUBLICITY; AND MAINTAINING AND CREATING A SAFE ENVIRONMENT FOR THE CHILDREN.

FAM 426 CHILDREN'S MINISTRY SEMINAR STUDENTS EXPLORE PERSONAL ISSUES IN MINISTRY, ESPECIALLY THOSE THAT ARE SPECIFIC TO MINISTRY WITH CHILDREN AND THEIR FAMILIES IN THE CHURCH OR ANOTHER MINISTRY SETTING.. STUDENTS EXAMINE A PERSONAL DEVOTIONAL LIFE, EXPLORE TIME MANAGEMENT, AND UNDERSTAND THE IMPORTANCE OF A CONGREGATION'S UNIQUE HISTORY AND CULTURE. STUDENTS WILL ALSO, LEARN THE DYNAMICS OF TEAM MINISTRY, NAVIGATING CONGREGATIONAL CONFLICT, AND THE IMPORTANCE OF PROFESSIONAL GROWTH AND FAMILY SUPPORT. PREREQUISITES: SENIOR STATUS AND FAM 393

FAM 430 FOUNDATIONS OF YOUTH MINISTRY EXPLORES BIBLICAL FOUNDATIONS FOR YOUTH MINISTRY. IT WILL HELP STUDENTS EXPERIENCE SEVERAL YOUTH MINISTRY PHILOSOPHIES AND CHALLENGE THEM TO FORM THEIR OWN DEFINITION AND PHILOSOPHY. THE STUDENT WILL ALSO DEFINE THE ROLE OF THE HOME AND PARENTS YOUTH MINISTRY PROGRAMMING AND APPLY INTERGENERATIONAL PROGRAMMING DESIGN.

FAM 431 YOUTH CULTURE STUDENTS EXPLORE THE YOUTH CULTURE IN AMERICA, WAYS TO HELP TEENS IN CRISIS, WAYS TO STAY CURRENT ON YOUTH CULTURE ISSUES, AND LEARNING THE IMPORTANCE OF BUILDING RELATIONSHIPS WITH TEENS AND PARENTS. STUDENTS WILL ALSO EXPLORE STRATEGIES TO REACH OUT AND MINISTER TO YOUTH IN THE COMMUNITY, APPLY THEOLOGY TO CONTEMPORARY ISSUES, AND TO SET UP POLICY TO PROTECT TEENS AND ADULTS FROM MISCONDUCT OR FALSE ACCUSATION. PREREQUISITE: SOPHOMORE STANDING.

FAM 432 YOUTH MINISTRY ADMINISTRATION STUDENTS EXPLORE YOUTH MINISTRY ADMINISTRATION AS IT APPLIES TO THE LOCAL CONGREGATION. STUDENTS LEARN TO DEVELOP SHORT AND LONG TERM PLANNING SKILLS, RECRUIT AND TRAIN VOLUNTEERS, AND MANAGE YOUTH BUDGETS. THE COURSE WILL ALSO EXPLORE CHANGE, LEADERSHIP SKILLS, AND PROFESSIONAL LIABILITY ISSUES.

FAM 433 YOUTH MINISTRY SEMINAR STUDENTS EXPLORE PERSONAL ISSUES IN MINISTRY, ESPECIALLY THOSE THAT ARE SPECIFIC TO MINISTRY WITH YOUNG PEOPLE AND THEIR PARENTS IN THE CHURCH OR OTHER MINISTRY SETTING. STUDENTS EXAMINE A PERSONAL DEVOTIONAL LIFE, EXPLORE TIME MANAGEMENT, AND UNDERSTAND THE IMPORTANCE OF A CONGREGATION'S UNIQUE HISTORY AND CULTURE. STUDENTS WILL ALSO, LEARN THE DYNAMICS OF TEAM MINISTRY, NAVIGATING CONGREGATIONAL CONFLICT, AND THE IMPORTANCE OF PROFESSIONAL GROWTH AND FAMILY SUPPORT. PREREQUISITES: SENIOR STATUS AND FAM 394

FAM 434 YOUTH MINISTRY SKILLS STUDENTS EXPLORE BASIC SKILLS IN YOUTH MINISTRY. STUDENTS LOOK AT WAYS TO IDENTIFY, PLAN, IMPLEMENT, MAINTAIN, AND LEAD A BALANCED YOUTH MINISTRY PROGRAM TO TEENS AND THEIR HOMES THROUGH FELLOWSHIP, OUTREACH, SMALL GROUPS, MISSION SERVANT TRIPS, FUND RAISING, RETREATS, AND MORE. STUDENTS LEARN HOW TO SPEAK EFFECTIVELY TO YOUTH, LEAD YOUTH BIBLE STUDIES, LEAD RETREATS, EVALUATE YOUTH RESOURCES, ASSESS SPIRITUAL GIFTS OF YOUTH, AND ENGAGE THEIR GIFTS IN CHRISTIAN SERVICE..

FAM 490A/B/C FIELDWORK II A/B/C THE CAPSTONE FAMILY LIFE EXPERIENCE IS IN THE FOURTH YEAR AND IS CALLED INTERNSHIP. STUDENTS USE LEARNED ACADEMIC INFORMATION AND FIELD EXPERIENCES TO SERVE IN THEIR AREA OF INTEREST UNDER THE MENTORSHIP OF AN EXPERIENCED PROFESSIONAL.

FAM 491 INTERNSHIP IN CHILD LIFE THE CAPSTONE FAMILY LIFE 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: FAM 390, FAM 391 AND FACULTY PERMISSION.

FAM 492 INTERNSHIP IN COMMUNITY SERVICES THE CAPSTONE FAMILY LIFE EXPERIENCE FOR A COMMUNITY SERVICES MINOR IS IN THE FOURTH YEAR AND IS A FULL-TIME INTERNSHIP. STUDENTS USE LEARNED ACADEMIC INFORMATION AND FIELD EXPERIENCES TO SERVE IN A COMMUNITY SERVICES AGENCY FOR A MINIMUM OF 480 HOURS DURING ONE SEMESTER UNDER THE SUPERVISION/MENTORSHIP OF AN EXPERIENCED PROFESSIONAL. PREREQUISITES: FAM390, FAM392 AND FACULTY PERMISSION.

FAM 493 INTERNSHIP IN CHILDREN'S & FAMILY MINISTRY THE CAPSTONE FAMILY LIFE EXPERIENCE FOR A CHILDREN'S 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 SERVICES CHILDREN 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, FAM 393 AND FACULTY PERMISSION.

FAM 494 INTERNSHIP IN YOUTH & FAMILY MINISTRY 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, FAM 394 AND FACULTY PERMISSION.

FIN 200 PERSONAL FINANCE 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. 3 CREDITS.

FIN 300 PRINCIPLES OF FINANCE 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. PREREQUISITE: ACCT201. 3 CREDITS.

FIN 310 BASIC INVESTING 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. 3 CREDITS.

FINANCE

FIN 315 PRINCIPLES OF INSURANCE 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. PREREQUISITE: FIN 300. 3 CREDITS.

FIN 320 MONEY AND BANKING 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, ECON 231, AND FIN 300. 3 CREDITS.

FIN 321 FINANCIAL MATHEMATICS FOR ACTUARIES 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, IMMUNIZATION, GENERAL DERIVATIVES, OPTIONS, HEDGING AND INVESTMENT STRATEGIES, FORWARDS AND FUTURES, AND SWAPS. PREREQUISITES: FIN 300, FIN 310, AND MATH 202. 3 CREDITS.

FIN 340 CORPORATE FINANCE IS THE SECOND UNDERGRADUATE COURSE IN CORPORATE FINANCE. THE PRIMARY GOAL OF THIS COURSE IS TO IMPART THE KNOWLEDGE TO ALLOW YOU TO INTELLIGENTLY SOLVE PRACTICAL BUSINESS PROBLEMS. TO ACHIEVE THIS GOAL, IT IS ESSENTIAL THAT YOU HAVE A SOUND UNDERSTANDING OF 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. 3 CREDITS.

FIN 430 INTERNATIONAL FINANCE 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, ECON 231, AND FIN 300. 3 CREDITS.

GEOGRAPHY

GEOG 220 CULTURAL GEOGRAPHY STUDENTS USE NATURAL ENVIRONMENT CONCEPTS TO HELP EXPLAIN THE SPATIAL DISTRIBUTION OF HUMAN ACTIVITIES..

GEOG 250 ECONOMIC GEOGRAPHY IS THE SPATIAL STUDY OF THE WORLD'S ECONOMIC DEVELOPMENT AND DISTRIBUTION OF GOODS AND SERVICES AS MEASURED BY ECONOMIC INDICATORS SUCH AS PER CAPITA INCOME AND GNP; GLOBAL DEMOGRAPHICS; AND CULTURAL PATTERNS. THE CLASS IS STRUCTURED ON A LECTURE, RESEARCH, AND PRESENTATION BASIS. THE PRIMARY CONTRIBUTORS TO THE CLASS WILL BE THE STUDENTS USING INFORMATION FROM THE TEXT AND OTHER SOURCES.

GEOG 356 GLOBAL ENVIRONMENTAL ISSUES IS A STUDY OF CURRENT CONCERNS, PROBLEMS, AND PROGRESS IN ADDRESSING GLOBAL ENVIRONMENTAL ISSUES. EXAMPLES FROM DIFFERENT COUNTRIES AND CULTURES WILL BE STUDIED TO ILLUSTRATE THESE CONCERNS AND BUILD A GLOBAL PERSPECTIVE ON ENVIRONMENTAL ISSUES.

GREEK

GRK 201 GREEK I STUDENTS LEARN THE MORPHOLOGY, SYNTAX, AND VOCABULARY OF ANCIENT GREEK AND ACHIEVE AN INITIAL LEVEL OF SKILL IN READING AND WRITING BASIC SENTENCES. PREREQUISITE: PREVIOUS HIGH SCHOOL OR COLLEGE FOREIGN LANGUAGE STUDY.

GRK 202 GREEK II CONTINUATION OF GRE201. STUDENTS LEARN THE MORPHOLOGY, SYNTAX, AND VOCABULARY OF ANCIENT GREEK AND ACHIEVE INCREASING COMPETENCE IN THE SKILLS IN READING AND WRITING PASSAGES.

GRK 303 GREEK III 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.

GRK 304 GREEK IV 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

GRK 403 GREEK V 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

GRK 404 GREEK VI 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 AN PAPER ON GREEK GRAMMAR

GRK 420 GREEK READINGS THIS COURSE SERVES AS A VEHICLE FOR DEVELOPMENT OF SKILLS NECESSARY IN TRANSLATION OF ANCIENT GREEK TEXTS, INCLUDING AN UNDERSTANDING OF THEIR HISTORICAL AND CULTURAL BACKGROUND. STUDENTS STRENGTHEN AND EXPAND THEIR KNOWLEDGE OF GREEK MORPHOLOGY, SYNTAX, AND VOCABULARY AND GROW IN USING LINGUISTIC AND ACADEMIC RESOURCES.

HEBREW

HEB 301 HEBREW I STUDENTS ARE INTRODUCED TO BIBLICAL HEBREW MORPHOLOGY, SYNTAX, AND VOCABULARY LEADING TO ELEMENTARY TRANSLATION OF PRACTICE TEXTS AND THE HEBREW BIBLE. ANCIENT CULTURE AND HISTORY RELATING TO THE OLD TESTAMENT ARE ALSO INTRODUCED.

HEB 302 HEBREW II THIS COURSE CONTINUES THE STUDY OF BIBLICAL HEBREW MORPHOLOGY, SYNTAX, AND VOCABULARY WITH AN INTRODUCTION TO THE READING OF BIBLICAL HEBREW PROSE.

HEB 401 HEBREW III 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. 3 CREDIT HOURS.

HEB 402 HEBREW IV 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.

HEB 412 HEBREW READINGS THROUGH EXPOSURE TO A VARIETY OF TEXTS, STUDENTS WILL FURTHER DEVELOP THE SKILL OF READING THE HEBREW OLD TESTAMENT WITH CARE AND PRECISION BY STRENGTHENING AND EXPANDING THEIR KNOWLEDGE OF GREEK MORPHOLOGY, SYNTAX, AND VOCABULARY. ANCIENT CULTURE AND HISTORY WILL CONTINUE TO BE EXPLORED.

HEB 413 HEBREW V 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.

HEB 414 HEBREW VI 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

HOSPITALITY & ENTERTAINMENT MANAGEMENT

HEM 210 EXPOSITION AND SPECIAL EVENT MANAGEMENT THIS COURSE CHALLENGES STUDENTS TO UNDERSTAND THE BREADTH AND INDUSTRY STANDARDS RELATIVE TO PLANNING, IMPLEMENTING, EVALUATING AND MANAGING TRADE SHOWS, EXHIBITIONS, CONVENTIONS AND CONFERENCES, AND/OR 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, OFFERING DETAILED SUPPORT OR CRITIQUE BASED ON THEIR REVIEW.

HEM 220 CONCESSION, CATERING, AND VENDOR OPERATIONAL MANAGEMENT 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 BACKGROUND OF CURRENT INDUSTRY KNOWLEDGE IN A VARIETY OF SIMULATED PROFESSIONAL ENVIRONMENTS ALLOWING STUDENTS TO EXPLORE CONVENTIONS, PRIVATE EVENT SPACE(S), ATHLETIC FACILITIES, AND MORE.

HEM 240 FINANCIAL ASPECTS OF HOSPITALITY AND EVENT MANAGEMENT THIS COURSE PROVIDES AN IN-DEPTH ANALYSIS OF THE FINANCIAL ASPECTS OF THE HOSPITALITY AND EVENT MANAGEMENT INDUSTRIES. THIS COURSE EMPHASIZES THE IMPORTANCE OF FINANCIAL RESPONSIBILITY AND INDUSTRY KNOWLEDGE AS A WHOLE. TOPICS INCLUDE UNDERSTANDING BUDGETS, PROFIT MARGINS, ROI (RETURN ON INVESTMENT), BUDGET DESIGN, COST OF GOODS SOLD, INVENTORY COSTS, AND PURVEYOR RELATIONS

HEALTH & HUMAN PERFORMANCE

HHP 100 INTRODUCTION TO LIFETIME FITNESS THIS COURSE IS AN EXPOSURE TO A VARIETY OF LECTURE AND LABORATORY PROGRAMS DESIGNED TO GIVE THE STUDENT INSIGHTS INTO THE PHYSIOLOGICAL VALUES OF ACTIVITY.

HHP 120 WEIGHT TRAINING IS DESIGNED TO INTRODUCE THE STUDENT TO THE PRINCIPLES AND TECHNIQUES OF WEIGHT TRAINING THROUGH THE USE OF WEIGHT MACHINES AND FREE WEIGHTS.

HHP 130 ADVANCED WEIGHT TRAINING 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 202 INTRODUCTION TO KINESIOLOGY STUDENTS EXPLORE THE HISTORY, PRINCIPLES, SCIENTIFIC FOUNDATIONS, PHILOSOPHY, EMPLOYMENT OPPORTUNITIES, AND SCOPE OF PHYSICAL ACTIVITY.

HHP 209 FIRST AID & CPR THIS COURSE IS AN AMERICAN RED CROSS TRAINING PROGRAM DESIGNED TO PREPARE INDIVIDUALS TO RESPOND TO INJURIES AND SUDDEN ILLNESSES THAT MAY ARISE. STUDENTS WILL GAIN THE KNOWLEDGE AND SKILLS TO PREVENT, RECOGNIZE, AND PROVIDE BASIC CARE FOR INJURIES AND SUDDEN ILLNESSES UNTIL MEDICAL PROFESSIONALS ARRIVE AND TAKE OVER. AED INSTRUCTION IS INCLUDED.

HHP 250 TEACHING CORE ACTIVITIES II RECREATIONAL DANCE THIS COURSE FOCUSES ON THE METHODS AND TECHNIQUES OF INSTRUCTION IN RHYTHMIC AND DANCE ACTIVITIES.

HHP 254 TEACHING CORE ACTIVITIES I: FOUNDATIONS OF FITNESS THIS COURSE PROVIDES STUDENTS WITH THE KNOWLEDGE AND SKILLS NECESSARY TO TEACH ELEMENTARY AND SECONDARY SCHOOL STUDENTS THE COGNITIVE, AFFECTIVE, AND BEHAVIORAL SKILLS FOR A HEALTHY LIFESTYLE. THE COURSE IS BASED UPON THE FIVE HEALTH-RELATED COMPONENTS OF PHYSICAL FITNESS.

HHP 265 HEALTHY LIFESTYLES PRESENTS THE INTRODUCTORY SCIENTIFIC FOUNDATIONS REGARDING THE RELATIONSHIP OF HEALTH TO LIFESTYLE CHOICES. SPECIFIC APPLICATIONS FOR MAKING LIFESTYLE CHANGES ARE EXPLORED. ISSUES ADDRESSED MAY INCLUDE BASIC INFORMATION ON: NUTRITION, EXERCISE, STRESS, WEIGHT MANAGEMENT, AND DISEASE PREVENTION SUCH AS CANCER, CARDIOVASCULAR DISEASE, SMOKING, STDs AND DIABETES MELLITUS.

HHP 272 INTRODUCTION TO ATHLETIC TRAINING THIS COURSE IS DESIGNED TO GIVE KNOWLEDGE AND SKILLS IN THE TREATMENT OF COMMON ACTIVITY-RELATED INJURIES. BASIS PRINCIPLES OF FIRST AID AND ATHLETIC TRAINING ARE LEARNED.

HHP 275 ADMINISTRATION AND ORGANIZATION OF SPORT 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 THE EXERCISE PORTION OF THE COURSE EMPHASIZES PSYCHOLOGICAL FOUNDATIONS OF EXERCISE WITH MOTIVATION TECHNIQUES. THE PERFORMANCE ASPECT OF THE COURSE EMPHASIZES PSYCHOLOGICAL ATTRIBUTES/SKILLS DESIGNED TO ENHANCE PERFORMANCE.

HHP 342 NUTRITION FOR WELLNESS AND PERFORMANCE PRESENTS THE SCIENTIFIC FOUNDATIONS REGARDING THE HUMAN DIGESTIVE SYSTEM IN HEALTH AND DISEASE. NUTRIENT VALUES WILL BE RESEARCHED WITH THE EXPRESS PURPOSE OF COMPARING INDIVIDUAL VALUES TO HEALTHY NORMS ACROSS GENDERS, AGE GROUPS, AND ETHNICITIES. ISSUES MAY INCLUDE: ESSENTIAL NUTRIENTS, WEIGHT MANAGEMENT, EXERCISE GUIDELINES, CURRENT NUTRITIONAL GUIDELINES, PHYTOCHEMICALS, ANTIOXIDANTS, HERBAL SUPPLEMENTS, FAD DIETS, AND NUTRITION APPLICATIONS FOR THE PREVENTION OR DELAY OF SEVERAL DISEASES OF LIFESTYLE.

HHP 350 COACHING METHODS THIS COURSE PRESENTS THE THEORIES OF COACHING AND STRATEGIES OF TEAM SPORTS.

HHP 355 TEACHING CORE ACTIVITIES III THIS COURSE FOCUSES ON THE PRACTICE, INSTRUCTIONAL STRATEGIES AND TECHNIQUES FOR THE TEACHING OF INDIVIDUAL SPORTS IN AN EDUCATIONAL SETTING. TRADITIONAL INDIVIDUAL SPORTS AND GAMES OF AMERICAN CULTURE WILL BE PRACTICED AND EXPLORED AS WILL THOSE OF OTHER CULTURES AND COUNTRIES.

HHP 356 TEACHING CORE ACTIVITIES IV THIS COURSE FOCUSES ON THE PRACTICE, INSTRUCTIONAL STRATEGIES AND TECHNIQUES FOR THE TEACHING OF TEAM SPORTS AND GAMES IN AN EDUCATIONAL SETTING. TRADITIONAL TEAM SPORTS AND GAMES OF AMERICAN CULTURE WILL BE PRACTICED AND EXPLORED AS WILL THOSE OF OTHER CULTURES AND COUNTRIES.

HHP 371 EXERCISE PHYSIOLOGY STUDENTS INVESTIGATE THE APPLICATION OF PHYSIOLOGICAL PRINCIPLES TO THE STUDY OF HUMAN PERFORMANCE RELATED TO SPORTS AND LEISURE ACTIVITIES.

HHP 373 MOTOR DEVELOPMENT THIS COURSE IS DESIGNED TO GIVE KNOWLEDGE ABOUT MOTOR LEARNING AND DEVELOPMENT. STUDENTS EXPERIENCE HOW MOVEMENTS ARE LEARNED AND HOW THE CAPACITY FOR MOVEMENT CHANGES OVER THE LIFESPAN.

HHP 375 BIOMECHANICS STUDENTS EXAMINE THE ROLE OF THE SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS IN HUMAN MOVEMENT. BASIC MECHANICAL PRINCIPLES UNDERLYING AND EFFECTING EFFICIENT HUMAN MOVEMENT ARE EXAMINED.

HHP 410 MEASUREMENT AND EVALUATION IN HEALTH/PE THE HISTORY, THEORY, AND PRINCIPLES OF TESTING IN HUMAN PERFORMANCE ARE PRESENTED. PREDICTIVE AND INFERENTIAL ASPECTS OF STATISTICS ARE EXPLORED.

HHP 412 ADAPTED PHYSICAL EDUCATION PHYSICAL EDUCATION ACTIVITIES MODIFIED TO THE NEEDS, LIMITATIONS AND INTERESTS OF THE MENTALLY AND/OR PHYSICALLY CHALLENGED INDIVIDUAL.

HHP 450 CURRICULUM AND METHODS OF HEALTH EDUCATION MAJOR CONTEMPORARY HEALTH ISSUES, METHODS OF INSTRUCTION, AND CURRICULUM DESIGN AND PLANNING ARE DISCUSSED.

HHP 460 INTERNSHIP PHYSICAL EDUCATION INTERNSHIP.

HHP 475 EXERCISE MGMT FOR SPECIAL POPULAITONS REQUIRES STUDENTS TO SELECT RESEARCH ARTICLES FROM CURRENT TOPICS IN EXERCISE PHYSIOLOGY. 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 AS A PREPARATION FOR HHP 495 SENIOR SEMINAR'S RESEARCH PROJECT

HHP 495 SEMINAR: CURRENT ISSUES IN EX. SCIENCE A CULMINATING EXPERIENCE IN WHICH THE STUDENT USES THE SKILLS AND KNOWLEDGE ACQUIRED IN HER OR HIS PREVIOUS PREPARATION IN THE EXECUTION OF AN ORIGINAL (TO THE STUDENT) PROJECT DEALING WITH AN ISSUE, QUESTION OR PROBLEM OF IMPORTANCE IN THE NATURAL SCIENCES OR MATHEMATICS. RESULTS OF THE PROJECT ARE COMMUNICATED IN AN ORAL PUBLIC PRESENTATION AND A WRITTEN

PAPER.

HISTORY

HIST 103 CIV/WORLDVIEW: HISTORY PROVIDES THE STUDENT WITH AN EXAMINATION OF THE CHRONOLOGY AND MAJOR THEMES OF WESTERN CIVILIZATION THROUGH STUDY OF PRIMARY AND SECONDARY SOURCES. FULFILLS CORE HISTORY REQUIREMENT. 3 CREDITS.

HIST 151 AMERICAN CIVILIZATION I OVERVIEW OF THE DEVELOPMENT OF MAJOR AREAS AND KEY PEOPLE, IDEAS AND EVENTS IN SELECTED AMERICAN CIVILIZATIONS FROM THEIR ORIGINS TO 1876.

HIST 153 AMERICAN CIVILIZATION 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. 3 CREDITS.

HIST 208 HISTORY OF CHRISTIANITY OFFERS A BROAD INTRODUCTION TO THE HISTORY OF CHRISTIANITY, FROM ITS BEGINNINGS, THROUGH THE REFORMATION, TO THE MODERN ERA. MAJOR EVENTS, KEY FIGURES, DOCTRINAL DEVELOPMENTS, DENOMINATIONAL DISTINCTIONS AND SIGNIFICANT CHALLENGES TO CHRISTIANITY WILL BE EMPHASIZED.

HIST 475 THE REFORMATIONS 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.

HIST 385 RESEARCH METHODS CLASS 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. PREREQUISITE

HIST 490 SENIOR THESIS CLASS THE CULMINATING UNDERGRADUATE EXPERIENCE IN WHICH THE STUDENT WILL STUDY HISTORY BY RESEARCHING, WRITING, AND PRESENTING A PIECE OF ORIGINAL HISTORICAL WORK.

JUSTICE & PUBLIC POLICY

JPP101 AMERICAN GOVERNMENT STUDIES THE BASIC FOUNDATIONS AND UNDERLYING PRINCIPLES OF AMERICAN NATIONAL, STATE, AND LOCAL GOVERNMENT

JPP 102 INTRO TO LAW ENFORCEMENT STUDIES THE HISTORY, PHILOSOPHY AND FUNCTIONS OF LOCAL POLICE DEPARTMENT, COUNTY SHERIFF DEPARTMENTS, STATE LAW ENFORCEMENT AGENCIES AND FEDERAL INVESTIGATORY AND INTELLIGENCE GATHERING AGENCIES

JPP 103 CRIMINOLOGY STUDIES CAUSATIONS OF CRIME, INCLUDING SOCIOLOGICAL, PSYCHOLOGICAL, BIO-PHYSIOLOGICAL AND FREE WILL THEORIES.

JPP 104 INTRO TO COURTS STUDIES THE HISTORY, PHILOSOPHY AND FUNCTIONS OF AMERICAN COURTS

JPP 105 FOUNDATIONS OF JUSTICE STUDIES THE HISTORICAL FORMATIONS AND PHILOSOPHIES OF OUR JUSTICE SYSTEM AND ITS PUBLIC POLICIES.

JPP 110 JUVENILE THEORY EXAMINES THE THEORY, LAW, POLICY AND APPLICATION ASPECTS OF DELINQUENCY AND JUVENILE JUSTICE, WHICH IS SEEN AS A COMPLEX AND CHANGING PHENOMENON.

JPP 206 INTRO TO CORRECTIONS STUDIES THE HISTORY, PHILOSOPHY AND FUNCTIONS OF THE AMERICAN CORRECTIONAL SYSTEM.

JPP 207 SUBSTANTIVE CRIMINAL LAW 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 INVESTIGATIONS 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 WILL ACQUAINT THE STUDENT WITH THE VARIOUS RESEARCH SKILLS AND METHODS USED IN THIS DISCIPLINE. BOTH QUANTITATIVE AND QUALITATIVE RESEARCH STRATEGIES WILL BE DISCUSSED, AS WELL AS ISSUES IN MEASUREMENT, RESEARCH DESIGN, AND HYPOTHESIS FORMATION

JPP 308 PROCEDURAL CRIMINAL LAW EXAMINES THE LAW RELATING TO ARRESTS, SEARCHES, AND SEIZURES BY LAW ENFORCEMENT OFFICERS AS WELL AS RULES OF EVIDENCE AND COURTROOM PROCEDURES FOLLOWED IN COURT BY PROSECUTORS AND DEFENSE ATTORNEYS.

JPP 310 ADMINISTRATION OF JUSTICE STUDIES THE PHILOSOPHIES, HISTORY AND CURRENT TECHNIQUES OF ADMINISTRATION OF CRIMINAL JUSTICE AGENCIES, INCLUDING GENERAL PRINCIPLES OF ADMINISTRATION AND MANAGEMENT.

JPP 311 CRIMINAL PSYCHOLOGY STUDIES THE PSYCHOLOGICAL THEORIES OF CRIME CAUSATION AND THE IMPACT OF THE USE OF PSYCHOLOGY ON THE LEGAL SYSTEM

LIBERAL ARTS PREPARATION

LA 105 HIGHER EDUCATION: A NEW EXPERIENCE THE FIRST YEAR OF COLLEGE ADDRESSES THE SKILLS NECESSARY FOR COLLEGE STUDENTS TO SUCCEED IN THE UNIVERSITY AND BEYOND. IT IS DESIGNED TO MEET THE OBJECTIVES OF THE GENERAL STUDIES CURRICULUM FOR TECHNOLOGY PROFICIENCY AND ACADEMIC SUCCESS IN THE GENERAL STUDIES CORE. THE COURSE WILL INTRODUCE STUDENTS TO LIBERAL ARTS EDUCATION AND ATTEMPT TO AWAKEN INTELLECTUAL CURIOSITY, WHILE EMPOWERING THEM WITH MODERN TOOLS FOR COLLEGE SUCCESS.

LIBERAL ARTS, BUSINESS, & ENTREPRENEURSHIP

LAB 391 LABE INTERNSHIP THE INTERNSHIP IS AN APPLIED EMPLOYMENT EXPERIENCE IN WHICH THE STUDENT WORKS ON-SITE IN A BUSINESS, NON-PROFIT, OR GOVERNMENT ORGANIZATION. THE INTERNSHIP CONSISTS OF A FORMAL CONTRACT, WHICH SETS FORTH SPECIFIC OBJECTIVES, RANGE OF TASKS, AND RELATIONSHIP TO ON-SITE SUPERVISOR, AND THE INTERNSHIP EXPERIENCE ITSELF. IT PROVIDES AN INTEGRATIVE EXPERIENCE ENABLING THE STUDENT TO BLEND HIS/HER LIBERAL ARTS AND BUSINESS EDUCATION IN A WORK SITUATION WITH ASSIGNED TASKS AND RESPONSIBILITIES.

LANGUAGE ARTS

LAN 435 LITERATURE FOR YOUNG ADULTS STUDENTS RECEIVE A GENERAL SURVEY OF THE WIDE BODY OF LITERATURE WHICH IS AVAILABLE FOR USE WITH ADOLESCENTS, AS WELL AS CRITERIA FOR EVALUATION AND PRESENTATION OF A VARIETY OF TECHNIQUES FOR TEACHING SUCH LITERATURE.

LAN 437 CHILDREN'S LITERATURE 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.

LATIN

LAT 105 LATIN I THIS COURSE INTRODUCES THE RUDIMENTARY ELEMENTS OF LATIN GRAMMAR, SYNTAX, VOCABULARY, PRONUNCIATION, AND TRANSLATION. STUDENTS ALSO RECEIVE AN INTRODUCTION INTO THE TECHNICAL DISCOURSE OF GRAMMATICAL ANALYSIS. AN ADDITIONAL HOUR OF LABORATORY WORK IS REQUIRED WEEKLY.

LAT 106 LATIN II A CONTINUATION OF ELEMENTARY LATIN I. AS WITH LAT101, AN ADDITIONAL HOUR OF LABORATORY WORK IS REQUIRED WEEKLY.

MATHEMATICS

MATH 095 PRE-COLLEGE MATHEMATICS STUDENTS LEARN FUNDAMENTAL MATH CONCEPTS INVOLVING WHOLE NUMBERS, FRACTIONS, DECIMALS, AND MIXED NUMBERS, AND SIMPLE EQUATIONS. THIS COURSE IS ESPECIALLY DESIGNED FOR STUDENTS WITH LOW BASIC MATH SKILLS. NO COLLEGE CREDIT AWARDED.

MATH 101 BEGINNING ALGEBRA STUDENTS LEARN FUNDAMENTAL CONCEPTS INVOLVING SETS, WHOLE NUMBERS, INTEGERS, AND RATIONAL NUMBERS, LINEAR AND QUADRATIC EQUATIONS, AND USE BASIC ALGEBRAIC OPERATIONS TO SOLVE PROBLEMS. 3 CREDITS (DOES NOT SATISFY THE MATHEMATICS REQUIREMENT IN THE CORE)

MATH 111 MATH FOR ELEMENTARY TEACHERS COURSE COVERS MATHEMATICAL CONCEPTS AND PROBLEM SOLVING TECHNIQUES NEEDED BY ELEMENTARY SCHOOL TEACHERS. TOPICS INCLUDE PROBLEM SOLVING, SETS, FUNCTIONS, NUMERATION SYSTEMS, NUMBER THEORY AND NUMBER SYSTEMS, APPLICATIONS, AN INTRODUCTION TO PROBABILITY AND STATISTICS, INTRODUCTORY GEOMETRY AND MEASUREMENT CONCEPTS. 3 CREDITS (BEING REPLACED WITH MATH 119 AND MATH 120)

MATH 119 NUMBER SENSE: TEACHING preK-9 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. 3 CREDITS.

MATH 120 DATA & SPACE: TEACHING preK-9 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. 3 CREDITS

MATH 121 INTERMEDIATE ALGEBRA STUDENTS LEARN FUNDAMENTAL CONCEPTS AND SOLVE PROBLEMS INVOLVING RATIONAL AND RADICAL EXPRESSIONS; INEQUALITIES; LINEAR, QUADRATIC AND EXPONENTIAL FUNCTIONS; AND SYSTEMS OF LINEAR EQUATIONS. 3 CREDITS (DOES NOT SATISFY THE MATHEMATICS REQUIREMENT IN THE CORE)

MATH 125 CONTEMPORARY MATHEMATICS STUDIES 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. 3 CREDITS

MATH 128 COLLEGE ALGEBRA THIS COURSE COVERS THE REAL NUMBER SYSTEM, EXPONENTS AND RADICALS, POLYNOMIAL EQUATIONS, SYSTEM OF EQUATIONS, INTRODUCTION TO MATRICES, INEQUALITIES, POLYNOMIAL, RATIONAL, EXPONENTIAL AND LOGARITHMIC FUNCTIONS AND THEIR GRAPHS. 3 CREDITS

MATH 150 TRIGONOMETRY TOPICS STUDIED IN THIS COURSE INCLUDE TRIGONOMETRIC FUNCTIONS, IDENTITIES, TRANSCENDENTAL AND INVERSE TRIGONOMETRIC FUNCTIONS, AND TRIGONOMETRIC EQUATIONS. 3 CREDITS

MATH 201 CALCULUS I PLANE ANALYTIC GEOMETRY, FUNCTIONS, INTRODUCTION TO LIMITS AND CONTINUITY, THE DERIVATIVE, CURVE SKETCHING USING DERIVATIVES, APPLICATIONS OF THE DERIVATIVE, RIEMANN INTEGRALS, INDEFINITE INTEGRATION, AND THE FUNDAMENTAL THEOREM OF CALCULUS. 4 CREDITS

MATH 202 CALCULUS II APPLICATIONS OF INTEGRATION INCLUDING VOLUME AND SURFACE AREA, INTEGRATION TECHNIQUES, L'HOPITAL'S RULE, SEQUENCES AND SERIES, POWER SERIES REPRESENTATIONS OF FUNCTIONS, PARAMETRIC EQUATIONS AND POLAR COORDINATES. 4 CREDITS

MATH 203 CALCULUS III VECTORS IN TWO AND THREE DIMENSIONS, VECTOR-VALUED FUNCTIONS AND THEIR APPLICATIONS, FUNCTIONS OF SEVERAL VARIABLES, PARTIAL DERIVATIVES, MULTIPLE INTEGRALS, INTRODUCTION TO VECTOR CALCULUS INCLUDING VECTOR FIELDS, LINE INTEGRALS, AND SURFACE INTEGRALS. 4 CREDITS

MATH 205 STATISTICS I A BASIC COURSE IN DESCRIPTIVE AND INFERENTIAL STATISTICS FOR STUDENTS OF THE NATURAL AND SOCIAL SCIENCES AND BUSINESS. INCLUDES APPLICATIONS OF PARAMETRIC AND NON-PARAMETRIC STATISTICS TO DATA ANALYSIS PROBLEMS. 3 CREDITS

MATH 220 DISCRETE MATHEMATICS COURSE INTRODUCES THE FOUNDATIONS OF DISCRETE MATHEMATICS WITH APPLICATIONS TO COMPUTER SCIENCE. IT PROVIDES A BASIS IN DISCRETE MATHEMATICAL STRUCTURES AND A RIGOROUS INTRODUCTION TO THE THEORETICAL FRAMEWORK NECESSARY FOR SUBSEQUENT WORK IN ADVANCED DISCRETE MATHEMATICS, THEORY OF COMPUTATION, DATABASE DESIGN, COMPILER DESIGN, AND OTHER THEORETICALLY GROUNDED COMPUTER SCIENCE COURSES. TOPICS INCLUDE FUNCTIONS AND RELATIONS, PROPOSITIONAL LOGIC, BOOLEAN ALGEBRA, GRAPH THEORY AND STRUCTURES, AND AN INTRODUCTION TO PROOF TECHNIQUES.

MATH 231 LINEAR ALGEBRA INTRODUCTORY LINEAR ALGEBRA INCLUDING MATRIX ALGEBRA, LINEAR TRANSFORMATIONS, VECTORS AND VECTOR GEOMETRY, AND VECTOR SPACES. 3 CREDITS

MATH 321 ABSTRACT ALGEBRA INTRODUCTION TO ABSTRACT ALGEBRA INCLUDING NAIVE SET THEORY, MAPPINGS, RELATIONS, ELEMENTARY NUMBER THEORY, GROUPS, ISOMORPHISMS AND HOMOMORPHISMS. 3 CREDITS

MATH 331 GEOMETRY A SURVEY OF AXIOMATIC SYSTEMS, EUCLIDEAN GEOMETRY, AND NON-EUCLIDEAN GEOMETRIES SUCH AS FINITE, PROJECTIVE, AND HYPERBOLIC. 3 CREDITS

MATH 341 DIFFERENTIAL EQUATIONS INTRODUCTION TO ORDINARY DIFFERENTIAL EQUATIONS, INCLUDING LINEAR AND NONLINEAR EQUATIONS OF FIRST AND HIGHER ORDERS. SYSTEMS OF EQUATIONS, NUMERICAL SOLUTIONS AND SELECT APPLICATIONS IN SCIENCE AND ENGINEERING. 3 CREDITS

MATH 441 REAL ANALYSIS LOGIC, SETS, TECHNIQUES OF PROOF, DEVELOPMENT AND TOPOLOGY OF THE REAL NUMBER SYSTEM, FUNCTIONS, SEQUENCES AND SERIES OF REAL NUMBERS AND FUNCTIONS, CONTINUITY, RIGOROUS TREATMENT OF DIFFERENTIATION AND INTEGRATION.

MATH 461 PROBABILITY AND STATISTICS BASIC PROBABILITY THEORY; RANDOM VARIABLES, SINGLE, JOINT, CONDITIONAL AND MARGINAL PROBABILITY DISTRIBUTIONS; EXPECTATION, VARIANCE, COVARIANCE AND OTHER MOMENTS, MOMENT GENERATING FUNCTIONS. MOMENT GENERATING FUNCTIONS. 3 CREDITS.

MATH 490 SENIOR PROJECT A CULMINATING EXPERIENCE IN WHICH STUDENT USES SKILLS AND KNOWLEDGE ACQUIRED IN PREVIOUS PREPARATION IN THE EXECUTION OF AN ORIGINAL (TO THE STUDENT) PROJECT DEALING WITH AN ISSUE, QUESTION OR PROBLEM OF IMPORTANCE IN THE NATURAL SCIENCES OR MATHEMATICS. RESULTS OF THE PROJECT ARE COMMUNICATED IN AN ORAL PUBLIC PRESENTATION AND A WRITTEN PAPER. 1-3 CREDITS.

MANAGEMENT

MGMT 130 PRINCIPLES OF MANAGEMENT THIS COURSE INTRODUCES THE STUDENT TO THE FUNDAMENTAL PRINCIPLES AND PRACTICES OF MANAGEMENT. 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.

MGMT 336 HUMAN RESOURCE MANAGEMENT STUDENTS LEARN THE KEY CONCEPTS IN BUILDING AND MAINTAINING THE HUMAN RESOURCE FUNCTION IN BUSINESS IN THIS COURSE. TOPICS COVERED INCLUDE HUMAN RESOURCE PLANNING, JOB ANALYSIS, COMPENSATION SYSTEMS, EMPLOYEE RECRUITMENT AND RETENTION, AND PERFORMANCE MANAGEMENT AND ANALYSIS. THE COURSE IS FRAMED WITHIN THE LEGAL AND ETHICAL ISSUES FACING MANAGEMENT TODAY.

MGMT 340 ORGANIZATIONAL BEHAVIOR REVIEWS THE ORGANIZATIONAL ASPECTS OF SOCIETY INCLUDING RELATIONSHIPS AMONG INDIVIDUALS AND GROUPS. INCORPORATES A SYSTEMS APPROACH TO UNDERSTANDING WORK RELATIONSHIPS BY CONTRASTING INDIVIDUAL NEEDS, TRAITS AND ABILITIES WITH ORGANIZATIONAL STRUCTURE, GOALS, AND CULTURES.

MGMT 360 SMALL BUSINESS ADMINISTRATION THIS COURSE PROVIDES STUDENTS WITH AN OVERVIEW OF THE DIFFERENT TASKS AND RESPONSIBILITIES ASSOCIATED WITH THE GENERAL MANAGEMENT OF A SMALL BUSINESS OR NON-PROFIT ENTERPRISE. TOPICS INCLUDE PLANNING, ORGANIZING, LEADING, AND CONTROLLING IN THE CONTEXT OF A SMALL ORGANIZATION, AS WELL AS GROUP DYNAMICS AND DECISION-MAKING, CONFLICT RESOLUTION, MANAGING DIVERSITY, AND ORGANIZATIONAL CULTURE AND EFFECTIVENESS. MANAGEMENT'S SOCIAL AND ETHICAL RESPONSIBILITIES ARE EXAMINED. CHALLENGES POSED BY THE TRANSITION FROM ENTREPRENEURIAL START-UP TO MATURE ORGANIZATIONS ARE DISCUSSED. SPECIAL ISSUES THAT ARISE IN FAMILY OWNED AND OPERATED FIRMS ARE ALSO EXPLORED.

MGMT 429 PRODUCTION/OPERATIONS MANAGEMENT THIS COURSE DETAILS THE PLANNING, COORDINATION, AND EXECUTION OF ACTIVITIES THAT CREATE GOODS AND SERVICES. STUDENTS WILL GAIN KNOWLEDGE OF THE METHODS FOR DESIGNING AND IMPROVING OPERATIONAL FUNCTIONS, THEIR SYSTEMS, AND THE PROCESSES NECESSARY FOR THE EFFICIENT DELIVERY OF GOODS AND SERVICES TO CUSTOMERS.

MGMT 450 INTERNATIONAL BUSINESS MANAGEMENT THIS COURSE EXAMINES THE PRINCIPLES AND PRACTICES OF BUSINESS AND MANAGEMENT IN THE GLOBAL ENVIRONMENT. THE STUDENT WILL GAIN UNDERSTANDING OF THE CONCEPTS UNDERLYING INTERNATIONAL TRADE AND MANAGING ACROSS CULTURES. THE IMPACT OF SOCIO-POLITICAL, ETHICAL, ENVIRONMENTAL, AND LEGAL ISSUES ON INTERNATIONAL AND DOMESTIC FIRMS IS STUDIED.

MARKETING

MKTG 131 PRINCIPLES OF MARKETING STUDIES THE BASICS OF MARKETING'S ROLES IN SOCIETY AND WITHIN THE FIRM. THIS COVERS MARKETING HISTORY, THE PRESENT DAY PRACTICES, AND FUTURE PROJECTIONS. 3 CREDITS.

MKTG 223 PUBLIC RELATIONS 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. CROSSLISTED COMM 223. 3 CREDITS.

MKTG 304 RETAIL MANAGEMENT EXAMINES THE INTERRELATIONSHIPS OF THE TOTAL RETAIL BUSINESS ACTIVITY. SINCE RETAILING INVOLVES THE SALE OF GOODS AND SERVICES TO THE ULTIMATE CONSUMER FOR PERSONAL, FAMILY, OR HOUSEHOLD USE, THE STRATEGIC PROCESSES OF DETERMINING LOCATION, BUYING, STOCK CONTROL, MERCHANDISING, ACCOUNTING, FINANCE, AND ORGANIZATION ARE PRESENTED WITHIN THAT CONTEXT. PREREQUISITE: MKTG 131. 3 CREDITS.

MKTG 325 PROMOTION AND ADVERTISING ANALYSES CURRENT ADVERTISING PROCEDURES. 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; AND MARKET RESEARCH, ETHICS, AND CONSUMER PROTECTION. PREREQUISITE: MKTG 131. 3 CREDITS.

MKTG 345 E-COMMERCE 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, 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. 3 CREDITS.

MKTG 422 MARKETING MANAGEMENT STUDIES MARKETING AND THE RELATED MANAGEMENT FUNCTIONS. PREREQUISITES: MKTG 131, ECON 231, AND ECON222. 3 CREDITS.

MKTG 426 MARKETING RESEARCH 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. PREREQUISITES: MKTG 131 AND BUS 315. OR INSTRUCTOR APPROVAL. 3 CREDITS.

MKTG 440 INTERNATIONAL MARKETING STUDIES MARKETING PRINCIPLES FROM AN INTERNATIONAL PERSPECTIVE. IT VIEWS THE BARRIERS TO AND BENEFITS DERIVED THEREFROM. PREREQUISITES: ECON 231, FIN 300, AND MKTG 131. 3 CREDITS.

MUSIC

MUS 181 CONCORDIA WIND ENSEMBLE THE CONCORDIA WIND ENSEMBLE IS OPEN TO STUDENTS PLAYING WOODWIND, BRASS, AND PERCUSSION INSTRUMENTS. PERFORMS CONCERTS THROUGHOUT THE ACADEMIC YEAR. PARTICIPATION IN ANNUAL TOUR IS REQUIRED. MEMBERSHIP BY AUDITION ONLY.

MUS 182 CONCORDIA CHOIR IS A MIXED VOICE ENSEMBLE OF UP TO 55 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.

MUS 188 JAZZ ENSEMBLE STUDIES AND PERFORMS THE REPERTOIRE OF THE VARIOUS JAZZ IDIOMS INCLUDING SWING, BE-BOP, BLUES, BIG-BAND AND CONTEMPORARY FUSION. THE ENSEMBLE SEEKS TO PROVIDE A COMPREHENSIVE STUDY OF THE PERFORMANCE REPERTOIRE FOR BOTH THE PLAYERS AND ITS AUDIENCES

MUS190 STRING ENSEMBLE THE STRING ENSEMBLE IS OPEN TO STUDENTS WITH PREVIOUS EXPERIENCE PLAYING STRING INSTRUMENTS. PERFORMS CONCERTS THROUGHOUT THE ACADEMIC YEAR. MEMBERSHIP BY AUDITION ONLY.

MUS 196 PERCUSSION ENSEMBLE SMALL ENSEMBLE OF UP TO 20 STUDENTS DEDICATED TO PERFORMING MUSIC WRITTEN FOR PERCUSSION INSTRUMENTS OF ALL TYPES. NO PREVIOUS PERCUSSION EXPERIENCE NECESSARY, BUT AN ABILITY TO READ MUSIC IS REQUIRED.

MUS 204 KEYBOARD SKILLS THIS COURSE WILL ENABLE THE STUDENT TO DEVELOP SKILLS OF SIGHT READING, ACCOMPANIMENT AND HYMN PLAYING AT THE KEYBOARD.

MUS 240 MUSIC THEORY I STUDENTS EXAMINE PART WRITING USING FUNDAMENTAL TRIADS AND THEIR INVERSION.

MUS 241 MUSIC THEORY II THIS COURSE PRESENTS NON-HARMONIC TONES, MODULATION AND SEVENTH CHORDS IN PART WRITING. CHORALE SETTINGS OF THE EIGHTEENTH CENTURY.

MUS 242 MUSIC THEORY III THE STUDY AND APPLICATION OF CONTRAPUNTAL TECHNIQUES OF THE SIXTEENTH THROUGH THE EIGHTEENTH CENTURIES AND THE TONAL RESOURCES OF THE NINETEENTH CENTURY. EMPHASIS ON ANALYSIS AND COMPOSITION.

MUS 243MUSIC THEORY IV PROVIDES STUDY AND APPLICATION OF THE TONAL, RHYTHMIC AND FORMAL RESOURCES OF THE TWENTIETH CENTURY. EMPHASIS ON ANALYSIS AND COMPOSITION.

MUS 246 AURAL THEORY I PROVIDES STUDENTS WITH THE KNOWLEDGE TO READ AT SIGHT, NOTATE, AND IMPROVISE SHORT MUSICAL EXAMPLES.

MUS 247 AURAL THEORY II THIS COURSE PROVIDES STUDENTS WITH THE KNOWLEDGE TO SIGHTREAD, NOTATE, AND IMPROVISE SHORT MUSICAL EXAMPLES.

MUS 248 AURAL THEORY III PROVIDES STUDENTS WITH THE KNOWLEDGE TO SIGHTREAD, NOTATE, AND IMPROVISE SHORT MUSICAL EXAMPLES.

MUS 250 BEGINNING CONDUCTING STUDENTS LEARN THE ESSENTIAL ELEMENTS OF CHORAL AND INSTRUMENTAL CONDUCTING CORRELATED WITH EAR TRAINING, PROGRESSING FROM SINGLE LINE TO SIMPLE FOUR PART CHORAL AND INSTRUMENTAL MATERIALS.

MUS 251 AURAL THEORY IV PROVIDES STUDY AND APPLICATION OF THE TONAL, RHYTHMIC AND FORMAL RESOURCES OF THE TWENTIETH CENTURY. EMPHASIS ON ANALYSIS AND COMPOSITION.

MUS 271 MUSIC HISTORY I (w) THE DEVELOPMENT OF MUSIC FROM ANTIQUITY TO ABOUT 1750. EMPHASIS UPON THE THEORETICAL AND AESTHETIC FOUNDATIONS OF WESTERN MUSIC DURING THIS TIME.

MUS 272 MUSIC HISTORY II (w) THE DEVELOPMENT OF MUSIC FROM 1750 TO THE PRESENT. EMPHASIS UPON THE MONUMENTS OF MUSIC AND THE COMPOSITIONAL PROCEDURES EXHIBITED IN THE MUSICAL GENRE OF THIS TIME.

MUS 333 WORLD MUSIC AN INTRODUCTION TO THE MUSIC OF THE WORLD'S PEOPLE. THIS COURSE IS AN INTRODUCTION TO WORLD MUSIC AND WILL ENABLE THE STUDENT TO EXPERIENCE AND UNDERSTAND THE MEANINGS OF MUSIC IN THE LIVES OF DIVERSE HUMAN COMMUNITIES.

MUS 340 WORLD MUSIC AN INTRODUCTION TO THE MUSIC OF THE WORLD'S PEOPLE. THIS COURSE IS AN INTRODUCTION TO WORLD MUSIC AND WILL ENABLE THE STUDENT TO EXPERIENCE AND UNDERSTAND THE MEANINGS OF MUSIC IN THE LIVES OF DIVERSE HUMAN COMMUNITIES.

MUS 351 ADVANCED CONDUCTING ADVANCED CHORAL AND INSTRUMENTAL CONDUCTING CORRELATED WITH EAR TRAINING. ADVANCED LITERATURE FOR VOICES AND INSTRUMENTS.

MUS 352 MUSIC TECHNOLOGY THIS COURSE WILL INTRODUCE THE STUDENT TO VARIOUS FORMS OF MUSIC TECHNOLOGY FOR BASIC SEQUENCING, RECORDING, SCORE PRODUCTION, AND SOUND AMPLIFICATION. THESE TECHNIQUES WILL BE APPLIED IN THE PRODUCTION OF ORIGINAL COMPOSITIONS, IMPROVISATIONS AND ARRANGEMENTS.

MUS 355 LEADING WORSHIP SINGING STUDENTS LEARN TO EVALUATE PAST AND CURRENT PRAISE AND WORSHIP GENRES, ASSEMBLE A WORKING REPERTOIRE TO LEAD WORSHIP MUSIC IN VARIED SETTINGS AND DEVELOP POSITIVE CRITIQUE METHODS.

MUS 355 VOICE TECH THIS COURSE WILL EQUIP FUTURE CHORAL CONDUCTORS AND VOICE TEACHERS WITH BASIC VOCAL PEDAGOGICAL KNOWLEDGE. THE VARYING NEEDS OF CHURCH CHOIRS, CHILDREN'S CHOIRS, TEEN CHOIRS, AND ADULT CHOIRS, INCLUDING WARM-UPS AND DICTION, WILL BE EXAMINED.

MUS 356 TECHNIQUES OF TEACHING BRASS STUDENTS GAIN FUNDAMENTAL SKILLS FOR PLAYING BRASS INSTRUMENTS. APPLICATION TO DEVELOPMENT OF SCHOOL INSTRUMENTAL PROGRAMS.

MUS 357 TECHNIQUES OF TEACHING WOODWINDS FUNDAMENTAL KNOWLEDGE AND SKILLS FOR PLAYING AND TEACHING WOODWIND INSTRUMENTS. APPLICATION TO DEVELOPMENT OF SCHOOL INSTRUMENTAL PROGRAMS.

MUS 358 TECHNIQUES OF TEACHING PERCUSSION FUNDAMENTAL SKILLS FOR PLAYING PERCUSSION INSTRUMENTS. APPLICATION TO DEVELOPMENT OF SCHOOL MUSIC PROGRAMS.

MUS 359 TECHNIQUES OF TEACHING STRINGS INCLUDES INSTRUCTION IN BASIC STRING TECHNIQUE AND ITS DEVELOPMENT. COVERS THE BASIC TECHNIQUE ON VIOLIN, VIOLA, CELLO, DOUBLE BASS. INCLUDES SOME LITERATURE REFERENCES AND APPLICATION OF SOLO AND ENSEMBLE PERFORMANCE. 2 CREDITS.

MUS 445 COMPOSING AND ARRANGING EXPLORES THE ROLE OF THE CHURCH MUSICIAN AS COMPOSER AND ARRANGER. ASSIGNMENTS RELATED TO THE SPECIFIC NEEDS OF THE PARISH: ORCHESTRATION, HYMN REHARMONIZATIONS, ARRANGING HYMNODY AND COMPOSITION OF ORIGINAL MATERIAL. PREREQUISITE: MUS 242 OR CONSENT OF INSTRUCTOR. 3 CREDITS.

MUS 499 SENIOR RECITAL A CONCENTRATED SEMESTER OF STUDY IN A PRINCIPAL INSTRUMENT OR VOICE, CULMINATING IN THE SENIOR RECITAL; THIS SERVES AS THE SENIOR PROJECT FOR MUSIC MAJORS AND MUSIC EDUCATION MAJORS.

NURSING

NURS 301 DIMENSIONS OF PROFESSIONAL NURSING DIMENSIONS OF PROFESSIONAL NURSING DEMONSTRATES THE INCORPORATION OF THE NEUMAN SYSTEMS MODEL (NSM) WITHIN THE NURSING PROCESS. THE STUDENT WILL ALSO BE INTRODUCED TO THE HISTORY, MISSION, AND PHILOSOPHY OF CUW AND THE SCHOOL OF NURSING, LEGAL ASPECTS OF NURSING, AND THE PROFESSION/VOCATION OF NURSING. THE STUDENT WILL ALSO EXPLORE HIS/HER PROFESSIONAL PRESENTATION, AND WRITTEN PROFESSIONAL PRESENTATION THROUGH USE OF APA WRITING STYLE.

NURS 331 NURSING IN HISTORICAL CONTEXT A COURSE WHICH INTRODUCES STUDENTS TO THE CONCEPT THAT NURSING TODAY WAS FORMED BY ITS HISTORY. STUDENTS WILL EXPLORE THE DEVELOPMENT OF THE NURSING PROFESSION, THE IMPACT OF SOCIAL AND SCIENTIFIC CHANGES ON NURSING, AND NURSING'S IMPACT ON SOCIETY. 3 CREDITS.

NURS335 INTRODUCTION TO NURSING RESEARCH TO PROVIDE STUDENTS WITH THE NECESSARY FOUNDATION, TERMINOLOGY, AND CONCEPTS TO UNDERSTAND AND UTILIZE THE RESEARCH PROCESS AND ITS RELATIONSHIP TO CLINICAL PRACTICE. THIS UNDERSTANDING WILL HELP THE BACCALAUREATE STUDENT NURSE TO REVIEW, SUMMARIZE AND CRITIQUE NURSING AND RELATED RESEARCH AND THE USE OF EVIDENCE-BASED PRACTICE IN MONITORING PATIENT OUTCOMES AND IDENTIFYING PRACTICE ISSUES.

NURS 342 COMMUNITY WELLNESS THIS COURSE PROVIDES AN OVERVIEW OF THE CONCEPTS AND THEORIES RELATED TO PUBLIC HEALTH/COMMUNITY NURSING. IT EXPLORES ROLE OF THE NURSE IN DEVELOPING AND IMPLEMENTING PREVENTIONS FOR SUSTAINING AND PROMOTING HEALTH AMONG DIVERSE POPULATIONS IN COMMUNITY. PRINCIPLES OF EPIDEMIOLOGY, PUBLIC HEALTH, POPULATION-FOCUSED PRACTICE, AND COMMUNITY ASSESSMENT ARE INCLUDED.

NURS 442 COMPLEX NURSING SYSTEMS EXPLORES THE PRINCIPLES OF EFFECTIVE LEADERSHIP/MANAGEMENT SKILLS IN MANAGING THE HEALTH NEEDS OF INDIVIDUALS AND GROUPS.

NURS 492 CONTEMPORARY NURSING SEMINAR THIS COURSE IS A FACULTY ADVISED SEMINAR IN WHICH THE STUDENT PRESENTS AN IN-DEPTH, INDEPENDENT STUDY OF CURRENT TOPICS, AND ISSUES AFFECTING CONTEMPORARY NURSING PRACTICE. THIS IS THE LAST COURSE IN THE BS-N COMPLETION PROGRAM THE STUDENT TAKES PRIOR TO GRADUATION.

PHILOSOPHY

PHIL 101 PHILOSOPHY: THEORY AND PRACTICE IS AN ENTRY LEVEL PHILOSOPHY COURSE FOR FRESHMEN AND SOPHOMORES. IT OFFERS AN ACCESSIBLE INTRODUCTION TO THE BASIC QUESTIONS OF PHILOSOPHY IN EPISTEMOLOGY, METAPHYSICS AND ETHICS, AND TRAINS STUDENTS IN THE USE OF THE TOOLS OF PHILOSOPHICAL ANALYSIS. STUDENTS ALSO LEARN TO EXPLORE THE IMPLICATIONS OF PHILOSOPHY FOR THEIR ACADEMIC DISCIPLINE AND VOCATION. 3 CREDITS.

PHIL 201 CENTRAL TEXTS OF PHILOSOPHY FAMILIARIZES THE STUDENT WITH SOME 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. PRE-REQUISITE: PHIL 101. 3 CREDITS.

PHIL 211 ELEMENTARY LOGIC IS AN 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. 3 CREDITS.

PHIL 240 ENVIRONMENTAL ETHICS 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. 3 CREDITS.

PHIL 250 MORAL PHILOSOPHY 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. 3 CREDITS.

PHIL 250 MORAL PHILOSOPHY 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. 3 CREDITS.

PHIL 275 ATHENS AND THE CROSS IS A FOCUSED STUDY OF THE INTERACTION BETWEEN PAULINE THEOLOGY AND GREEK CULTURE, MYTHOLOGY, AND PHILOSOPHY. STUDENTS WILL LEARN KEY DIMENSIONS FOR COMPARING WORLDVIEWS, STUDY THE MAJOR GREEK MYTHS, AND BECOME ACQUAINTED WITH THE MAIN IDEAS OF ANCIENT GREEK PHILOSOPHY, WITH A SPECIAL EMPHASIS ON THE STOIC AND EPICUREAN PHILOSOPHY WHICH PAUL DIRECTLY ENGAGED. THUS EQUIPPED, STUDENTS TRAVEL TO GREECE TO FOLLOW "IN THE FOOTSTEPS OF ST. PAUL" AND INTEGRATE THE EXPERIENCE AND KNOWLEDGE GAINED ON THE TOUR WITH THEIR CLASSROOM INSTRUCTION. PREREQUISITES: REL (100 OR 203) AND REL (110 OR 204). 3 CREDIT HOURS.

PHIL 309 HISTORY AND PHILOSOPHY OF SCIENCE STUDIES THE DEVELOPMENT OF SCIENCE AND SCIENTIFIC METHODOLOGY FROM CLASSICAL ANTIQUITY TO THE CONTEMPORARY SCENE. THERE IS A SPECIAL EMPHASIS ON THE DEVELOPMENT OF ASTRONOMY AND 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. 3 CREDITS.

PHIL 311 THE CHRISTIAN MIND IS A COURSE IN CRITICAL AND PHILOSOPHICAL THINKING FROM A DISTINCTIVELY CHRISTIAN PERSPECTIVE. THE FOCUS IS WHAT IT MEANS TO LOVE GOD WITH ALL OUR MIND, DEVELOPING A BIBLICAL, CHRISTIAN WORLDVIEW THAT HAS SOMETHING TO SAY ABOUT SECULAR AS WELL AS SACRED TOPICS. THE COURSE SHOWS HOW THE CHRISTIAN MIND TRANSFORMED CIVILIZATION AND HOW IT CONTINUES TO CONTRAST WITH VARIOUS SECULAR PERSPECTIVES SUCH AS MATERIALISM, PRAGMATISM AND POSTMODERNISM. 3 CREDITS.

PHIL 325 CHRISTIAN APOLOGETICS EXAMINES THE HISTORICAL, SCIENTIFIC AND PHILOSOPHICAL CASE FOR CHRISTIANITY. THE COURSE EXPLORES THE NATURE AND PURPOSE OF APOLOGETICS, MODERNIST AND POSTMODERNIST APPROACHES AND EXAMINES BOTH LOGICAL ARGUMENTS AND EMPIRICAL EVIDENCES FOR THE TRUTH CLAIMS OF CHRISTIANITY. 3 CREDITS.

PHIL 333 C. S. LEWIS: HIS LIFE AND CHRISTIAN PHILOSOPHY IS A FOCUSED STUDY OF THE LIFE AND WORKS OF C. S. LEWIS. THIS COURSE GLEANS PHILOSOPHICALLY IMPORTANT LESSONS ABOUT FAITH, REASON, WORLD VIEWS, AND THE IMAGINATION BY A CLOSE EXAMINATION OF THE TRIALS AND TRIUMPHS FACED BY C. S. LEWIS BOTH IN HIS PERSONAL SPIRITUAL 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. 3 CREDITS.

PHIL 334 CHRIST AND CULTURE 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. 3 CREDITS.

PHIL 343 THE CHRONICLES OF NARNIA AND PHILOSOPHY 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. 3 CREDITS.

PHIL 350 BIOETHICAL DILEMMAS IN CONTEMPORARY SOCIETY 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, LAY MINISTRY, TEACHING, AND PHILOSOPHY PROGRAMS. 3 CREDITS.

PHIL 370 PHILOSOPHY OF MIND 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. 3 CREDITS.

PHIL 371 PHILOSOPHY AND FILM 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. THIS COURSE MAY BE TAKEN AS THE CORE CLASS IN PHILOSOPHICAL FOUNDATIONS, AND IS CROSS-LISTED AS COMM 371. 3 CREDITS.

PHIL 372 THE LORD OF THE RINGS AND PHILOSOPHY 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 AND REL 110 OR THEIR EQUIVALENTS. 3 CREDITS. CROSSLISTED AS COM 372.

PHIL 379 RELIGION AND THE LAW EXAMINES CURRENT LAW AND THE TEACHINGS OF SCRIPTURE REGARDING CIVIL LAW AND GOVERNMENT, THE CHRISTIAN'S RESPONSIBILITY TO CIVIL GOVERNMENT, AND VARIOUS LEGAL, MORAL, AND SCRIPTURAL ISSUES SUCH AS ABORTION, EUTHANASIA, HOMOSEXUALITY, THE DEATH PENALTY, AND FREEDOM OF RELIGION IN AMERICA. 3 CREDITS.

PHIL 381 AESTHETICS PREREQUISITE: ART 285, 286. CROSSLISTED AS ART 381.

PHIL 400 ANCIENT PHILOSOPHY STUDIES 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 101. 3 CREDITS.

PHIL 411 ADVANCED LOGIC 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. PRE-REQUISITE: PHIL 211. 3 CREDITS.

PHIL 450 MODERN PHILOSOPHY 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 HOBBS, 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. PRE-REQUISITE: PHIL 201. 3 CREDITS.

PHYS 121 ELEMENTARY PHYSICS A ONE-SEMESTER SURVEY OF PHYSICS FOR STUDENTS HAVING NO PRIOR PHYSICS COURSEWORK. STUDENTS STUDY CLASSICAL MECHANICS, KINETIC THEORY, HARMONIC MOTION AND WAVES, PROPERTIES OF MATTER, HEAT, ELECTRICITY, MAGNETISM, LIGHT, AND NUCLEAR REACTIONS. COURSE DOES NOT COUNT TOWARD MAJORS OR MINORS IN THE NATURAL SCIENCE.

PHYS 151 GENERAL PHYSICS I THE FIRST SEMESTER OF A TWO-SEMESTER, PRE-CALCULUS BASED, GENERAL COLLEGE PHYSICS COURSE, FOR EARTH AND LIFE SCIENCE MAJORS AND PRE-PROFESSIONAL STUDENTS, COVERING NEWTONIAN KINEMATICS AND DYNAMICS, WORK AND ENERGY, MOMENTUM, CIRCULAR MOTION AND GRAVITATION, ROTATION, FLUIDS, VIBRATING BODIES, WAVE MOTION AND SOUND, THERMAL EXPANSION AND SPECIFIC HEAT.

PHYS 152 GENERAL PHYSICS II STUDENTS EXPLORE REFLECTION, REFRACTION, OPTICAL INSTRUMENTS, SPECTRA, DIFFRACTION, POLARIZATION, ELECTRICAL CIRCUITS, CURRENTS, ENERGY AND POWER, MAGNETISM, AND INDUCTION.

PHYS 223 MECHANICS, SOUND, & HEAT A FIRST, CALCULUS-BASED COURSE FOR PHYSICAL SCIENCE AND ENGINEERING STUDENTS. TOPICS INCLUDE KINEMATICS, NEWTON'S LAWS OF MOTION, WORK AND ENERGY, MOMENTUM, ROTATION, OSCILLATIONS, WAVES, AND SOUND.

PHYS 224 ELECTRICITY, MAGNETISM, & LIGHT A CONTINUATION OF PHY223 FOR PHYSICAL SCIENCE AND ENGINEERING STUDENTS. TOPICS INCLUDE STATIC AND CURRENT ELECTRICITY, MAGNETISM, INDUCTION, AND GEOMETRIC AND PHYSICAL OPTICS.

POLITICAL SCIENCE

POLS 101 INTRODUCTION TO POLITICAL SCIENCE AN ANALYSIS OF THE STRUCTURE AND OPERATION OF THE 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. 3 CREDITS.

POLS 201/JPP 101 AMERICAN GOVERNMENT THIS COURSE FOCUSES ON THE POLITICAL THEORY, STRUCTURES, AND FUNCTIONS OF THE AMERICAN POLITICAL SYSTEM.

POLS 285 AMERICAN POLITICS AND HEALTH CARE POLICY INTRODUCES THE STUDENTS TO THE POLICY-MAKING PROCESS IN THE UNITED STATES BY FOCUSING ON THE THREE BRANCHES OF GOVERNMENT - LEGISLATIVE, EXECUTIVE, AND JUDICIAL - AS WELL AS THE CONTEXT OF ENVIRONMENT IN WHICH POLITICAL DECISIONS ABOUT HEALTH CARE POLICY ARE MADE. ACTIVITIES WILL HELP STUDENTS APPRECIATE HOW THE AMERICAN POLITICAL SYSTEM HAS EVOLVED, UNDERSTAND ITS EVERYDAY IMPACT ON THE LIVES OF STUDENTS, AND EVALUATE RECOMMENDED CHANGES TO THE SYSTEM, PARTICULARLY IN THE HEALTH CARE ARENA. 3 CREDITS.

POLS 359 CONSTITUTIONAL LAW THE ANALYSIS OF INDIVIDUAL RIGHTS AND RESPONSIBILITIES AS DEVELOPED BY THE UNITED STATES SUPREME COURT IN ITS INTERPRETATION OF THE UNITED STATES CONSTITUTION.

PSYCHOLOGY

PSY 101 GENERAL PSYCHOLOGY IS AN INTRODUCTORY SURVEY COURSE ACQUAINTING THE STUDENT WITH THE PROCEDURES, PRINCIPLES, THEORIES AND VOCABULARY OF PSYCHOLOGY AS A SCIENCE. 3 CREDITS.

PSY 201 INTERPERSONAL COMMUNICATION IS AN INTERDISCIPLINARY STUDY DESIGNED TO IMPROVE THE STUDENT'S UNDERSTANDING OF AND SKILLS IN INTRA- AND INTERPERSONAL COMMUNICATION. EMPHASIS WILL BE PLACED ON CONTRIBUTIONS FROM THE FIELDS OF PSYCHOLOGY, SOCIOLOGY AND GENERAL SEMANTICS. CROSSLISTED COMM201. PREREQUISITE: PSY 101. 3 CREDITS.

PSY 205 THEORIES OF LEARNING 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 WORKS OF THORNDIKE, TOLMAN, AND SKINNER ARE HIGHLIGHTED ALONG WITH THE RESEARCH OF OTHER LEARNING THEORISTS. PREREQUISITE: PSY 101. 3 CREDITS.

PSY 221 CHILD DEVELOPMENT STUDIES THE DEVELOPMENTAL STAGES OF BECOMING HUMANS FROM BIRTH TO PRE-ADOLESCENCE INVOLVING PRIMARILY THOSE PSYCHOBIOLOGICAL AND PSYCHOSOCIAL CHANGES WHICH ARE A CONCERN FOR PSYCHOLOGISTS AND EDUCATORS. SPECIAL ATTENTION IS GIVEN TO THE BIRTH PROCESS, PARENTING, INDIVIDUAL DIFFERENCES, EMOTIONAL AND INTELLECTUAL DEVELOPMENT, AS WELL AS ETHNIC BACKGROUND, RELIGIOUS TRAINING AND SOCIO-ECONOMIC AFFILIATION. PREREQUISITE: PSY 101. 3 CREDITS.

PSY 222 ADOLESCENT DEVELOPMENT STUDIES THE INTERACTION OF MATURATIONAL, SOCIAL, AND SELF-REACTIVE FACTORS IN HUMAN DEVELOPMENT DURING ADOLESCENCE. EXAMINES PROBLEMS OF PERSONAL, FAMILIAL, SOCIAL, AND OCCUPATIONAL ADJUSTMENT. PREREQUISITE: PSY 101. 3 CREDITS.

PSY 223 ADULT DEVELOPMENT EXAMINES THE DEVELOPMENTAL TASKS AND STAGES OF HUMAN BEINGS FROM THEIR ENTRANCE INTO EARLY ADULTHOOD THROUGH DEATH. PREREQUISITE: PSY 101. 3 CREDITS.

PSY 230 LIFESPAN DEVELOPMENT SURVEYS THE DEVELOPMENTAL STAGES AND THE PSYCHOLOGICAL GROWTH OF HUMANS FROM CONCEPTION TO DEATH. NOT TO BE TAKEN FOR CREDIT IF PSY 221, 222, AND/OR 223 ARE REQUIRED. PREREQUISITE: PSY 101 OR EQUIVALENT. NO CREDIT WILL BE ISSUED TOWARD THE MAJOR IF MORE THAN ONE DEVELOPMENT COURSE PSY 221, 222, OR 223 IS TAKEN ALONG WITH LIFE-SPAN. 3 CREDITS.

PSY 245 EXPERIMENTAL PSYCHOLOGY AND RESEARCH METHODS 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: MATH 205 AND PSY 101, COMPUTER LITERACY. 3 CREDITS.

PSY 310 THEORIES OF PERSONALITY 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 OR 222 OR 223 OR 230. 3 CREDITS.

PSY 312 MARRIAGE AND FAMILY RELATIONS CONSIDERS THE MAJOR FACETS OF MARRIAGE AND FAMILY LIFE WITHIN AMERICAN CULTURE. IT EMPHASIZES SUCH ASPECTS OF MARRIAGE AND THE FAMILY AS PERSONALITY DEVELOPMENT, ROLE AND STATUS SETS, COMMUNICATION PATTERNS, ADJUSTMENT AND CONFLICT. CROSSLISTED SOC 312. PREREQUISITES: PSY 101 OR SOC 101. 3 CREDITS.

PSY 315 SOCIAL PSYCHOLOGY INTRODUCES BASIC CONCEPTS OF SOCIAL PSYCHOLOGY, LEADERSHIP AS AN ASPECT OF SOCIAL POWER, SMALL GROUP BEHAVIOR, COMMUNICATION, DEVELOPMENT OF ATTITUDES AND INTERACTIONAL DYNAMICS. PREREQUISITES: PSY 101, PSY 201 AND 221 OR PSY 222 OR 223 OR 230. 3 CREDITS.

PSY 331 CRIMINAL PSYCHOLOGY STUDIES THE PSYCHOLOGICAL THEORIES OF CRIME CAUSATION. CROSSLISTED JPP 311. PREREQUISITES: PSY 101, PSY 315 AND PSY

PSY 354 GENDER AND COMMUNICATION STUDIES THE DIFFERENCES WOMEN AND MEN EXHIBIT WHEN COMMUNICATING. VERBAL AND NONVERBAL DIFFERENCES ARE STUDIED, INCLUDING WHY SUCH DIFFERENCES OCCUR. GENDER-SPECIFIC ISSUES IN DATING, EDUCATION, THE FAMILY, RELIGION, AND THE WORK PLACE WILL BE DISCUSSED. A STUDENT PROJECT FOCUSING ON HOW THE MEDIA STEREOTYPES MALE AND FEMALE ROLES IS REQUIRED. CROSSLISTED COMM 354. 3 CREDITS.

PSY 360 PSYCHOLOGY AND RELIGION EXPLORES THE RELATIONSHIP BETWEEN PSYCHOLOGY AND RELIGION. SUCH A RELATIONSHIP HAS LONG BEEN THE SUBJECT OF MAJOR CONCERN TO SCHOLARS AS EPITOMIZED BY THE WORKS OF C.G. JUNG, WILLIAM JAMES, V. FRANKL, R. OTTO, AND MANY OTHERS. THIS IS AN EXCELLENT COURSE FOR THOSE WHO ARE MAJORING IN PSYCHOLOGY, RELIGION, OR SOCIAL WORK. PREREQUISITES: PSY 310 AND ONE OF THE FOLLOWING SOC 203 OR REL 410. 3 CREDITS.

PSY 425 ABNORMAL PSYCHOLOGY 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 ON THE MAJOR CONTEMPORARY APPROACHES TO THERAPY USED IN THE TREATMENT OF THESE DISORDERS. PREREQUISITES: PSY 101, PSY 221 OR 222 OR 223 OR 230 AND PSY 310. 3 CREDITS.

PSY 450 PRACTICUM IN PSYCHOLOGY OFFERS STUDENTS SUPERVISED PRACTICAL EXPERIENCE IN LOCAL AGENCIES AND INSTITUTIONS PROVIDING PSYCHOLOGICAL SERVICES. TRAINING, WORKSHOPS, AND/OR ASSOCIATED READINGS ARE REQUIRED. PREREQUISITES: SENIOR STANDING AND DEPARTMENTAL APPROVAL. 3 CREDITS.

PSY 451 THEORIES OF PERSUASION EXAMINES THE MANY FORMS OF PERSUASION AND THE SETTINGS IN WHICH EACH OCCURS. THE COURSE WILL ALSO LOOK AT THE DYNAMICS OF PERSUASION IN BRAINWASHING AND SUBLIMINAL MESSAGE MAKING. STUDENTS WILL STUDY ATTITUDE CHANGE AS THEY LISTEN CRITICALLY TO GUEST SPEAKERS, ANALYZE PERSUASIVE APPEALS AND TAKE FIELD TRIPS TO OBSERVE THE PROCESS IN ACTION. CROSSLISTED COMM 451. PREREQUISITE: PSY 101. 3 CREDITS.

PSY 460 PRINCIPLES OF COUNSELING 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, PSY 310 OR CONSENT OF INSTRUCTOR. 3 CREDITS.

PSY 490 SENIOR PROJECT/SEMINAR 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. PREREQUISITE: PSY 245. 3 CREDITS.

PSY 491 READINGS IN PSYCHOLOGY PROVIDES INDEPENDENT STUDY AND RESEARCH UNDER THE DIRECTION OF FACULTY MEMBER. 3 CREDITS.

PSY 421 HUMAN SEXUALITY THIS COURSE PRESENTS AN EXAMINATION OF HUMAN SEXUALITY THROUGH DEVELOPMENTAL AND SOCIOCULTURAL LENSES.

PSY 492 THE RESEARCH PROPOSAL 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.

RELIGION

REL 100 THE BIBLE STUDENTS LEARN THE MAIN PERSONS AND EVENTS OF SACRED SCRIPTURE WHILE EXPLORING ITS PRIMARY THEMES AS THE HISTORICAL AND SAVING REVELATION OF GOD CENTERED IN JESUS CHRIST. STUDENTS ALSO GAIN INITIAL SKILLS IN INTERPRETING THE BIBLE AS A SACRED TEXT AND APPLYING IT TO CONTEMPORARY LIFE.

REL 110 CHRISTIAN FAITH AN OVERVIEW OF CHRISTIAN THEOLOGY INTENDED TO ACQUAINT THE STUDENTS WITH KEY THEOLOGICAL CONCEPTS AS THEY RELATE TO EVERY DAY LIFE. THIS INTRODUCTORY COURSE SATISFIES THE CORE CURRICULUM REQUIREMENT FOR CHRISTIAN DOCTRINE FOR STUDENTS WHO ARE NOT IN CHURCH-WORK PROGRAM. 3 CREDITS

REL 201 OLD TESTAMENT THIS COURSE EXPLORES OLD TESTAMENT BIBLICAL LITERATURE WITHIN ITS HISTORICAL, CULTURAL, AND GEOGRAPHICAL SETTINGS IN ORDER TO UNDERSTAND ITS MESSAGE TO GOD'S PEOPLE THEN AND NOW. SKILLS OF BIBLICAL INTERPRETATION ARE EMPHASIZED.

REL 203 NEW TESTAMENT THE NEW TESTAMENT TEXT, AND THE WORLD BEHIND IT, AND THE PRINCIPLES FOR INTERPRETING THIS RELIGIOUS LITERATURE ARE STUDIED TO DETERMINE ITS HISTORICAL MEANING AND CONTEMPORARY APPLICATIONS.

REL 204 BIBLICAL THEOLOGY 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. PREREQUISITE: ENROLLMENT IN CHURCH-WORK PROGRAM OR PERMISSION OF INSTRUCTOR. 3 CREDITS.

REL 221 LUTHERAN WORSHIP INTRODUCES THE MAIN TERMS AND ELEMENTS OF TRADITIONAL AND CONTEMPORARY WORSHIP. THE STUDENT IS EXPOSED TO A VARIETY OF ART FORMS AND THE WAYS IN WHICH THEY CAN BE INCORPORATED INTO THE WORSHIP EXPERIENCE. ALONG WITH LEARNING THE PRINCIPLES INVOLVED IN ASSISTING WITH LEADING A WORSHIP SERVICE, THE STUDENT PRACTICES THESE SKILLS IN THE COMMUNITY.

REL 310 RELIGION IN AMERICA TODAY GIVES THE STUDENT AN OVERVIEW OF THE RELIGIOUS LIFE OF PEOPLE IN OUR COUNTRY. SUCH TOPICS AS THE MAINLINE CHRISTIAN DENOMINATIONS, THE RISE OF SECTS AND CULTS, THE ECUMENICAL MOVEMENT, THE RELATION OF CHURCH AND STATE TO EACH OTHER AND HUMANISM AND DEMOCRACY AS RELIGIONS ARE DISCUSSED. COMPARATIVE RELIGIONS ELECTIVE.

REL 311 CHURCH IN MISSION STUDIES THE MISSION OF THE CHURCH WITH A VISION TOWARD CONTEMPORARY MINISTRY AND OUTREACH. EMPHASIS WILL BE GIVEN TO CROSS-GENERATIONAL AND CROSS-CULTURAL OUTREACH METHODS. OUTREACH ELECTIVE (EVANGELISM).

REL 312 OFFICE PROFESSIONAL CHURCH WORKER STUDIES THE ROLE OF AUXILIARY MINISTRIES IN THE LIGHT OF THE NEW TESTAMENT AND THE LUTHERAN CONFESSIONS. IT PAYS PARTICULAR ATTENTION TO CHURCH ADMINISTRATION AND CONFLICT RESOLUTION IN CONGREGATIONS.

REL 333 SURVEY OF CHRISTIAN THOUGHT AN HISTORICAL SURVEY OF CHRISTIAN THOUGHT, PLACED IN THE CONTEXT OF THE CHURCH'S HISTORY, FROM THE FIRST CENTURY INTO THE 20TH CENTURY. EMPHASIS IS PLACED UPON THE ARTICULATION AND DEVELOPMENT OF THE DOCTRINAL, INSTITUTIONAL, AND ETHICAL PATTERNS OF THE CHURCH IN THE LIGHT OF THE BIBLICAL WITNESS.

REL 340 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).

REL 345 JOHANNINE LITERATURE STUDIES 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).

REL 347 LAW AND GOSPEL IN LIFE OF 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.

REL 354 BIBLICAL WORLD (w) STUDENTS WILL STUDY THE GEOGRAPHY, LITERATURE, CULTURE AND RELIGIONS OF THE ANCIENT WORLD IN ORDER TO GAIN A GREATER APPRECIATION OF THE TEXT AND MESSAGE OF THE CHRISTIAN BIBLE.

REL 356 LIFE OF PAUL 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 PAULINE EPISTLES. BIBLE ELECTIVE (NT).

REL 376 CHRISTIAN ETHICS CURRENT ETHICAL ISSUES ARE RESEARCHED AND DISCUSSED IN LIGHT OF THE BIBLICAL PERSPECTIVES. COMPARISONS ARE MADE WITH FINDS AND ALTERNATIVES SET FORTH BY PROFESSIONALS IN VARIOUS FIELDS.

REL 388 VARIETIES OF BELIEF PROVIDES A FRAMEWORK FOR KNOWING ABOUT THE TEACHINGS, PRACTICES, ORGANIZATION, AND HISTORICAL DEVELOPMENT OF WORLD RELIGIONS AND VARIOUS CHRISTIAN COMMUNITIES. EMPHASIS IS ALSO PLACED UPON THE CHRISTIAN LIVING IN RELATION TO THE PEOPLES OF OTHER FAITHS, ESPECIALLY IN THE NORTH AMERICAN CONTEXT, WITH COMPASSION, BIBLICAL CONFESSION AND A MISSIONAL INTENTION.

REL 404 LUTHERAN CONFESSIONS AN OVERVIEW OF THE HISTORICAL BACKGROUND AND MAJOR TEACHINGS OF THE LUTHERAN CONFESSIONS. THE MAJOR THRUST OF THE COURSE IS A DISCUSSION OF THE DOCTRINES OF THE AUGSBURG CONFESSIONS AS THESE ARE ALSO EXPOUNDED IN THE OTHER CONFESSIONS OF THE LUTHERAN CHURCH.

REL 410 WORLD RELIGIONS THIS IS A STUDY OF THE MAJOR NON-CHRISTIAN RELIGIONS, THEIR TERMS, TEXTS AND RELIGIOUS BELIEFS. POINTS OF CONTACT OR CONFLICT WITH BASIC CHRISTIAN AFFIRMATIONS ARE DISCUSSED.

REL 420 LAY MINISTRY INTERNSHIP A COURSE WHICH PUTS THEORY INTO PRACTICE IN A SPECIALIZED SETTING UNIQUE TO THE INDIVIDUAL STUDENT 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 LAY MINISTER.

REL 432 PSALMS A STUDY OF THE HYMNAL OF ANCIENT ISRAEL, WITH ITS INTERPRETERS, HISTORICAL CONTEXT, AND ENDURING LITURGICAL AND THEOLOGICAL VALUE. BIBLE ELECTIVE (OT).

REL 445 LIFE & THOUGHT OF LUTHER 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.

REL 490 SENIOR SEMINAR I PROVIDES STUDENTS WITH AN OPPORTUNITY TO DEVELOP A RESEARCH PROJECT IN A SPECIFIC AREA OF THEOLOGY AND DEMONSTRATE THEIR ABILITY TO SYNTHESIZE AND APPLY THEIR THEOLOGICAL EDUCATION IN A CULMINATING UNDERGRADUATE EXPERIENCE.

REL 491 SENIOR SEMINAR II PROVIDES STUDENTS WITH AN OPPORTUNITY TO DEVELOP A RESEARCH PROJECT IN A SPECIFIC AREA OF THEOLOGY AND DEMONSTRATE THEIR ABILITY TO SYNTHESIZE AND APPLY THEIR THEOLOGICAL EDUCATION IN A CULMINATING UNDERGRADUATE EXPERIENCE.

RADIOLOGIC TECHNOLOGY

RT 312 MEDICAL TERMINOLOGY THE COURSE EXAMINES CURRENT LANGUAGE USED IN THE MEDICAL FIELD TO PREPARE STUDENTS FOR ENTRY INTO PROFESSIONAL PROGRAMS INCLUDING MEDICINE, DENTISTRY, PHYSICAL THERAPY, AND PHARMACY. LESSONS WILL FOCUS ON BREAKING DOWN COMPLEX WORDS INTO THEIR INDIVIDUAL COMPONENTS AND EXPLORING MEDICAL TERMS RELEVANT TO EACH BODY SYSTEM.

SCIENCE

SCI 100 INTRODUCTION TO NATURAL SCIENCE STUDIES SELECTED TOPICS FROM THE NATURAL SCIENCES WITH EMPHASIS ON PRACTICAL IMPLICATIONS OF AN UNDERSTANDING OF THOSE TOPICS. IN ADDITION, CONTROVERSIAL ISSUES REGARDING THE IMPACT OF SCIENCE ON SOCIETY ARE ALSO EXAMINED. 4 CREDITS.

SCI 215 ATMOSPHERE AND SPACE SCIENCE 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.

SCI 235 EARTH SCIENCE AN INTRODUCTION TO THE STUDY OF EARTH'S CRUST AND ITS CONSTITUENT ROCKS AND MINERALS. SIGNIFICANT GEOLOGICAL PROCESSES LIKE THE HYDROLOGICAL CYCLE, EROSION, VOLCANISM, PLATE TECTONICS, GLACIATIONS, AND OTHERS ARE EXAMINED.

SCI 250 NATURE OF SCIENCE (W) THIS COURSE WILL EXPLORE THE HISTORY OF AND KEY DEVELOPMENTS IN THE MAJOR FIELDS OF SCIENCE. THE HISTORY OF THE DEVELOPMENT OF THE SCIENTIFIC METHOD ITSELF AND HOW IT HAS BEEN APPLIED TO ANSWER QUESTIONS ABOUT THE NATURAL WORLD WILL BE REVIEWED AS WELL. CURRENT SCIENTIFIC ISSUES WILL BE EXPLORED THROUGH READINGS AND DISCUSSION WITH EMPHASIS ON THEIR IMPACT ON SOCIETY AND THE LIMITATIONS OF SCIENTIFIC INVESTIGATION.

SCI 275 COSMOGONY 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. EACH MODEL WILL BE STUDIED AND ITS SUPPORTING SCIENTIFIC EVIDENCE WILL BE ANALYZED AND CRITIQUED. 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. THIS COURSE SATISFIES THE CORE REQUIREMENT IN CRITICAL INQUIRY. PREREQUISITE: ANY COLLEGE-LEVEL PHYSICAL OR BIOLOGICAL SCIENCE COURSE. 3 CREDITS.

SPORT & ENTERTAINMENT MANAGEMENT

SEM 420 EVENT AND PRODUCTION MANAGEMENT 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 SIMULATED PRODUCTION AND MANAGEMENT OF AN ACTUAL EVENT

SEM 330 INTEGRATED PUBLIS RELTAIONS AND SOCIAL MEDIA 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

SEM 340 FIELD EXPERIENCE I THIS IS THE FIRST CREDIT/COURSE OF THREE FIELD EXPERIENCE REQUIREMENTS WITHIN SPORT AND ENTERTAINMENT MANAGEMENT, AS WELL AS, HOSPITALITY AND EVENT ENTERTAINMENT MANAGEMENT. THIS COURSE IS DESIGNED TO ASSIST IN PREPARING STUDENTS IN THE DESIGN, DEVELOPMENT AND UTILIZATION OF RESUMES AND COVER LETTERS WITHIN THE INDUSTRY

SEM 341 FIELD EXPERIENCE II THIS IS THE SECOND CREDIT/COURSE OF THREE FIELD EXPERIENCE REQUIREMENTS WITHIN SPORT AND ENTERTAINMENT MANAGEMENT, AS WELL AS, HOSPITALITY AND EVENT ENTERTAINMENT MANAGEMENT. THIS COURSE IS DESIGNED TO ASSIST STUDENTS IN CAREER EXPLORATION, INTERVIEWING SKILL BUILDING, NETWORKING AND PROFESSIONAL ETIQUETTE

SEM 410 INTEGRATED MARKETING AND DESIGN THIS COURSE INCLUDES AN IN-DEPTH STUDY OF MARKETING AND THE INFLUENCE IT HAS IN ACCOMPLISHING OBJECTIVES IN TODAY'S WORLD OF SPORT, ENTERTAINMENT, HOSPITALITY, AND EVENT MANAGEMENT. IT INVOLVES A THOROUGH REVIEW OF THE PRODUCT, BE IT A GOOD OR A SERVICE, AND DETAILS FOR BRINGING IT TO MARKET. TOPICS INCLUDE FUND RAISING, ADVERTISING, PROMOTIONS, LOCATION, PRICING, SPONSORSHIPS, LICENSING, MARKET SEGMENTATION AND THE ROLE OF RESEARCH. STRONG EMPHASIS WILL BE PLACED ON THE DEVELOPMENT OF EFFECTIVE STRATEGIES AND DESIGN OF COLLATERALS RELATED TO BRAND ACTIVATION AND CONSUMER ENGAGEMENT.

SEM 290 INTRODUCTION TO SPORT AND ENTERTAINMENT MANAGEMENT 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.

SEM 300 SOCIAL ASPECT OF SPORTS AND ENTERTAINMENT INVESTIGATES SPORT AS A MICROCOSM OF SOCIETY AND EXPLORES HOW THE SPORTS WE PLAY AND OUR ENTERTAINMENT CHOICES 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.

SEM 310 LEGAL AND ETHICAL ISSUES IN SPORT THIS COURSE CREATES AWARENESS AND UNDERSTANDING OF THE LEGAL ISSUES PREVALENT IN THE SPORT BUSINESS INDUSTRY TODAY FROM A LEGAL AND ETHICAL PERSPECTIVE; LOOKING TO INTEGRATE POSSIBLE SOLUTIONS FROM BOTH A PERSONAL AND PROFESSIONAL PERSPECTIVE OF MORALS AND VALUES. THE COURSE WILL EXAMINE POLICIES AND PROCEDURES OF THE UNITED STATES LEGAL SYSTEM AND THE APPLICATION OF PERTINENT LAWS AND LEGAL CONCEPTS FOR THE BASIS OF SOUND AND ETHICAL DECISION MAKING.

SPORT MANAGEMENT

SMA 320 FACILITY DESIGN AND MANAGEMENT IN SPORT AND ENTERTAINMENT IS AN EXAMINATION OF 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.

SMA 330 SPORT ECONOMICS AND FINANCE AN IN DEPTH EXAMINATION OF ECONOMIC IMPACT INTERSCHOLASTIC, INTERCOLLEGIATE AND PROFESSIONAL SPORTS PLAY IN SOCIETY. THIS COURSE IS A COMPREHENSIVE INVESTIGATION OF FISCAL POLICY AND PRACTICE WITH FOCUS ON INPUTS AND VALUES FROM THE SPORT AND RECREATION INDUSTRY AND THE IMPACT ON NATIONAL ECONOMY

SMA 340 INTERNSHIP THIS IS THE FIRST CREDIT/COURSE OF THREE FIELD EXPERIENCE REQUIREMENTS WITHIN SPORT AND ENTERTAINMENT MANAGEMENT, AS WELL AS, HOSPITALITY AND EVENT ENTERTAINMENT MANAGEMENT. THIS COURSE IS DESIGNED TO ASSIST IN PREPARING STUDENTS IN THE DESIGN, DEVELOPMENT AND UTILIZATION OF RESUMES AND COVER LETTERS WITHIN THE INDUSTRY.

SMA 350 SPORT AND ENTERTAINMENT MARKETING THIS COURSE IS DESIGNED TO INTRODUCE STUDENTS TO THE APPLICATION OF BASIC PRINCIPLES OF MARKETING TO THE SPORT AND ENTERTAINMENT INDUSTRY. STUDENTS WILL EXPLORE AND ANALYZE THE CENTRAL AND FUNDAMENTAL PRINCIPLES AND IMPLICATIONS RELATED TO THE FOLLOWING AREAS OF SPORT/ENTERTAINMENT MARKETING INCLUDING BUT NOT LIMITED TO MARKET SEGMENTATION, PRICING, BRAND ACTIVATION AND ENGAGEMENT MARKETING BEST PRACTICES, MARKET RESEARCH, AND PERCEPTIONS IN CONSUMER BEHAVIOR. THIS COURSE IS DESIGNED TO PROVIDE STUDENTS WITH A CONTEMPORARY UNDERSTANDING OF MARKETING CONCEPTS AS THEY ARE CURRENTLY BEING APPLIED IN VARIOUS SPORT AND ENTERTAINMENT MANAGEMENT CONTEXTS

SOCIOLOGY

SOC 101 INTRODUCTION TO SOCIOLOGY THIS COURSE PROVIDES A SYSTEMATIC ANALYSIS OF BASIC SOCIOLOGICAL CONCEPTS: CULTURE, SOCIETY, SOCIALIZATION, SOCIAL PROCESSES, SOCIAL CONTROL, SOCIAL INSTITUTION AND SOCIAL CHANGE.

SOC 151 CRIMINOLOGY THE STUDY OF THE PROCESSES BY WHICH SOCIETY DEFINES CRIME AND DELINQUENCY. FURTHER STUDY OF THE VARIOUS FORMS OF CRIME AND DELINQUENCY WHICH CHARACTERIZE THE SOCIAL ORDER.

SOC 175 AFRICAN AMERICAN REALITY AND CULTURE EXPLORES RACIAL AND CULTURAL MINORITIES IN THE MODERN WORLD WITH PARTICULAR REFERENCES TO U.S. RACIAL MYTHS, DOCTRINES, AND HISTORICAL MOVEMENTS; CONFLICT AND ACCOMMODATION; WITH PROPOSED SOLUTIONS TO ETHNIC CONFLICT.

SOC 203 CONTEMPORARY SOCIAL PROBLEMS SOME MAJOR SOCIAL ISSUES IN CONTEMPORARY AMERICA: CRIME AND DELINQUENCY, ADDICTION, RACIAL AND ETHNIC PROBLEMS, VARIOUS PERSONAL PROBLEMS, AND OTHER SOCIAL DISORGANIZATION PROBLEMS ARE DISCUSSED.

SOC 255 URBAN SOCIETY URBAN PLACES ARE CENTRAL TO THE HISTORIC DEFINITION OF CIVILIZATION. THEY ARE COMPLEX SYSTEMS REFLECTING THE BEST AND WORST OF ALL HUMAN ENTERPRISE. THIS COURSE LOOKS AT CITIES FROM MANY DIFFERENT VIEWPOINTS TO CONSTRUCT A MANY-FACETED PICTURE OF THE CITY AS AN ENTITY AND AN IDEA.

SOC 333 FAMILIES IN SOCIETY STUDENTS WILL UNDERSTAND FAMILIES WITHIN THE ECOLOGICAL CONTEXTS IN WHICH THEY EXIST; CONNECT THEIR OWN EXPERIENCES TO FORM NEW PERSPECTIVES; AND BROADEN THEIR UNDERSTANDING OF THE ROLE OF FAMILY WITHIN SOCIETY.

SOC 345 ADULTHOOD & AGING THIS COURSE FOCUSES UPON MULTIPLE DISCIPLINES IN ORDER TO BETTER UNDERSTAND ADULTHOOD AND AGING IN OUR SOCIETY.

SOC 410 RESEARCH IN SOCIAL SCIENCE (w) THIS COURSE FOCUSES ON CONCEPTS FROM THE SCIENTIFIC METHOD APPLIED TO SOCIAL AND BEHAVIORAL RESEARCH. IT INCLUDES A RANGE OF PRACTICES SELECTED FROM QUANTITATIVE, QUALITATIVE, AND MIXED METHODS. STUDENTS MUST WRITE A SOCIAL RESEARCH PROPOSAL CONSISTENT WITH THOSE CONCEPTS AND THE ETHICS OF HUMAN SUBJECTS RESEARCH. PREREQUISITES: MATH 261 AND ENG 104.

TRAVEL STUDY

TS 100 DIRECTED TRAVEL STUDY GUIDES STUDENTS AS THEY EXPERIENCE CULTURES OTHER THAN THEIR OWN THROUGH DIRECTED TRAVEL STUDY. STUDENTS VISIT HISTORIC AND CULTURAL SITES DISTINCTLY DIFFERENT FROM THOSE OF POPULAR AMERICAN CULTURE AND TAKE PART IN EVENTS UNIQUE TO THE LOCATIONS OF CHOICE

WORSHIP ARTS LEADERSHIP

WAL 235 PRAISE TEAM ENSEMBLE PRAISE TEAM ENSEMBLE PROVIDES OPPORTUNITY FOR PARTICIPATION AND LEADERSHIP GROWTH IN THE WORSHIP, MUSIC, ORGANIZATION, AND TECHNOLOGY COMPONENTS OF WORSHIP ARTS.

WAL 245 INTRO - WORSHIP ARTS LEADERSHIP OVERVIEW OF CONTEMPORARY WORSHIP ARTS LEADERSHIP COMPONENTS. STUDY RELATIONSHIPS BETWEEN CURRENT WORSHIP FORMS, SCRIPTURE, CULTURE, TECHNOLOGY, DRAMA, VISUAL ARTS, THEORY OF SERVICE PLANNING AND WORSHIP MUSIC.

WAL 435 APPLYING W.A.L. WORSHIP ARTS LEADERSHIP APPLIED IN CLASSROOM, FIELD RESEARCH, AND CONGREGATIONAL SETTINGS. STUDENTS WILL DESIGN THEORETICAL AND PRACTICAL PROPOSALS TO ENHANCE WORSHIP EXCELLENCE.

WAL 450 WORSHIP ARTS PRACTICUM 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.