



**Concordia University Ann Arbor  
2018-2019  
Traditional Undergraduate  
Academic Catalog**



**Concordia University  
4090 Geddes Rd  
Ann Arbor, MI 48105  
[www.cuaa.edu](http://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.

### VISION STATEMENT

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

Concordia's Vision Is Vigorously Pursued In Four Critical Ways:

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

Concordia students learn in innovative Christ-centered environments that are guided by comprehensive assessment. Our faculty, staff and University administrators are role models and servant leaders. Our Christian faculty excel in teaching and mentoring, and successfully connect to faith to learning. Our academic programs are rigorous and diverse, consistent with the needs of the Church and our communities.

#### We plan for **Purposeful Growth**.

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

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

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

#### We Champion **Access and Opportunity** for all Learners.

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

### 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 CUW President Rev. Dr. Patrick T. Ferry. Dr. Ferry now serves as president of both CUW and CUAA.

## **CAMPUS ADDRESS**

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

## ADMINISTRATIVE OFFICERS

### OFFICERS AT CONCORDIA UNIVERSITY WISCONSIN

PRESIDENT.....	Patrick Ferry
EXECUTIVE VICE PRESIDENT AND CHIEF OPERATING OFFICER.....	Allen Prochnow
PROVOST AND CHIEF ACADEMIC OFFICER.....	William Cario
VICE PROVOST FOR FACULTY AFFAIRS.....	Leah Dvorak
VICE PROVOST FOR CURRICULUM AND ACADEMIC INNOVATION.....	Bernard Bull
VICE PROVOST FOR STUDENT ENROLLMENT AND ENGAGEMENT.....	Michael Uden
VICE PRESIDENT OF ADVANCEMENT.....	Roy Peterson
VICE PRESIDENT OF INFORMATION TECHNOLOGY.....	Thomas Phillip
VICE PRESIDENT OF MARKETING.....	Anita Clark
VICE PRESIDENT OF STUDENT LIFE.....	Steven Taylor
VICE PRESIDENT OF STRATEGY, CULTURE, AND EXTERNAL RELATIONS.....	Gretchen Jameson
ASSISTANT VICE PRESIDENT OF ACADEMICS FOR STUDENT SUCCESS.....	Elizabeth Polzin
CHAIR, FACULTY SENATE.....	Robert Burlage

### OFFICERS AT CONCORDIA UNIVERSITY ANN ARBOR

VICE PRESIDENT-ADMINISTRATION AND CAMPUS CHIEF EXECUTIVE.....	Curtis Gielow
ASSISTANT VICE PRESIDENT FOR ACADEMICS.....	Georgia Kreiger
DIRECTOR OF ENROLLMENT.....	Chance Childers
DIRECTOR OF INFORMATION TECHNOLOGY.....	Chris Raasch
ASSISTANT REGISTRAR.....	Kendra Ernst
FINANCIAL AID COUNSELOR.....	Katie Wonderly

### CAMPUS DEANS

SCHOOL OF ARTS AND SCIENCES.....	Erin Laverick
HAAB SCHOOL OF BUSINESS ADMINISTRATION.....	Suzanne Siegle
SCHOOL OF EDUCATION.....	Sandra Harris
SCHOOL OF NURSING.....	Cynthia Fenske
SCHOOL OF HEALTH PROFESSIONS (UNIVERSITY DEAN AT CUW).....	Linda Samuel
STUDENTS.....	John Rathje

## 2018 - 2019 ACADEMIC CALENDAR

<b>Fall 2018</b>		
August 27	Mon.	First Day of Classes – Opening Service
September 3	Mon.	Labor Day – No Class
September 7	Fri.	Last Day to Add a Regular Semester Class
October 18-19	Thurs.-Fri.	Fall Break-No Traditional Undergraduate Classes
November 2	Fri.	Last Day to Drop a Regular Semester Class
November 21	Wed.	Thanksgiving Vacation –No Traditional Undergraduate Classes Meet That Start after 4:00 pm
November 22-23	Thurs.-Fri.	Thanksgiving Vacation Academic Office Closed
November 26	Mon.	Classes Resume
December 9	Sun.	Fall Commencement
December 10-14	Mon.-Fri.	Final Examinations
December 14	Fri.	Christmas Recess Begins after Last Exam
December 24-25	Sun.-Mon.	Christmas Eve & Christmas Day
December 31	Sun.	New Year's Eve
<b>Winterim 2019</b>		
January 7	Mon.	Winterim Begins
January 25	Fri.	Winterim Final Examinations
<b>Spring 2019</b>		
January 28	Mon.	Second Semester Begins
February 8	Fri.	Last Day to Add a Regular Semester Class
March 18-22	Mon.-Fri.	Spring Break—No Traditional Undergraduate Classes
April 5	Fri.	Last Day to Drop a Regular Semester Class
April 18	Thurs.	Easter Break—No Classes Meet That Start after 4:00 pm
April 19	Fri.	Good Friday—No Classes
April 21	Sun.	Easter
April 22	Mon.	Classes Resume at 4:00 pm
May 13-17	Mon.-Fri.	Final Examinations
May 19	Sun.	Spring Baccalaureate and Commencement
<b>Summer 2019</b>		
May 20	Mon.	Session I Classes Begin
May 27	Mon.	Memorial Day – No Class Academic Office Closed
June 7	Fri.	Last Day of Session I – 3 week classes
June 10	Mon.	Session II Classes Begin
June 28	Fri.	Last Day of Session I – 6 week classes Last Day of Session II – 3 week classes
July 4	Thurs.	Independence Day Academic Office Closed-Most Classes Will Not Meet
July 19	Fri.	Last Day of Session II – 6 week classes

## CAMPUS CORRESPONDENCE DIRECTORY

Academics. . . . .	Asst Vice President of Academics
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 Counselor
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, or transfer from a regionally accredited community college. 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 appointment contact:

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

Visit our web site at [www.cuaa.edu](http://www.cuaa.edu) *or*

Send an e-mail (including your full name, address, and telephone number) to [admission@cuaa.edu](mailto: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, 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. All forms should be submitted to the Office of Admission. All students seeking admission to the institution must complete the admission application found on the CUA website. 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 either the American College Testing Program or the Scholastic Aptitude Test. Information concerning the ACT 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.

Information concerning the Scholastic Aptitude Test may be obtained by writing the College Board SAT Program, P.O. Box 025505, Miami, FL 33102, or may be available from the high school guidance counselor.

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), the Scholastic Aptitude Test (SAT), or the Classical Learning Test (CLT). Applying online ([www.cuaa.edu](http://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 composite score of 18 on the ACT or a combined score of 940 on the 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. Applying online ([www.cuaa.edu](http://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). Applying online ([www.cuaa.edu](http://www.cuaa.edu)) is free. A personal statement of 300-500 words or more which addresses the student's goals, achievements, strengths, weaknesses, and reasons why the student is considering Concordia University may be requested. A resume or extracurricular activities sheet may also be requested. A personal interview may be requested.

## TRANSFER POLICY

Transfer students are advised to submit an online application ([www.cuaa.edu](http://www.cuaa.edu)). Applying online is free. 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 60 credit hours must also submit test scores from either the American College Testing Program (ACT) or the Scholastic Assessment Test (SAT). 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 2.0 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: admission application, official TOEFL (Test of English as a Foreign Language) or IELTS (International English Language

Testing System) score results, official academic transcript and documentation of high school completion. Incoming transfer students must also submit a detailed, course-by-course evaluation of foreign education credentials if completed outside of the United States. If admitted, international students must submit a Financial Statement of Responsibility, official documentation of available funds, and a non-refundable tuition deposit before admission can be finalized..

## **GUEST STUDENT**

Guest students are qualified high school students, high school graduates, or students enrolled in a degree program at another institution who desire to enroll in 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.

## **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](http://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 [erica.whitesell@cuaa.edu](mailto:erica.whitesell@cuaa.edu) or visit [CUAA Dual Credit](#).

## TUITION & FEES

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

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

### **Regular Fees**

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

### **Room and Board Fees**

Room fees cover the cost of furniture, utilities and maintenance. Board fees pay for meals in the university dining hall during the regular semester, not including vacations. A room security deposit will be assessed to resident students, refundable under the terms of the housing contract after proper checkout, assuming no damage claims.

Students not enrolled for Winterim may apply for room and board on a pro-rated basis.

### **Special Fees**

#### **Tuition Deposit**

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

#### **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 fee is charged for each transcript provided.

#### **Independent Study Fee**

A fee will be assessed for independent study proposals to cover special instructional costs. A full-time student will be assessed \$130 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 \$65/credits if the semester credits are over 18. If the semester credits are fewer than 18, there is no additional fee. A \$65 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.

**Winterim Tuition**

Full-time students attending both the fall and spring semesters are entitled to the Winterim offering at the current Winterim fee schedule. Students who are not enrolled and 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.

**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.
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****Lutheran Church Extension Fund Joyful Response Program**

Tuition Payments may be made automatically each month, for a maximum of 4 payments per semester, from your LCEF Steward Account or a checking or savings account to CUAA. A Joyful Response program enrollment form must be completed each semester and returned to the Academic Office. Contact the business office at 734-995-7586.

**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 runs Monday to Sunday):

Date	Percentage
During the first week of classes	90
During the second week of classes	80
During the third week of classes	70
During the fourth week of classes	60
During the fifth week of classes	50

During the sixth week of classes	40
During the seventh week of classes	30
During the eighth week of classes	20
During the ninth week of classes	10
During the tenth week of classes	0

## FINANCIAL AID

### Student Financial Aid

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

### How to Apply for Aid

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

Any of the above forms are available on the CUAA Financial Aid website.

### Renewal of Financial Aid

Concordia makes every effort to continue assistance to a student through his/her years of college. Renewal is based upon the following guidelines:

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

### Grants

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

#### Pell Grants

A federal Pell Grant provides funds to help pay for higher education. Awards range from \$200 to \$6,920 per year. The actual amount the student receives depends on the financial information reported on the Free Application for Federal Student Aid (FAFSA), whether a full-time or part-time student, and the cost of education.

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

### CUW Scholarships

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

Scholarship Stipulation Scholarship	Church Vocation Scholarship	Art/Music Theatre Scholarship	Presidential Regent Scholarship	
Application for Financial Aid Required	Yes	Yes	Yes	Yes
Full-time Student Status Required	Yes	Yes	Yes	Yes
Program of Study	Luth. Social Wk. Pastoral Director of Church Ministries	Theology Education Parish Music	n/a	n/a

### Supplemental Educational Opportunity Grant (SEOG)

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

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

### Concordia University Grants - Scholarships

Through the generosity of many friends of Concordia University, numerous endowments have been established. The earnings of these endowments financially assist students on the basis of merit and/or need. These grants and scholarships can be up to \$5000 per year. Additional information about the nature of the endowments and program eligibility is available from the Financial Aid Department.

### Congregational Grants

Lutheran Church - Missouri Synod

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

### District Grants

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

## SELF HELP

### Student Employment

Campus employment opportunities are available for students who wish to be employed. Generally eighteen (18) hours of work per week should be considered the absolute maximum for full time students. A reasonable amount of employment could possibly improve the scholastic achievement of many students, as well as provide some financial resources for the student. Student employees will be paid via normal pay checks and pay periods. Students interested in on-campus employment can apply through the Career Services office. Concordia participates in the Federal Work Study Program, which enhances the opportunities for employment.

## Loans

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

## VETERANS BENEFITS

Concordia is dedicated to working with our Veteran students and their families to ensure affordable tuition and our education programs have been consistently recognized as a great return on investment. Veterans have numerous options using military education benefits, applying for scholarships, and utilizing financial aid if needed. Our department of specialists are dedicated to assisting you through the Admissions,

Transfer, and Academic process. Our goal is to help every Active, Reserve, Veteran and their family member achieve their goal of graduating.

Veterans can utilize their military experience and training to receive college credits. The Joint Service Transcript (JST) has replaced the following:

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

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

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

### Federal Benefits:

- Chapter 30 Montgomery G.I. Bill®
- Chapter 31 Vocational Rehabilitation
- Chapter 33 Post 9/11 G.I. Bill®
- Chapter 35 Survivors and Dependents Educational Assistance
- Transfer of Post 9/11 to Dependents (TEB)
- Chapter 1606 Selected Reserve
- Military Spouse Career Advancement Accounts (MyCAA)
- Concordia University is a Yellow Ribbon Program School

### State of Wisconsin Benefits:

- Veterans Education Grant (VetEd)
- Wisconsin National Guard Tuition Grant

### Processing of Military Benefits:

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

### Active Duty Personnel

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

### Reserve Duty Personnel

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

For more information regarding the use of Tuition Assistance please visit the following website:

<http://www.fafsa.com/student-financial-aid/tuition-assistance-programs>

If you have additional questions and would like to speak to someone in our Veteran Services Department, Please feel free to contact our Executive Director of Community Engagement and Veteran Services, Eduardo Garza at 262-243-2112 or email at [Eduardo.garza@cuw.edu](mailto:Eduardo.garza@cuw.edu) or our VA Certifying Official in Ann Arbor Kristen Wuckert at 734-995-7586.

### Financial Aid Good Standing and Satisfactory Progress Policy

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

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

**Good Standing:** A student enrolled in Concordia University Wisconsin is considered in good standing if allowed to continue in that degree or certificate program at Concordia University Wisconsin. Detailed information pertaining to the minimum academic requirements of the University can be obtained by referring to the appropriate section of the University's catalog; this includes both GPA expectations and the maximum length of time to complete a degree for graduate programs. Students who are not in Good Standing with the University academic probationary policies are not eligible to attend Concordia or obtain financial aid.

**Satisfactory Academic Progress:** Satisfactory academic progress is defined as successfully completing cumulative course requirements for a minimum of 67% of the cumulative number credits attempted (this includes transfer credits that are being used towards a student's program), thereby making it possible for a student to make good progress toward a degree or certificate objective. "Successfully completing course requirements" is interpreted to mean that a grade of at least D- or P is received by a student. Incompletes, withdrawals/no credits, and audits, are considered unsatisfactory. Students repeating a course will be evaluated on the basis of whether or not the class taken in the given term is passed. However, incompletes, which are later changed into a grade of at least D- or P are satisfactory for Financial Aid Satisfactory Academic Progress policy purposes (please note that D- is only "satisfactory" by financial aid standards not by University academic standards). **It is the student's responsibility to notify the Financial Aid Office of such changes to previously incomplete grades.** Progress is also calculated on the basis of, the student having a cumulative GPA of 2.0 or better. This qualitative standard is reviewed every term. Students repeating a course will have the lower grade omitted for cumulative calculations.

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

Degree	Time
Doctorate in Physical Therapy	3 years
Master's Degree	3 years
Master's in Occupational Therapy	6 years
Bachelors's Degree--Education	5 years
Bachelor's Degree—All other	4 years

Certificate Program—Director of Church Ministries	4 years
Certificate Program—Medical Assistanet	1 year

**Financial Aid Eligibility Warning Statuses:** When a student does not successfully complete a minimum of 67% of cumulative credits earned versus attempted or does not have a CGPA of 2.0, financial aid eligibility status of “WARNING” is imposed. Aid automatically continues through one semester of financial aid eligibility status of “WARNING”. If a student does not make satisfactory progress during the semester of financial aid eligibility status of “WARNING”, or the student has reached the 150% of normal completion time, the student’s eligibility for financial aid in later semesters is terminated. Eligibility can be regained by raising the completion rate of credits attempted to 67% and CGPA to above 2.0, unless terminated for exceeding the 150% of normal completion time. The appeal procedure detailed in Section 5 exists for those students whose aid eligibility is terminated.

**Appeal Procedure:** Upon receiving a completed Satisfactory Academic Progress (SAP) appeal form from a student whose financial aid eligibility has been terminated according to the provisions of section 4, the Director of Financial Aid may reinstate the student’s eligibility. The appeal form will be sent to the student who was terminated, by official University delivery, and must be completed by the student and by the student’s academic advisor. Students can only appeal this status under one of the following extraordinary circumstances; illness, injury, death of family member or close friend, short term hardship, change of academic major (for completion time extension), or other significant extraordinary circumstance.

The appeal must also include evidence that the academic advisor believes that the student can be successful, as well as include a plan from the student detailing what the extraordinary circumstance(s) were/are and their plan to be successful in future terms. Completed appeal forms must be returned to the Financial Aid Office, and will be reviewed by the Director of Financial Aid, or their designee. The outcome of students' appeals will be sent via official University delivery. Students reinstated will be placed on Satisfactory Academic Progress “Probation”, and if they do not meet the standards in the next term will be terminated again. In circumstances where a student has appealed and is unable to meet both the 67% completion rate and the 2.0 CGPA requirements for SAP the outcome of the appeal may include an academic plan. This plan, which will be created from the SAP appeal process, will outline specific criteria that a student must meet during the semesters that this plan covers. Students who do not meet these criteria will be SAP terminated.

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

## 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/webapp/wcs/stores/servlet/StoreCatalogDisplay?storeId=202905>

Spiritwear can be purchased in THE EGG on campus. THE EGG is located next to the Nest, behind the dining hall.

## 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 students 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.

**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 works closely with students, faculty, and staff in order to ensure that qualified students with disabilities are able to fully participate in academic programs, functions, and the facilities at CUAA. Students with disabilities must self-identify with DSS and submit documentation from a licensed professional of his/her disability/impairment. For more information on DSS or to register for accommodations, please call Disabilities Services Coordinator Kellie Durham Etzel at 734-995-7582.

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 CENTER FOR COUNSELING AND WELLNESS

The Center for Counseling and Wellness embodies, encourages and educates students towards physical, mental, and spiritual health. College is a time of significant transition. Not all students come to college fully prepared to manage the complexities of navigating an entirely new way of being along with balancing more freedom and responsibility than ever before.

The Center for Counseling and Wellness provides educational and outreach programming for students, faculty and staff. Programming and education are directed towards things like academic and other behavioral underperformance, stress management, overwhelm and burnout, relationship conflicts and general principles of wellness.

We also provide excellent individual and group counseling services to our students. Both individual and group counseling sessions are free and confidential. Some of the reasons individuals seek counseling services are:

- Anxiety, insomnia, depression, lack of motivation, procrastination
- Underperformance: academic, athletic, musical, work, or other scholarship based activities
- Stress, overwhelm and burnout
- Relationship conflict and/or drama
- Drug or alcohol use and/or abuse
- Eating or body image issues
- Grief, family problems, history of trauma, abuse or bullying
- Feelings of hopelessness and/or worthlessness
- Suicidal thoughts or intentions

## CAREER ENGAGEMENT

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

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

## MEDICAL ASSISTANCE

The Student Services Office and Resident Hall Staff support and encourage good health among members of the student body. In order for students to engage optimally in their educational experience it is important that they maintain good health. Before arriving on campus take steps to ensure that the student's health care needs are coordinated. Students who take regular medication are encouraged to plan ahead how they are going to manage refills of those medications. The Center for Counseling and Wellness will assist students in managing their health care needs at student's requests.

Concordia University Ann Arbor does not have a physical health center on campus. However, we are conveniently located near a number of reputable medical offices, many of which are located within a few minutes from campus. The emergency rooms of both St. Joseph Mercy the University of Michigan are less than a mile and a half away, and IHA Urgent Care is also easily accessible to students. Students needing transportation to and from a medical facility under non-emergency conditions are encouraged to contact Campus Safety who will arrange for a free taxi cab ride to and from the medical facility. Students experiencing a medical emergency are encouraged to contact 911 or Campus

Safety. Campus Safety officers are on campus and available twenty-four hours per day.

Though the University will provide transportation to medical nearby medical facilities, students are responsible for payment of services to those facilities. Students are encouraged to have health insurance. However, because not all individuals have health insurance, Concordia University Ann Arbor is able to provide information for a local medical and dental clinic which provides care for uninsured individuals at no or low cost.

All students who participate in athletics are required to provide proof of medical insurance prior to the first official practice.

## **STUDENT ID CARDS**

All new students receive a picture identification card through the Campus Safety 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, Nest, 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 management, design, and scene shop work. Class and independent study offerings include production, acting, voice and diction and theatre survey courses. Work-study positions are available in technical production and management. The annual Boar's Head Festival is a Christmas tradition that provides opportunities for students in acting, management and technical production.

### **MUSIC**

Concordia Choir, Concordia Women's Chorale, Men's Chorus, 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. Marching Band, Drum Line, and Color Guard are also available during football and basketball seasons. Opportunities also exist to provide music for chapel services including singing, playing wind and string 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: Campus Ministry Coordinator (CMC), Resident Assistant (RA), 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 CUAA.

### STUDENT ACTIVITIES COMMITTEE

The Student Activities Committee (SAC) schedules various activities and events throughout the school year including games, movie nights, dances and formals. SAC coordinates and works with the Coordinator of Student Engagement. 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:

- Artists in Residence
- Black Student Union
- Child Life Student Association
- Concordia Circle K
- Criminal Justice Alliance
- Early Childhood Education Society
- Game Club
- 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 Treasurer 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.

## **STUDENT GOVERNMENT & 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.

The most important function that the Student Senate and Senate Executive Board serves is to give students a voice on campus. These groups work closely with the university administration to make sure that the needs and viewpoints of all students are being considered and met. The Student Senate coordinates and works through the Student Life office and is advised by a member of the CUAA faculty.

## **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 Campus Ministry Coordinator (CMC) 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**

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. Private rooms may be available at an additional cost, pending space.

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.

Residence Halls typically close for national holidays and when classes are not in session, with exceptions as approved. More details are available in the Student Handbook. Concordia is a substance free environment and policies of alcohol

and other drug usage on campus are articulated in the Student Code of Conduct.

## **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 [mark.looker@cuaa.edu](mailto:mark.looker@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:

CLASS	CREDITS
Freshman	0 – 29
Sophomore	30 – 59
Junior	60 – 89
Senior	90 – graduation

## COURSE LOAD FOR FULL TIME STUDENT

Semester	Minimum	Average	Maximum
Regular Semester	12	15	18
Winterim	2	3	4
Summer	3	3	6

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 behavior 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 his/her 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

An audited class will appear on the transcript as a zero-grade point class with a grade of AU, and no credits earned. Students may sign up to audit a traditional class before the semester starts as long as there is room in the class. After the semester starts, students may change their registration status from enrolled for credit to audit up until the drop deadline. Students taking accelerated classes must register as an audit before the class starts. The

university offers audits on a space- available basis, and programs/majors/instructors have the ability to not allow audits: such policies need to be stated in writing. Self-paced online classes cannot be audited.

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

## **WITHDRAWAL FROM THE UNIVERSITY**

Students who wish to withdraw from the University during a term must notify the Director of Academic Advising and Retention Services. If withdrawal is authorized, the student will receive the notation “W” on their permanent academic record for each course in which they are in good academic standing; for each course, in which the student is doing failing work, they 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 Vice President of Student Life.

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 Vice President of Enrollment Services.

## **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 the credit 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 and Sciences will be assigned a faculty member within their chosen area of study as an academic advisor. Students in the Haab School of Business, the School of Education or the School of Nursing will be assigned school-specific professional advisor. 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 system is used in connection with these grades:

- A — equals 4.00 points per credit
- A- — equals 3.67 points per credit
- B+ — equals 3.33 points per credit
- B — equals 3.00 points per credit
- B- — equals 2.67 points per credit
- C+ — equals 2.33 points per credit
- C — equals 2.00 points per credit
- C- — equals 1.67 points per credit
- D+ — equals 1.33 points per credit
- D — equals 1.00 points per credit
- D- — equals .67 points per credit
- F — equals 0.00 points per credit
- P — 0.0 points pass in pass-fail course, not computed in grade point average, credits counted.
- NC — 0.0 points, failure in pass-fail course, not computed in grade point average, no credit earned.
- W — 0.0 points, withdrawn without penalty, not computed in grade point average. Given for withdrawal previous to withdrawal deadline, and for certain extenuating circumstances thereafter, such as illness.
- WF — 0.0 points, withdrawn with penalty, is computed in grade point average. Given for withdrawal after the withdrawal deadline under unauthorized conditions.
- I — 0.0 points, incomplete, not computed in grade point average,

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**

### **SEE GENERAL ACADEMIC GRIEVANCE POLICY BELOW FOR PROCEDURE**

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, Winterim, 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 EXAMINATIONS**

Faculty policy requires a culminating experience, such as a final examination or project during the finals week of a traditional semester. 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 Provost's Office before the second last week of the semester.

## **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 with approval of the instructor, incomplete grades can be held for one semester.

## **INDIVIDUAL INSTRUCTION, INDEPENDENT STUDY, GUIDED STUDY**

Students may be given the option of taking a course as Individual Instruction or Independent Study or Guided Study. Further information is available on the CUPortal.

## 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

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

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

## 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 1: The student meets with the instructor to resolve the matter informally.

Step 2: Face-to-face Ann Arbor students should proceed to step III.

Traditional undergraduate students submit a written grievance to the Department Chair of the program in which the course was taught within 10 working days after meeting with the instructor.

Upon receipt of the student's grievance, the Department Chair will notify the instructor, who will then have 10 working days to submit a written explanation of the incident to the Department Chair. Within 5 working days of receiving the instructor's report, the Department Chair will send a written response to the student and the instructor.

Adult learners follow this step with their Center Director. Graduate students follow this step with their Program Director. Full-time online students follow this step with the Executive Director of the OCDE.

Step 3: If the student is still not satisfied, s/he may file a written complaint with the Dean (at Mequon) or campus Dean (at Ann Arbor) of the School in which the course was taught within 10 working days of receiving the step II report (if applicable). The Dean or campus Dean will render a decision and send a written response to the student, the instructor, and the Step II University official (if applicable) 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](http://www.cuaa.edu)) or by contacting the office of the Registrar.

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](http://www.cuaa.edu)

## CLASS ADDS AND DROPS

A student may add a course before no more than 15% of the scheduled class periods have occurred. The table below is a guide for the various courses and the maximum times of meeting after which registrations are not permitted. Consent of the instructor must also be secured.

Course Credits	Value Class Periods
1/2	1
1	2
2	4
3	6
4	8
5	10

A regular semester class may be dropped without an impact on a student's GPA through the end of tenth week of class (for seven week classes - end of the fifth week). Failure to withdraw from a class will result in a grade of F.

A full-time student may register through the last day of the first full week (5 days) of classes in the semester.

The instructor's signature is required after the first week.

## 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 (discharge papers) and an official military transcript (JST: Joint Services Transcript).

## 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.

## SCHOLASTIC HONORS 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, Bachelor of Science, Bachelor of Science Nursing, or Bachelor of Social Work 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 6 in the minor, 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 by March 1 of the year in which the student plans to participate in commencement.
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

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

- completed all coursework in the degree (or be in the process of taking the final class);
- completed the Graduation Application;
- paid the graduation fee.

## 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 officials 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 of 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 as the result 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(s) 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.

## ONLINE COURSE POLICIES

Concordia University cares about the active engagement of students in coursework. Just as showing up for work is critically important to

job security and work effectiveness, showing up for class, whether it is online or face-to-face, is critically important for students to master the career skills and concepts necessary for the degree in which they seek. Every effort should be made by students to attend and be academically engaged in every class and/or laboratory session.

#### Online Attendance Policy

Attendance in an online course is defined as “active participation in the assignments laid out in the course syllabus”. For these purposes, an assignment is an individual discussion, quiz/test or drop box submission that is completed in the Learning Management System and is eligible for grading.

Attendance may include, but is not limited to, participating in a weekly discussion board, completing a journal entry, or submitting/completing assignments in the Learning Management System (LMS). Logging into a course, without engaging in one or more of the above activities, does not qualify as attendance.

As of January 1, 2016, student attendance is tracked for all online courses and failure to be actively participating in a course – without communication to the instructor or response to outreach – will result in a student being administratively withdrawn.

Once a course begins, a student will remain active in the course unless he/she:

Requests to drop/withdraw from the course;

Is administratively withdrawn from the course for failure to begin;

Is administratively withdrawn from the course for non-attendance;

Is administratively withdrawn from the course for other reasons, e.g., disciplinary suspension, etc.

The University reserves the right to initiate an administrative withdrawal from a course whenever a student violates the Attendance Policy.

PLEASE NOTE: A drop/withdraw – whether requested by the student or performed by the University for one of the reasons listed previously cannot be overturned. Students are encouraged to speak to their academic advisor AND the financial aid office to understand academic and financial implications BEFORE requesting to drop/withdraw from a class.

#### Online Non-Attendance Definitions

**Never Attended Class:** A student who has not attended class (i.e. submitted work in the LMS) as of 11:59pm CST on the 28th day (for self-paced), or 8th day (for collaborative), will be administratively withdrawn from the course. A \$55 non-refundable fee will be charged to the student’s account for failure to begin.

**Submitting Work Outside LMS:** A student submitting work outside of the LMS (i.e. work emailed to instructor; work submitted in an alternate system such as WILEY, LiveText, etc.) is not considered to be in attendance.

**Attending but Becomes Absent:** A student who has attended class but becomes absent per the definitions below, with no contact to the instructor, response to outreach, or documented request to drop the class, will be administratively withdrawn. The student will be assigned a failing grade (F) if the withdraw occurs past the drop deadline. Absence in online courses is defined as not participating in discussion threads or turning in assignments.

#### Collaborative Courses:

Absent 4 consecutive weeks of a 16-week collaborative course

Absent 3 consecutive weeks of a 12-week collaborative course

Absent 3 consecutive weeks of a 10-week collaborative course

Absent 2 consecutive weeks of an 8-week collaborative course

Absent 10 consecutive days of a 6-week collaborative course

Absent 7 consecutive days of a 4-week collaborative course

#### Self-Paced Courses:

Absent 3 consecutive weeks of a 12-week self-paced course (attendance tracking begins once a student submits work for the class)

NOTE: Any time a student is added, dropped, or withdrawn from a course whether requested by the student or performed by the University financial aid will be reviewed per federal regulations. Last dates of attendance in courses, determined by this Attendance Policy, will be used by the Financial Aid office in calculating a “Return to Title IV” (r2t4). This determines when and to what extent funds must be returned to financial aid funding sources. In some circumstances, a student may owe the University a portion of their tuition and any cash release they may have received.

#### Online Drop Deadline Policy Self-Paced Courses:

A drop request within the first four (4) weeks AND before an assignment submission will not incur a grade or be recorded on the student’s transcript.

Withdraw (W)

Up to the end of the ninth (9) week from registration, a drop request or administrative withdraw will be processed as a withdraw (W). The W will show up on the student’s transcript but does not affect the student’s GPA.

Failing Grade (F)

After the ninth (9) week of a course, a drop request or administrative withdraw will be processed as a failing grade (F). The F will show up on the student’s transcript and it will affect the student’s GPA.

#### Collaborative Courses:

## All Courses

A drop request within the first (1) week AND before an assignment submission will not incur a grade or be recorded on the student's transcript. Up to the end of the designated week in the course, a drop request or administrative withdraw will be processed as a withdraw (W). The W will show up on the student's transcript but does not affect the student's GPA.

After the designated week in the course, the student will receive a failing grade (F). The F will show up on the student's transcript and it will affect the student's GPA.

### Full Semester (16 Week) Courses

Up to the end of the tenth (10) week of the course, students may drop and receive a withdraw (W). After the tenth (10) week of class, a drop will incur a failing grade (F).

### Twelve week Courses

Up to the end of the eighth (8) week of the course, students may drop and receive a withdraw (W). After the eighth (8) week of class, a drop will incur a failing grade (F).

### Ten week Courses

Up to the end of the seventh (7) week of the course, students may drop and receive a withdraw (W). After the seventh (7) week of class, a drop will incur a failing grade (F).

### Eight week Courses

Up to the end of the sixth (6) week of the course, students may drop and receive a withdraw (W). After the sixth (6) week of class, a drop will incur a failing grade (F).

### Six week Courses

Up to the end of the fifth (5) week of the course, students may drop and receive a withdraw (W). After the fifth (5) week of class, a drop will incur a failing grade (F).

### Four week Courses

Up to the end of the third (3) week of the course, students may drop and receive a withdraw (W). After the third (3) week of class, a drop will incur a failing grade (F).

### Online Tuition Refund Policy

After the start of a course, no refunds may be applied to the student's account without a written request to drop a course or completion of the Online Drop Request Form: [www.cuw.edu/department/ocde/drop.cfm](http://www.cuw.edu/department/ocde/drop.cfm).

Students who wish to drop a class prior to the Drop Deadline will receive a pro-rated refund of educational fees according to the following schedule:

Date	Percentage
Prior to the submission of the first assignment	100
After submission of one (1) assignment	67
After submission of two (2) assignments	33
After submission of three (3) assignments	0

EDGT - Professional Development Courses: Students who begin to submit work for an EDGT course will be ineligible to receive a refund. A full refund is only possible if no work has been submitted to the course.

NOTE: After the Drop Deadline for a course, students will not be eligible for a tuition refund.

## 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 a minimum of 120 credits, 36 of which must be taken at Concordia University, and at least 12 of which are in the chosen major and 6 in the chosen minor.
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\*

\*Please note: some majors specify that a minor is required. In order to earn 120 credits to graduate, any major requiring less than 48 credits may require a minor. In all cases, the student should check with his/her advisor and the Registrar's office to determine program requirements.

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

#### 1. **The Core Curriculum** – 45 credits

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

Accounting	Elementary Education**	Music Education (K-12)**
Art	English	Nursing
Art Education (K-12)**	Exercise Science	Parish Music
Athletic Training	Family Life Education	Physical Education**
Biology	Finance	Pre-Seminary Studies
Business Communication	History	Psychology
Business, General	Hospitality & Event Management	Public Relations
Christian Thought	Individualized	Radiologic Technology
Classical Education	Information Technologies	Secondary Education**
Communication, Mass	Integrated Science**	Social Studies
Computer Science	Language Arts**	Social Work
Criminal Justice & Public Policy^	Liberal Arts	Special Education Endorsement**
Diagnostic Medical Sonography	Management	Sport & Entertainment Business
Early Childhood Education	Marketing	Theological Languages
Economics	Mathematics	
Educational Studies (Individualized)**^	Music	

\*\* Available to School of Education students only

^120 total credits required for the bachelor's degree

#### 3. **Minor** – minimum of 18 credits (a minor may not be required, student should check with his/her advisor)

Accounting	Early Childhood Education**	Philosophy
Accounting, Forensic	Economics	Physical Education**
Accounting, Managerial	English as a Second Language (ESL)**	Physical Science
Adolescent Studies	English	Physics
Art	Entrepreneurship	Psychology
Biology	Family Business	Public Relations
Business Communication	Finance	Social Studies
Business, General	History	Sociology
Chemistry, General	Hospitality & Event Management	Spanish
Child Life Specialist*	Human Resource Management	Special Education**
Children's Ministry*	Individualized	Sport & Entertainment Business
Christian Thought	Information Technologies	Theatrical Communication
Classical Education Pedagogy	Integrated Science**	Theological Languages
Communication, Mass	Language Arts**	Worship Arts Leadership
Community Services*	Management	Youth Ministry*
Computer Science	Marketing	
Contemporary Christian Music	Mathematics	
Criminal Justice & Public Policy	Music	

\*Available to Family Life Education majors only    \*\*Available to School of Education students only

4. **Electives:** to reach a minimum of 120 credit hours; which is the required minimum to receive a bachelor's degree from Concordia University. Some major require a minimum of 120 credit hours; see above majors notated with (^).

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

### 1. CORE CURRICULUM -- 33 crs.

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.**

**WRITING INTENSIVE (W) REQUIREMENT - 6 CREDITS. "W" IS LISTED NEXT TO THE COURSE TITLE, IN THE COURSE DESCRIPTION SECTION, FOR ALL APPLICABLE COURSES. A LIST OF "W" COURSES IS ALSO 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 CORE CURRICULUM

The Concordia Core Curriculum builds a distinctive undergraduate experience by fostering a Concordia identity, providing students a greater appreciation of our Lutheran cultural heritage in a shrinking world, and equipping students to live their vocations in a rapidly changing society. The core applies to those undergraduate students seeking a BS or BA degree from Concordia University. Recognizing the needs and expectations of today's communities and marketplace, the core curriculum is designed to help students develop as responsible citizens, faithful neighbors, and talented employees. This is accomplished through an intentional emphasis on foundational texts in literature and philosophy, an engagement with history and art, an exploration of the possibilities and limitations of science, and a knowledge of the Christian faith. In addition to these key foundations, students will acquire tools of analysis and persuasion, an understanding of the promises and shortcomings of humanity, learn about other cultures, and grapple with the necessities of self-government. Using the liberal arts (which can be roughly translated educating for freedom) as the foundation, Concordia's Core Curriculum promises to provide students the knowledge, skills, and habits that will empower them to be successful not only in their years at Concordia and in their chosen major, but into their vocations after graduation as well.

## **RESERVE OFFICER TRAINING CORPS (ROTC)**

### **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](http://www.armyrotc.com), the University of Michigan Army ROTC website [www.mu.edu/rotc/army/html](http://www.mu.edu/rotc/army/html), or contact the ROTC recruiter Peter Drake at [pedrake@umich.edu](mailto: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 Coordinator of Academic Operations for approval. The Coordinator of Academic Operations will report all approved Individualized Major/Minor proposals to the Academic Council. If approved, a copy of the plan must be filed in the student's records by the Registrar.

## SCHOOL OF ARTS AND SCIENCES

### 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, 42-63 crs.

##### Foundations

ART 111 2D Design	3 crs.
ART 145 Drawing for Art Majors	3 crs.
ART 246 Color & Media Dynamics	3 crs.
ART 210 3D Design	3 crs.

##### Studio Studies

GDT 104 Introduction to Graphic Design (WCC)	4 crs.
PHO 111 Photography I (WCC)	4 crs.
ART 230 Printmaking I	3 crs.
ART 258 Ceramics I	3 crs.
ART 275 Sculpture I	3 crs.
ART 341 Painting I	3 crs.

##### Art History & Criticism

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.
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#### ART MINOR, 24 crs.

##### Studio Studies

ART 111 2D Design	3 crs.
ART 145 Drawing for Art Majors	3 crs.
ART 246 Color & Media Dynamics	3 crs.
ART 210 3D Design	3 crs.
ART XXX Studio Elective	3 crs.

##### Art History & Criticism

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.

*The Art minor does NOT require an area of specialization.*

Students who select studio specializations in Painting, Printmaking, Sculpture and/or Ceramics at CUAA complete 6 credits of upper level courses in two disciplines and 9 credits of electives in addition to the specializations. Electives may be used to extend an area of specialization.

Students who select studio specializations in Photographic Imaging, Graphic Design, Digital Video Production or 3D Animation, complete 19-21 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.

The following courses are offered at Washtenaw Community College (WCC):

**Graphic Design Specialization, 21 crs.**

GDT 100 Typography 4 crs.  
 GDT 106 Illustrator Graphics 3 crs.  
 GDT 107 InDesign 3 crs.

GDT 108 Photoshop Graphics 3 crs.  
 GDT 220 Publication Design 4 crs.  
 GDT 112 Principles and Problem-Solving in  
 Graphic Design 4 crs.

**3D Animation Specialization, 19 crs.**

GDT 108 Photoshop Graphics 3 crs.  
 ANI 145 Concept Development for Animation 2 crs.  
 ANI 150 3D Animation I: Modeling 4 crs.  
 ANI 160 Fundamentals of Movement and  
 Animation 4 crs.  
 ANI 230 Motion and Sound 2 crs.  
 ANI 250 3D Animation II 4 crs.

**Digital Video Production Specialization, 20 crs.**

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.  
 VID 270 Documentary Video Production 3 crs.  
 VID 276 Video Graphics I 3 crs.

**Photographic Imaging Specialization, 21 crs.**

PHO 110 Introduction to the Darkroom 1 crs.  
 PHO 117 Introduction to the Studio 4 crs.  
 PHO 122 Darkroom Techniques 4 crs.  
 PHO 127 Digital Photo Imaging I 4 crs.  
 PHO 129 Black and White Digital Imaging 4 crs.  
 PHO 228 Digital Photo Imaging II 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, 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, 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 MAJOR, 36 crs.

#### Required Courses (24 crs):

U.S. History	6 crs.
European History	6 crs.
Non-Western/Global History	6 crs.
HIST385 Historical Methods	3 crs.
HIST 490 Senior Seminar	3 crs.

#### AND (the student must choose one of the following)

##### I. Emphasis in American History

U.S. History	9 crs.
European or Non-western/Global history	3 crs.

##### or II . Emphasis in European History

European history	9 crs.
U.S. or Non-western/Global history	3 crs.

##### or III . Emphasis in Global History

Non-western/Global history	9 crs.
U.S. or European history	3 crs.

#### Courses to Satisfy American History

##### 3 crs. each

HIST 151 American Civilization to 1877  
 HIST 152 American Civilization since 1877  
 HIST 215 The Civil War  
 HIST 309 Early America, 1492—1800  
 HIST 351 Industrial America, 1861—1920  
 HIST 352 U.S. as a World Power, 1920—Present  
 HIST 363 Women in America  
 HIST 380 American Republic, 1788—1860  
 HIST 464 Topics in American History (topics will vary)  
 HIST 466 The American Idea

#### Courses to Satisfy Global History

##### 3 crs. each

HIST 163 Non-Western World  
 HIST 220 Sports of the World  
 HIST 221 The Ancient World  
 HIST 241 Introduction to Latin America  
 HIST 243 Modern Africa  
 HIST 246 History of Japan  
 HIST 250 Modern Middle East  
 HIST 255 Empires East and West  
 HIST 284 Imperial China  
 HIST 285 Modern China  
 HIST 465 Topics in Global History (topics will vary)

### HISTORY MINOR, 21 crs.

#### Required Courses (12 crs):

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.
U.S. or European history	3 crs.

#### Courses to Satisfy European History

##### 3 crs. each

HIST 208 History of Christianity  
 HIST 322 The Classical World  
 HIST 330 History of Modern Europe  
 HIST 356 The Middle Ages  
 HIST 358 Renaissance / Reformation Europe  
 HIST 360 Revolutionary Europe  
 HIST 420 European National History  
 HIST 463 Topics in Western History (topics will vary)  
 HIST 475 The Reformations

[Delete HIST 153 from the History course descriptions. Add HIST 151 and HIST 152 in its place. See below.]

[Add HIST 220 and HIST 255 to the course descriptions. See below.]

## 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
  - b. at the end of two semesters of study);
  - c. For vocalists, aural examination of sight-reading, and tonal memory ability.
  - d. 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 suits 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, 42 credits

#### Required Courses:

MUS080 Convocation*	0 crs.
MUS204 Keyboard Skills**	2 crs.
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.
MUS499 Senior Recital	2 crs.
MUS181/182/190/193/194 Ensemble †	4 crs.
Applied Lessons (Studio)†	8 crs.

#### Music History Requirement (6 credits, select two courses)

MUS271 Music History I (w)	3 crs.
MUS272 Music History II (w)	3 crs.
MUS273 Music History III (w)	3 crs.

#### Music Electives (Select 8 credits)

MUS175 – Music Theater Workshop	1 cr.
MUS1xx – Opera Workshop	1 cr.
MUS209 Vocal Diction***	1 cr.
MUS243 Music Theory IV	3 crs.
MUS251 Aural Theory IV	1 cr.

MUS250 Beginning Conducting 3 crs.  
 \*MUS251 Advanced Conducting 3 crs. each semester  
 † Students must participate in the ensemble of their principal instrument and take private instruction in their principal instrument for each semester on campus as a full time student at CUAA, with the exception of internship or student teaching semesters.

MUS445 Composing in CUA, with the exception of internship or student teaching semesters.  
 † Students must participate in the ensemble of their principal instrument and take private instruction in their principal instrument for each semester on campus as a full time student at CUAA, with the exception of internship or student teaching semesters.

MUS205 Intro to Multimedia Product ion 2 crs.  
 \*\* Instructor permission required; students with previous piano experience may test out of prerequisites (MUS203;MUS206)

\*\* Instructor permission required; students with previous piano experience may test out of prerequisites (MUS203;MUS206)

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

MUS344 Song Writing and Arranging	3 crs.
MUS450 Worship Arts Practicum	3 crs.
Applied Lessons (Guitar/Piano/Voice) †	6 crs.
Secondary Applied Area (2 semesters)	2 crs.
MUS499 Senior Recital	2 crs.

**Additional Required Courses for LCMS Roster (opt.) ††**

REL201 Old Testament	3 crs.
REL203 New Testament	3 crs.
REL204 Biblical Theology	3 crs.
REL333 Survey of Christian Thought	3 crs.
REL404 Lutheran Confessions	3 crs.
EDU408 Teaching the Christian Faith	2 crs.
EDU445 Office of the Christian Teacher	2 crs.

**PARISH MUSIC MAJOR (Traditional or Contemporary Tracks)---60 cr.**

**Required Courses (Both Tracks)**

MUS080 Convocation*	0 crs.
MUS204 Keyboard Skills**	2 crs.
MUS205 Intro to Multimedia Production	2 crs.
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.
MUS250 Beginning Conducting	3 crs.
MUS271 Music History I (w)	3 crs.
MUS272 Music History II (w)	3 crs.
MUS351 Advanced Conducting	3 crs.
MUS430 Applying Worship Arts Leadership	3 crs.
MUS440 Worship Theology and Practice	3 crs.
MUS461 Music in Worship	3 crs.
EDU325 Choral Music Methods	2 crs.
MUS181/182/190/193/194 Ensemble †	2 crs.

\* Students must enroll in MUS080 each semester they are registered as a full time student at CUAA, with the exception of internship or student teaching semesters.

\*\* Instructor permission required; students with previous piano experience may test out of prerequisites (MUS203;MUS206)

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

†† These 18 credits are required for students who wish to be rostered with the LCMS. Some of these courses will also fulfill common core and elective core requirements.

**20<sup>th</sup> Century Elective (both tracks, choose one course)**

MUS273 Music History III (w)	3 crs.
MUS243 Music Theory IV	3 crs.

**Church Music Emphasis (Choose either Traditional or Contemporary Track)**

**Traditional Track**

MUS212 Traditional Chapel Music***	0 cr. (x4)
MUS208 Worship Arts Ensemble	0 cr. (x2)
MUS445 Composition and Arranging	3 crs.
MUS491 Parish Music Practicum	3 crs.
Applied Lessons (Organ/Piano/Voice) †	6 crs.
Secondary Applied Area (2 semesters)	2 crs.
MUS499 Senior Recital / Service Concert	2 crs.

**Contemporary Track**

MUS208 Worship Arts Ensemble	0 crs.
MUS212 Traditional Chapel Music***	0 crs.

**MUSIC MINOR, 21 cr****Required Courses:**

MUS080 Convocation ( <i>4 semesters</i> )	0 crs.
MUS240 Music Theory I	3 crs.
MUS246 Aural Theory I	1 cr.
MUS181/182/190/193/194 Ensemble	4 crs.
Applied Lessons (Studio, <i>4 semesters</i> )	4 crs.

**Music History Elective** (*select one course for 3 crs.*)

MUS172 Music Appreciation	3 crs.
MUS271 Music History I (w)	3 crs.
MUS272 Music History II (w)	3 crs.
MUS273 Music History III (w)	3 crs.

**Music Electives** (*Select 6 credits*)

MUS203 Beginning Piano I	1 cr.
MUS206 Beginning Piano II	1 cr.
MUS205 Intro to Multimedia Production	2 crs.
MUS241 Music Theory II	3 crs.
MUS247 Aural Theory II	1 cr.
MUS250 Beginning Conducting	3 crs.
MUS340 World Music	2 crs.

**MUSICAL THEATRE MINOR, 23 cr.****Music Courses:** (*11 credits*)

MUS080 Convocation ( <i>4 semesters</i> )	0 crs.
MUS240 Music Theory I	3 crs.
MUS246 Aural Theory I	1 cr.
MUS175 Musical Theater Workshop ( <i>3 semesters</i> )	3 crs.
MUS211 Applied Voice (studio) ( <i>4 semesters</i> )	4 crs.

**Theater Courses:** (*12 credits*)

THTR101 Theater Practicum	3 crs.
THTR120 Introduction to Theater	3 crs.
THTR261 Acting I	3 crs.
THTR269 Musical Theater & Dance	3 crs.

**CONTEMPORARY CHRISTIAN MUSIC MINOR,  
19 cr.****Required Courses**

MUS080 Convocation ( <i>4 semesters</i> )	0 crs.
MUS207 Introduction to W.A.L.	0 crs.
MUS208 Worship Arts Ensemble ( <i>3 sem.</i> )	0 crs.
MUS240 Music Theory I	3 crs.
MUS246 Aural Theory I	1 cr.
MUS344 Song Writing & Arranging	3 crs.

**Music Electives** (*select 6 credits*)

MUS172 Music Appreciation	3 crs.
MUS205 Intro to Multimedia Production	2 crs.
MUS241 Music Theory II	3 crs.
MUS247 Aural Theory II	1 cr.
MUS340 World Music	2 crs.
MUS435 Applying Worship Arts Leadership	3 crs.

**Performance Emphasis (Piano)\***

MUS201 Applied Piano Lessons ( <i>4 sem.</i> )	4 crs.
MUS211 Applied Voice Lessons ( <i>2 sem.</i> )	2 crs.

**Performance Emphasis (Guitar)\***

MUS235 Applied Guitar Lessons ( <i>4 sem.</i> )	4 crs.
MUS211 Applied Voice Lessons ( <i>2 sem.</i> )	2 crs.

*\* Students must choose Piano OR Guitar as a performance emphasis.*

*Students should enroll in COMM105 Public Speaking to fulfil core elective requirements*

## 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 (w)	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.

## SPANISH

The Spanish minor is a relevant complement to all other areas of study. Students take Spanish to emphasize the four skills of listening, speaking, reading and writing. The mission of the department is to equip students with Spanish language skills that allow them to communicate and serve Spanish speaking populations.

### SPANISH MINOR REQUIREMENTS, 24 crs.

\*SPN 101 and 102 are taken as pre-requisites to the minor.

\*The first language course can be taken to meet the Communication and Language dimension of the Liberal Arts Core Curriculum.

The following courses (or approved equivalents), which represent 24 credits:

SPAN 201 Intermediate Spanish I	3 crs.
SPAN 202 Intermediate Spanish II	3 crs.
SPAN 301 Spanish Conversation & Composition	3 crs.
SPAN 307 Applied Linguistics	3 crs.
SPAN 331 Advanced Grammar and Composition	3 crs.
Three additional 300-level courses	9 crs

\*Students with a Spanish minor are strongly encouraged to study abroad. Most study abroad programs offer language courses that also meet general education requirements. Any student who plans to teach Spanish is **required** to study abroad as well as take a Spanish teaching methods course as well as the state certification exam for Spanish.

**Language Placement:**

CUAA does not currently use a placement test. When deciding which course should be their first Spanish course, students should use the following **GUIDE**:

- If you have NEVER taken Spanish - enroll in SPAN 101
- If you have had 1 year of high school Spanish, enroll in SPAN 102.
- If you had 2 years of high school Spanish, enroll in SPAN 201, or 102 if it has been a while.
- If you had 3 years of high school Spanish, enroll in SPAN 202, or 201 if it has been a while.
- If you had 4 years of high school Spanish, enroll in SPAN 301, or 202 if it has been a while.
- If you had 5 years of high school Spanish or AP Spanish, enroll in SPAN 301.

**Retroactive Credits**

If a student's first foreign language course at CUAA is higher than 101, the student is eligible to earn retroactive credits for the lower-level courses--up to 14 retroactive credits--as long as the student earns at least a C in the first language course he or she takes at CUW.

If a student's first Spanish course at CUAA is...

- 102, he/she earns 4 retro credits (for SPAN 101) upon earning a final grade of at least a C.
- 201, he/she earns 8 retro credits (for SPAN 101 and SPAN 102) upon earning a final grade of at least a C.
- 202, he/she earns 11 retro credits (for SPAN 101, SPAN 102, and SPAN 201) upon earning a final grade of at least a C.
- 301, he/she earns 14 retro credits (for SPAN 101, SPAN 102, SPAN 201, and SPAN 202) upon earning a final grade of at least a C.

**Retroactive foreign language credits CAN be used to fulfill the culture requirement. By taking SPAN 102 or higher you can fulfill TWO CORE REQUIREMENTS for the work and price of one.**

**Getting Retroactive Credits Added to Your Transcript:**

If a student is eligible for retroactive foreign language credits (see above), they must actually fill out a form in the Registrar's office in order for the credits to appear on the student's transcript. Since eligibility for retroactive credits depends on earning at least a C for the final course grade, **a student cannot complete the form for the retro credits until grades for that semester have posted.**

## 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 CS major also prepares students for the study of computer science at the graduate level. 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:**

CSC 150 Foundations of Computer Science  
 CSC 250 Computer Science Theory and Practice I  
 CSC 300 Computer Science Theory and Practice II  
 CSC 310 Web-Based Software Development

**COMPUTER SCIENCE MINOR, 24 crs.****Required Courses:**

CSC 150 Foundations of Computer Science  
 CSC 250 Computer Science Theory and Practice I  
 CSC 300 Computer Science Theory and Practice II  
 CSC 310 Web-Based Software Development

CSC 325 Computer Organization and Architecture I  
 CSC 350 Computer Operating Systems  
 CSC 360 Data Structures & Algorithms  
 CSC 370 Software Engineering  
 CSC 426 Data Security  
 CSC 430 Database Systems  
 CSC 440 Networking  
 CSC 470 Programming Languages  
 CSC 480 Topics in Computer Science

**Core Curriculum Requirements:**

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  
 MATH 205 Statistics I  
 MATH 220 Discrete Mathematics

Free Electives, after additional core fulfilled: 27 credits

Program total (minimum) for BS degree: **120 credits**

CSC 325 Computer Organization and Architecture I  
 CSC 360 Data Structures & Algorithms

*Electives: 6 credits*

**Two courses chosen from:**

MATH 220 Discrete Mathematics  
 CSC 350 Computer Operating Systems  
 CSC 370 Software Engineering  
 CSC 426 Data Security  
 CSC 430 Database Systems  
 CSC 440 Networking  
 CSC 470 Programming Languages  
 CSC 480 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.

### MATHEMATICS MAJOR, 40 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 325 Linear Algebra and Differential Equations	4 crs.
MATH 321 Abstract Algebra	3 crs.
MATH 331 Geometry	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.

### MATHEMATICS 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 325 Linear Algebra and Differential Equations	4 crs.
MATH 321 Abstract Algebra	3 crs.
MATH 331 Geometry	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 Athletic Training Program at Concordia University Ann Arbor prepares professional students for the National Athletic Training Association Board of Certification Examination. Upon graduation and passing the board examination, students will be qualified to work in medical clinics, physician extenders, hospitals, industrial/occupational settings, corporate setting, colleges or universities, secondary schools, school districts, professional sports, performing arts, military and law enforcement, and health/fitness clubs. Concordia University Ann Arbor is currently seeking accreditation through the Commission on Accreditation of Athletic Training Education.

Students will gain experience under the direct supervision of a Certified Athletic Trainer in the areas of injury/illness prevention and wellness protection, clinical evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation and organizational professional health and well-being.

### ATHLETIC TRAINING PROGRAM ACADEMIC PLAN

Year One			
Fall		Spring	
HHP 100 Intro to Lifetime Fitness	1	BIO 191 Anatomy & Physiology I	4
MSAT 115 Med Term for Health Prof	1	REL 110 Christian Doctrine	3
HHP 342 Nutrition for Wellness/Perfor	3	MSAT 205 First Aid & Emerg. Proced.	3
ENG 104 Intro to Writing	3	MSAT 210 Health Care Delivery	2
Communication/Language	3	MSAT 272/273 Intro to AT w/Lab	3
HHP 120 Weight Training	1	Psy 101 General Psychology	3
REL 100 The Bible	3		
CCE 140 Science and Humanity	3		
TOTAL	18	TOTAL	18
Year Two			
Fall		Spring	
BIO 192 Anatomy & Physiology II	4	HHP 375 Biomechanics	3
HHP 371 Exercise Physiology (W)	4	Faith and Life	3
MATH 205 Statistics	3	CCE 120 Western Thought & Worldview	3
CCE 110 Western Culture & Worldview (W)	3	Human Creativity and Expression	3
Society and Culture	3	CCE 130 Christian Citizen	3
		MSAT 167 Basic Taping & Wrapping	1
TOTAL	17	TOTAL	16
Year Three			
Fall		Spring	
MSAT 551 J/J2 Orthopedic Assessment & Management of LE	4	MSAT 552 J/J2 Orthopedic Assessment & Management of UE, Head, Neck, & Spine	4
MSAT 553 J/J2 Therapeutic Modalities for Athletic Injuries	3	MSAT 555 J/J2 Therapeutic Exercise	3
MSAT 554 Palpatory & Functional Anatomy for AT	3	MSAT 530 Psychosocial Aspects of Athletic Training	3
MSAT 542 Clinical Education I	3	MSAT 556 Acute Emergency Care of Athletic Injuries	3
		MSAT 543 Clinical Education II	3
TOTAL	13	TOTAL	16
Year Four			
Fall		Spring	
MSAT 544 Clinical Education III	3	MSAT 545 Clinical Education IV	3
MSAT 510 Gen. Med. Conditions Assessment & Diagnosis	3	MSAT 541 AT Seminar	1
MSAT 541 AT Seminar	1	MSAT 558 Pharmacology	3
MSN 820 Basic Stats for Healthcare Prof.	3	MSAT 559 Admin. & Org. of AT	3

MSAT 557 Advanced Injury Management	3	MSAT 569 Research Methods	3
TOTAL	13	TOTAL	13
Year Five			
Fall		Spring	
MSAT 546 Clinical Education V	3	MSAT 547 Clinical Education VI	3
MSAT 600 Thesis/ MSAT 570 Capstone	3	MSAT 600 Thesis/MSAT 570 Capstone	3
MSAT 541 AT Seminar	1	MSAT 541 AT Seminar	1
Upper Level Approved Elective	3	Upper Level Approved Elective	3
Upper Level Approved Elective	3	Upper Level Approved Elective	3
TOTAL	13	TOTAL	10

Total: 150 credits

## BIOLOGY

The Biology Major provides a comprehensive education in the natural sciences. Students not only learn the facts, concepts and principles of biology, they also learn 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, 66 crs.

#### Required Core Courses (10 crs.)

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

#### Required Biology Major Courses (42 crs.)

BIO151 Functional Human Biology 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.
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.

#### Electives - Choose a minimum of 14 crs. from the following:

BIO191 Human Anatomy & Physiology I	4 crs.
BIO192 Human Anatomy & Physiology II	4 crs.
BIO156 Environmental Science	4 crs.
BIO285 Pathophysiology	3 crs.

### BIOLOGY MINOR, 24 crs.

#### Required Core Course (4 crs)

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

BIO151 Functional Human Biology I	4 crs.
BIO152 Functional Human Biology II	4 crs.
BIO240 Zoology	4 crs.
BIO244 Botany	4 crs.
BIO348 Genetics	4 crs.
BIO156 Environmental Science	4 crs.
<i>or</i>	
BIO410 Ecology	4 crs.

BIO321 Cell Biology	4 crs.
BIO351 Immunology	3 crs.
BIO367 Ecology of Tropics	3 crs.
BIO368 Ecology of Tropics Lab	1 cr
BIO410 Ecology	4 crs.
CHEM425 Biochemistry	4 crs.
BIO430 Pharmacology	3 crs.

**Recommended Core Course:**

PSY101 General Psychology	3 crs
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**BIOMEDICAL SCIENCES MAJOR, 74 crs.**

The Biomedical Sciences Major, which combines human health sciences with Concordia University Ann Arbor's distinctive core curriculum with courses in theology, humanities and social sciences, provides students with the intellectual, scientific, and ethical tools to succeed in advanced studies in health sciences or proceed directly into the growing field of biotechnology and drug development.

**Required Core Courses: 10 credits**

CHEM 141 Gen. Chemistry I	4 crs.
MATH 205 Statistics I	3 crs.
PSY 101 Gen. Psychology	3 crs.

**Required Courses: 57 credits**

BIO 151 Functional Human Biology I	4 crs.
BIO 152 Functional Human Biology II	4 crs.
BIO 191 Human Anatomy & Physiology I	4 crs.
BIO 192 Human Anatomy & Physiology II	4 crs.
BIO 260 Microbiology	4 crs.
BIO 321 Cell Biology	4 crs.
BIO 348 Genetics	4 crs.
BIO 490 Senior Seminar ( <i>1 cr. per semester</i> )	2 crs.
CHEM 142 General Chemistry II	4 crs.
CHEM 241 Organic Chemistry I	4 crs.
CHEM 242 Organic Chemistry II	4 crs.
CHEM 425 Biochemistry	4 crs.
PHYS 151 Physics I	4 crs.
PHYS 152 Physics II	4 crs.
PHIL 350 Bioethical Dilemmas	3 crs.

**Electives—Choose a minimum of 7 crs. from the following:**

BIO 285 Pathophysiology	3 crs.
BIO 351 Immunology (w)	3 crs.
BIO 367 Ecology of the Tropics	3 crs.
BIO 430 Pharmacology	3 crs.
BIO 275 Cosmogony (w)	3 crs.

**Recommended Courses:**

SOC 101 Introduction to Sociology	3 crs.
MATH 201 Calculus I	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.
CHEM425 Biochemistry	4 crs.

## 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 Program Academic Plan

YEAR ONE			
Fall		Spring	
*HHP 171 Introduction to Exercise Science	1 cr	*BIO 192 Anatomy & Physiology II	4 crs
*MSAT 115 Med Term for Health Professions	1 cr	*HHP 130 Advanced Weight Training	2 crs
*BIO 191 Anatomy & Physiology I	4 crs	*MSAT 205 FA & Emergency Procedure	3 crs
*HHP 100 Intro to Lifetime Fitness	1 cr	*MSAT 272/273 Intro. to Athletic Training	3 crs
*HHP 120 Weight Training	1 cr	REL 110 Christian Doctrine	3 crs
ENG 104 Introduction to Writing	3 crs		
REL 100 The Bible	3 crs		
YEAR TWO			
Fall		Spring	
*HHP 371 Exercise Physiology (W)	4 crs	*HHP 265 Healthy Lifestyles	3 crs
*HHP 275 Admin & Organization of Sport	3 crs	*HHP 280 Psychology of Sport (W)	3 crs
CCE 110 Western Culture & Worldview	3 crs	CCE 120 Western Thought & Worldview	3 crs
PSY 101 General Psychology	3 crs	CCE 130 Christian Citizen	3 crs
*PHYS 151 General Physics I	4 crs	CCE 140 Science and Humanity	3 crs
YEAR THREE			
Fall		Spring	
*BUS 262 Planning New Ventures	3 crs	*HHP 350 Coaching Methods	3 crs
Society and Culture Core Course	3 crs	*HHP 373 Motor Development	3 crs
*MATH 205 Statistics	3 crs	*HHP 375 Biomechanics	3 crs
Human Creativity and Expression Core Course	3 crs	*EXS 442 Exercise Prescript. & Testing	3 crs
*HHP 342 Nutrition for Well/Perf. (W)	3 crs	Communication/Language Core Course	3 crs
YEAR FOUR			
Fall		Spring	
*HHP 410 Measurement & Eval. in Hlth & PE	3 crs	*HHP 460 Internship in Exercise Science	3-6 crs
*EXS 494 Ex. Man. for Special Populations	3 crs	*EXS 480 Design Resistance Training Program	3 crs
*HHP 475 Seminar in Exercise Science	3 crs	*HHP 495 Senior Seminar in Exercise Science	3 crs
*EXS 495 Ethical Issues in Human Performance	3 crs	Faith and Life Core Course	3 crs
Elective	3 crs	Elective	3 crs

#### \* Required Course

#### Total Required Credits: 121

The above is a recommended four-year plan. Please consult with your academic advisor when registering for courses. Core courses can be taken during any semester, including Winterim and Summer.

### Exercise Science Pre-Physical Therapy Program Academic Plan

YEAR ONE			
Fall		Spring	
*HHP 171 Introduction to Exercise Science	1 cr	**BIO 192 Anatomy & Physiology II	4 crs
*MSAT 115 Med Term for Health Professions	1 cr	*HHP 130 Advanced Weight Training	2 crs
**BIO 191 Anatomy & Physiology I	4 crs	*MSAT 205 FA & Emergency Procedure	3 crs
Communication/Language Core Course	3 crs	*MSAT 272/273 Intro. to Athletic Training	3 crs
*HHP 120 Weight Training	1 cr	REL 110 Christian Doctrine	3 crs
ENG 104 Introduction to Writing	3 crs	Society and Culture Core Course	3 crs
REL 100 The Bible	3 crs		
HHP 100 Introduction to Lifetime Fitness	1 cr		
YEAR TWO			
Fall		Spring	
*HHP 371 Exercise Physiology (W)	4 crs	*HHP 265 Healthy Lifestyles	3 crs
*HHP 275 Admin & Organization of Sport	3 crs	*HHP 280 Psychology of Sport (W)	3 crs
CCE 110 Western Culture & Worldview	3 crs	CCE 120 Western Thought & Worldview	3 crs
PSY 101 General Psychology	3 crs	CCE 140 Science and Humanity	3 crs
**PHYS 151 General Physics I	4 crs	**PHYS 152 General Physics II	3 crs
YEAR THREE			
Fall		Spring	
*BUS 262 Planning New Ventures	3 crs	*HHP 350 Coaching Methods	3 crs
**PSY 230 Lifespan Development	3 crs	*HHP 373 Motor Development	3 crs
* **MATH 205 Statistics	3 crs	*EXS 442 Exercise Prescript. & Testing	3 crs
Human Creativity and Expression Core Course	3 crs	*HHP 342 Nutrition for Well/Perf. (W)	3 crs
**CHEM 141 General Chemistry I	4 crs	**CHEM 142 General Chemistry II	4 crs
YEAR FOUR			
Fall		Spring	
*HHP 410 Measurement & Eval. in Hlth & PE	3 crs	*HHP 460 Internship in Exercise Sci.	3-6 crs
*EXS 494 Ex. Man. for Special Populations	3 crs	*EXS 480 Program Design & App	3 crs
*HHP 475 Seminar in Exercise Science	3 crs	*HHP 495 Senior Seminar in Ex. Sci.	3 crs
*EXS 495 Seminar: Current Issues in Ex. Sc.	3 crs	Faith and Life Core Course	3 crs
CCE 130 Christian Citizen Core Course	3 crs		

\* Required for Exercise Science Program

\*\* Required for Pre-Physical Therapy Program

**Total Required Credits: 130-133**

The above is a recommended four-year plan. Please consult with your academic advisor when registering for courses. Core courses can be taken during any semester, including Winterim and Summer.

## PHYSICAL SCIENCE

The Physical Science Minor is highly recommended as a complement for students seeking a Biology Major in Secondary Education and other educational majors or for liberal arts students with an interest in physical science related careers.

### PHYSICAL SCIENCE MINOR, 26 crs.

#### Required Courses:

SCI 250 Nature of Science (w)	3 crs.
CHEM 141 General Chemistry I	4 crs.
CHEM 142 General Chemistry II	4 crs.
PHYS 151 General Physics I	4 crs.
PHYS 152 General Physics II	4 crs.
<i>Choose one (1) of the following courses:</i>	
CHEM 241 Organic Chemistry I	4 crs.
CHEM 105 Elements of Gen & Bio. Chem.	4 crs.
<i>Choose one (1) of the following courses:</i>	
SCI 215 Atmospheric and Space Science	4 crs.
SCI 235 Earth Science	4 crs.
BIO 156 Environmental Science	4 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:

MATH 202 Calculus II	4 crs.
MATH 231 Linear Algebra	3 crs.
PHYS 223 Mechanics, Sound & Heat	5 crs.
MATH 201 Calculus I	4 crs.
MATH 203 Calculus III	4 crs.
MATH 341 Differential Equations	3 crs.
PHYS 224 Electricity, Magnetism & Light	5 crs.

#### \*Eastern Michigan University Required Courses:

PHY 360 Heat and Thermodynamics	4 crs.
PHY 372 Modern Physics Laboratory	1 cr.
PHY 330 Intermediate Mechanics I	3 crs.
PHY 370 Introduction to Modern Physics	3 crs.

\*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.

## THEOLOGY

### CHRISTIAN THOUGHT

The world needs leaders who have thought about the Christian faith and how best to share the Gospel with people living in an age of distraction. Christian thought is devoted to the study of the history of Christianity, Christian doctrine, Christian philosophy, apologetics, and ethics. The major and minor provide the opportunity to study the structure of Christian belief and practice. Students are equipped in mind and spirit for service to Christ in the Church and world. These programs are suitable for anyone with an interest in theology and philosophy and a sincere desire to carry out the Great Commission.

#### CHRISTIAN THOUGHT MAJOR, 33 crs.

This major requires students to complete 126 credits overall in order to satisfy the graduation requirements. Completion of a minor is optional.

##### Required Core Courses:

REL 201 Old Testament	3 crs.
REL 204 Biblical Theology	3 crs.
REL XXX 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 Major Courses:

HIST 208 History of Christianity	3 crs.
HIST 475 The Reformations	3 crs.
PHIL 334 Christ and Culture	3 crs.
PHIL 325 Christian Apologetics	3 crs.
REL 203 New Testament	3 crs.
REL 310 Religion in America Today	3 crs.
REL 376 Christian Ethics	3 crs.
____ Research methods class (HIST 385, REL 490)	3 crs.
____ Senior thesis class (HIST 490, REL 491)	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:

REL 201 Old Testament	3 crs.
REL 204 Biblical Theology	3 crs.
REL XXX 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:

HIST 208 History of Christianity	3 crs.
HIST 475 The Reformations	3 crs.
PHIL 325 Christian Apologetics	3 crs.
PHIL 334 Christ and Culture	3 crs.
REL 203 New Testament	3 crs.
REL 310 Religion in America Today	3 crs.

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

## PRE-DEACONESS PROGRAM

Since 1919, the Lutheran Church—Missouri Synod has trained women to serve as deaconesses in the congregations and other institutions of the church. They have served remarkably in education, mission, administration, and works of mercy. Currently, the LCMS trains deaconesses on both the undergraduate level at Concordia—Chicago and the graduate level at Concordia—Chicago and at both Synodical seminaries. The pre-deaconess program provides financial aid, vocational counseling, encouragement, and support to women, as well as elevating the visibility of diaconal service. Pre-deaconess students are served by the pre-seminary director.

### Course Requirements

Grade requirements: GPA of 2.50 to meet seminary admissions requirements

Core classes:

1. REL201 Old Testament
2. REL204 Biblical Theology
3. GRK 201 Greek I
4. GRK 202 Greek II

Additional courses:

1. REL 203 New Testament
2. GRK 303 Greek III

Students select one of the following majors or minors:

1. Christian Thought major or minor
2. Philosophy minor
3. Pre-Seminary major
4. Theological Languages major or minor

The other major or minor required to graduate is left to the student's discretion, though students are encouraged to match their studies with their anticipated areas of service (e.g., Family Life major, Music major or minor, Worship Arts Leadership minor, or Adolescent Studies minor).

### Program Application and Acceptance

#### Application for Entry into the Pre-Deaconess Program

Since deaconess ministry is an office of the Church of Christ, it demands individuals exhibiting the highest level of talent, personal knowledge, aptitude, skill, and Christian character. For this reason the following criteria have been established for acceptance into the Pre-Deaconess Program. Application is generally made in the second semester of the sophomore year.

1. Successful completion of a minimum of 45 semester hours of credit.
2. CGPA of 2.5 on a 4.0 scale. (Probationary acceptance may be given to students with a CGPA of at least 2.0 if other requirements are met.)
3. Evidence of proficiency in English appropriate to the pre-seminary program.
4. Submission of a completed application form, available from the pre-seminary director.
5. Completion of basic theology courses.
6. Exhibition of 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 program may re-apply up to two more times.

#### Program Continuation

To maintain "good standing" status in the pre-deaconess program, a student must maintain a 2.5 CGPA.

## PRE-SEMINARY PROGRAM

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.

Students must have a minimum of 126 credits in order to graduate as part of the pre-seminary program.

### 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 program students take the "church worker" classes in the core (REL201 Old Testament, REL203 New Testament, REL204 Biblical Theology) as well as either the Theological Languages major or minor.

## PRE-SEMINARY STUDIES

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.

This major requires the completion of any minor and a minimum of 126 credits in order to satisfy graduation requirements.

#### Required Core Courses:

REL 201 The Old Testament	3 crs
REL 204 Biblical Theology	3 crs
SOC 101 Intro to Sociology	3 crs
PSY 201 Interpersonal Communication	3 crs
ENG 245 Advanced Writing	3 crs
Or ENG246 Creative Writing	3 crs
GRK 201 Greek I	3 crs
GRK 202 Greek II	3 crs

#### Theology/Family Life Elective

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 203 The New Testament	3 crs
REL 404 Lutheran Confessions	3 crs.
REL 440 Worship Theology & Practice	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.
(ENG 245 or 246 can be counted in the Core, keeping the major to 33 credits.)	

#### Philosophy/Literature Elective

One of the following is recommended.

PHIL 211 Elementary Logic	3 crs
PHIL 250 Moral Philosophy	3 crs
PHIL 325 Christian Apologetics	3 crs
PHIL 350 Bioethical Dilemmas	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.

With this major, a minor is optional and 126 credits are required for graduation.

#### Required Core Courses:

REL 201 Old Testament	3 crs.
REL 204 Biblical Theology	3 crs.
SOC 101 Intro to Theology	3 crs.
PSY 201 Interpersonal Communication	3 crs.
ENG 245 Advanced Writing or ENG 245 Creative Writing	3 crs.
GRK 201 Greek I	3 crs.
GRK 202 Greek II	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.*

#### Required Theological Languages Major Courses:

*Two of the language courses below (normally GRK 201 and 202) 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.
GRK 201 Greek I	3 crs.
GRK 202 Greek II	3 crs.
Theology Elective*	3 crs.

Must include REL 203 New Testament (3 credits) and 18 credits of theological languages beyond the 6 credits of theological languages taken to fulfill the core language and culture requirements.

It is recommended that students take 12 credits each of Greek and Hebrew, but if a student cannot complete the 12 credits each of Greek and Hebrew successfully, other language courses from the Theological Languages Major can be used to fulfill the 21 required credits for this minor.

## 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 offers music courses to develop musical skills, Biblical studies to develop knowledge of worship theology, and courses in modern worship arts leadership and music technology. The WAL minor also includes practical application of skills in local congregations and the involvement in campus worship arts ensembles throughout the course of study. **The WAL minor does not lead to a rostered position in the LCMS.**

### **WORSHIP ARTS LEADERSHIP MINOR, 32 crs., plus 4 credits in performance emphasis**

#### **Required Religion Courses**

REL201 Old Testament	3 cr.
REL203 New Testament	3 cr.
REL204 Biblical Theology	3 cr.
REL333 Survey of Christian Thought	3 cr.
REL404 Lutheran Confessions	3 cr.

*(Note: some of these credits will also fulfill common core and elective core requirements)*

#### **Required Music Courses**

MUS208 Worship Arts Ensemble (4 sem.)	0 crs.
MUS240 Music Theory I	3 crs.
MUS246 Aural Theory I	1 cr.
MUS440 Worship Theology & Practice	3 crs.
MUS344 Song Writing and Arranging	2 crs.
MUS205 Intro to Multi-Media Production	2 crs.
MUS435 Applying Worship Arts Leadership	3 crs.
MUS450 Worship Arts Practicum	3 crs.

#### **Performance Emphasis (Piano, 4 credits)\***

MUS203 Beginning Piano I	1 cr.
MUS206 Beginning Piano II	1 cr.
MUS204 Keyboard Skills	2 cr.

*(Students may substitute two semesters of MUS201 Applied Piano for MUS203/206 with instructor permission)*

#### **Performance Emphasis (Guitar, 4 credits)\***

MUS203 Beginning Piano I	1 cr.
MUS235 Applied Guitar (3 sem.)	3 cr.

*\* Students must select either Piano or Guitar as a primary performance area.*

## 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.

## 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 (taken in Narrative Core)	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 (taken as Culture in Narrative Core)	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.
COMM327 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.

**THEATRICAL COMMUNICATION MINOR, 24 CRS.**

A Theatre Minor supports the mission of CU by strengthening one's faith, convictions, and action by developing necessary critical thinking, communication, and interpersonal relationship skills needed for service in the church, the world, and professional vocations. Theatre courses fulfill this by building a community of artists and creative thinkers who are working at increasing their communication and performance skills, as well as teambuilding and problem solving that can be applied to their personal and professional lives. Students entering the fields of teaching, ministry, education, business, and even the medical sciences will find the skills developed in theatre courses and theatre productions will enhance their speaking abilities and increase their effectiveness in communicating the written word to an audience. The critical analysis that is involved in all the Theatre courses is exceptional in enhancing one's ability to self-express and examine the thoughts/behaviors of others as they relate to themselves and others. Every profession today involves communication on its multiple levels and the need for understanding peers, superiors, and constituencies.

**Required Courses**

THTR 101 Theatre Practicum	1 cr.
THTR 120 Orientation to Theatre	3 crs.
THTR 231 Stagecraft	3 crs.
THTR 263 Acting I: Introduction to Acting	3 crs.
THTR 311 Drama Ministry	3 crs.
THTR 481 Theatre Internship	2 crs.
THTR 490 Senior Capstone in Theatre	3 crs.

**Elective Courses (choose one)**

THTR 100 Cultural Experience through Directed Travel Study	1-3 crs.
THTR 103 Basic Dance	3 crs.
THTR 215 Voice and Speech for the Actor	3 crs.
THTR 225 On Camera Acting	3 crs.
THTR 254 Producing Children's Theatre	3 crs.
THTR 269 Musical Theatre and Dance	3 crs.
THTR 331 Stagecraft II	3 crs.
THTR 363 Acting II: Intermediate Acting	3 crs.

**Elective Courses (choose one)**

THTR 203 Choreography for the Stage	3 crs.
THTR 310 Stage Management & Theatre Management	3 crs.
THTR 340 Theatre in Education	3 crs.
THTR 350 20 <sup>th</sup> Century American Drama	3 crs.
THTR 371 Stage Directing	3 crs.
THTR 400 Special Topics in Theatre	3 crs.
THTR 431 Playwriting & Script Analysis	3 crs.
THTR 463 Acting III: Advanced Acting	3 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 151 Functional Human Biology	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 350 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 485 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 350 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.
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### 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:

SOC 101 Introduction to Sociology	3 crs.	SOC 345 Adulthood & Aging	3 crs.
SOC 203 Contemporary Social Problems	3 crs.	SOC151 Criminology	3 crs.
SOC 175 African American Reality & Culture	3 crs.	SOC410 Research in Social Science (w)	3 crs.
SOC 451 Issues in Social Science	3 crs.		

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

SOC 333 Families in Society	3 crs.
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**LIBERAL ARTS****LIBERAL ARTS CORE (existing), 48 crs.****LIBERAL ARTS MAJOR, 56-57 crs.\_**

**Courses selected must NOT have been taken as part of the Liberal Arts Core.**

**English** (must include at least one writing course) 9crs.  
ENG 245 Advanced Writing (3 crs.)

Choose one of these three classes (3 crs.):

ENG 341 American Literature I **or**  
ENG 342 American Literature II **or**  
ENG 347 World Literature I

Choose one of these three classes (3 crs.):

ENG 344 English Literature I **or**  
ENG 345 English Literature II **or**  
ENG 465 Shakespeare

**History** 6 crs.

HIST 153 American Civilization  
HIST 163 Non-Western World  
HIST 385 Historical Methods

**Mathematics/Computer Science** 6 crs.

Select from:

MATH 128 College Algebra  
MATH 150 Trigonometry  
MATH 201 Calculus I  
MATH 202 Calculus II  
MATH 203 Calculus III  
MATH 205 Statistics I  
MATH 305 Statistics II  
CSC 150 Foundations of Computer Science (must precede other CS courses)  
CSC 175 Advanced Software Applications  
CSC 180 Readings in Science and Technology  
CSC 200 Foundations of Programming

**Communication** 3 crs.

COMM 105 Public Speaking or  
COMM 201 Interpersonal Communication

**Art/Music/Theatre** 6 crs.

Select from:

MUS 171 Creative Arts Music

MUS 240 Music Theory I  
Music Ensembles  
ART 2xx Studio Courses at the 200 level or above

**Physical Development** 2 crs.

Select from:

HHP 105 Introduction to Lifetime Fitness (Wellness Program)  
HHP 265 Healthy Lifestyles  
HHP 280 Psychology of Sport  
HHP 342 Nutrition and Wellness  
HHP 371 Exercise Physiology  
HHP 373 Motor Development  
Any combination of Activity courses

**Language** 6 crs.

Any two course sequence in a single language.

**Theology** 6 crs.

Any REL courses other than the basic courses in biblical content or doctrine (i.e., other than REL 100, 110, 201, 203, 204), and without substituting courses that also fulfill the third core theology course.

Suggested:

REL 310 Religion in America Today  
REL 333 A Survey of Christian Thought  
REL 376 Christian Ethics  
REL 410 World Religions

**Philosophy** 3 crs.

If a PHIL course was taken to satisfy the core philosophy requirement, then select any other PHIL course in the 200-300 range.

**Natural Science** (BIO 100 for core) 3-4 crs.

BIO 156 Environmental Science  
BIO 367 Ecology of the Tropics  
SCI 235 Earth Science  
SCI 215 Atmospheric & Space Science  
SCI 246 Oceanography

**Social Science** 3 crs.

SOC 203 Contemporary Social Problems

**Senior Seminar** (in selected discipline) 3 crs.

## CLASSICAL EDUCATION

The classical education program is intended to prepare students who wish to teach in schools and academies which have adopted a classical paradigm for their curricula and principles of pedagogy. It consists of a Classical Studies Major (giving a solid grounding in classical learning) and a Classical Pedagogy Minor, which provides training in distinctively classical principles of instruction and methods of learning. Although the minor is not intended as a discrete course of study, any student may select the major without the minor in order to gain foundational knowledge in the classical world. By themselves, the Major and Minor do not lead to DPI certification or a Lutheran Teacher Diploma. Students who wish to attain DPI certification will need to take a second DPI-certifiable major and the classes required for post-baccalaureate certification at graduation or thereafter.

### Core requirements for classical education program: 18 crs.

Classical Education students should take the church work track in the core, with their theology elective specified as REL 333 A Survey of Christian Thought.

REL 201 The Old Testament—3 crs.  
REL 204 Biblical Theology—3 crs.

REL 333 A Survey of Christian Thought—3 crs.  
PHIL 101 Philosophy: Theory and Practice—3 crs.  
LAT (3 credits) for the language requirement—3 crs.  
LAT (3 credits) for the culture requirement—3 crs.

### Classical Studies Major: 36 Credits

- 1) 1 year of Latin (6 crs. beyond the 6 in the core).
- 2) Theology (6 crs.):  
REL 203 The New Testament (OT taken in core)—3 crs.  
REL 404 Lutheran Confessions—3 crs.
- 3) History (6 crs.) from:  
HIST 208 History of Christianity—3 crs.  
HIST 277 Byzantium—3 crs.  
HIST 322 The Classical World—3 crs.  
HIST 356 The Middle Ages—3 crs.  
HIST 358 Renaissance/Reformation Europe—3 crs.  
HIST 475 The Reformations—3 crs.
- 4) Philosophy (6 crs.) from:  
PHIL 201 Central Texts of Philosophy—3 crs.  
PHIL 211 Elementary Logic—3 crs.  
PHIL 250 Moral Philosophy—3 crs.  
PHIL 400 Ancient Philosophy—3 crs.  
PHIL 410 Mediaeval Philosophy—3 crs.  
PHIL 325 Christian Apologetics—3 crs.  
PHIL 425 Advanced Christian Apologetics—3 crs.
- 5) Literature (6 crs.) from:  
ENG 305 Advanced Grammar and Usage—3 crs.  
ENG 344 English Literature I—3 crs.  
ENG 347 World Literature I—3 crs.  
ENG 465 Shakespeare—3 crs.
- 6) Fine Arts (6 crs.) from:  
ART 285 Art History I—3 crs.  
ART 286 Art History II—3 crs. ART  
381 Aesthetics—3 crs.  
MUS 271 Music History I—3 crs.  
MUS 272 Music History II—3 crs.  
MUS 273 Music History III—3 crs.  
THTR 100 Cultural Experience through Directed Travel  
Study—3 crs.  
THTR 120 Orientation to Theater—3 crs.

**Classical Pedagogy Minor: 18 (Or 21\*) Crs.**

PSY 221 Child Development – 3 crs .

OR PSY 222 Adolescent Development – 3 crs .

PSY 305 Psychology of Teaching and Learning – 3 crs.

ENG 350 Classical and Modern Rhetoric – 3 crs .

LA 305 Teaching Methods of Classical Education – 3 crs.

HIST 401 History of Education in the Western

Tradition – 3 crs.

LEGL 325 Legal Landscape for American Schools – 3 crs.

\*REL 203 The New Testament – 3 crs. (waived if taken in the major)

Prior to their student teaching experience, all students are required to accumulate 100 hours of relevant, authentic, pre-student teaching experience (i.e., supervised classroom activities that provide practical experience for the prospective teacher). For Classical Education students, these experiences should occur as much as practicable in local area classical schools and academies. Additional hours and assessments are required for those seeking licensure from the CUW School of Education.

## THE HAAB SCHOOL OF BUSINESS

**VISION STATEMENT:** The Haab School of Business emboldens a global network of transformational and collaborative Christian leaders, dedicated faculty, entrepreneurial students, and active alumni who come together to create maximum social impact through ethical practice, innovation and service.

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:

### 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 three departments within the Haab School of Business are: The Department of Business (Qualitative and Quantitative), The Department of Sport and Hospitality Business and The Department of Justice and Public Policy.

### 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.

All Business majors must complete all listed degree requirements and earn a minimum of 120 credits to graduate. Sport & Hospitality Business majors take SEM453 and SMA340 instead of BUS453 and BUS399 (see major requirements).

**All students pursuing a Business major, or minor must earn a grade of C- or better in all Business core, major, or minor courses to earn a business degree. Students wishing to double major in Business or major and minor in Business should note that only 6 credits may overlap between the Business Core, your majors and your minors. If you have more than 6 overlapping credits, you are allowed to substitute a maximum of 1 course for a related course that would not overlap.**

## UNIVERSITY CORE CURRICULUM REQUIREMENTS

COMMON CORE (18 Credits)		
Course No.	Course Title	Credits
REL100 (or REL201 and 203)	The Bible	3
REL110 (or REL204)	Christian Doctrine	3
CCE110	Western Culture and Worldview (W)	3
CCE120	Western Thought and Worldview	3
CCE130	The Christian Citizen	3
CCE140	Science and Humanity	3
LIBERAL ARTS DIMENSIONS (27 Credits)		
Course No.	Course Title	Credits
<b>A. Faith and Life (3 credits)</b>		
	Any REL course >204	3
<b>B. Society and Culture (3 credits)</b>		
	Any History, Political Science, Economics, Sociology, or Cross-Cultural course	3
<b>C. Natural World (7 credits)</b>		
	Natural Science Lab Course	4
	Math or Computer Science	3
<b>D. Communication and Language (6 credits)</b>		
ENG104	Introduction to Writing	3
	Any Communication or Modern Language Course	3
<b>E. Human Beings and Being Human (5 credits)</b>		
HHP100	Introduction to Lifetime Fitness	1
	HHP Activity Course	1
	Any Psychology, Philosophy, or Legal Studies Course	3
<b>F. Human Creativity and Expression (3 credits)</b>		
	Any Art, Graphic Design, Music, Theatre Literature, or Creative Writing course	3

### Suggested first year program for the Department of Business

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 161 Business Essentials	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.
HIST103 Civilization & Worldviews-History	3 crs.	HHP 100 Intro to Lifetime Fitness	1 cr.
		PSY 101 General Psychology	3 crs.

\* For Accounting majors only

### **Suggested first year program for the Department of Justice and Public Policy (JPP)**

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

\* **FALL**

- \* JPP 102 Intro to Law Enforcement 3 crs.
- \* JPP 150 Intro to Probation and Parole 3 crs.
- \* REL 100 The Bible 3 crs.
- \* ENG 104 Intro to Writing 3 crs.
- \* CCE 130 The Christian Citizen 3 crs.

\*

\* **SPRING**

- \* JPP 103 Criminology 3 crs.
- \* JPP 104 Intro to Courts 3 crs.
- \* REL 110 The Bible 3 crs.
- \* CCE 110 Western Culture and Worldview 3crs.
- \* CCE 120 Western Thought and Worldview 3crs.

### **Suggested first year program for the Department of Sport and Hospitality Business (SHB)**

First year SHB majors are advised to enroll in the following courses

#### **Sport & Entertainment Business**

##### **1<sup>st</sup> Semester – 15 credits**

SMA 290 – Introduction to Sport & Entertainment Business  
 ENG 104 – Introduction to Writing  
 REL 100 – The Bible  
 BUS 161 – Business Essentials  
 Communication (Lib Arts Core)  
 MGMT 130 – Principles of Management  
 Arts Core)

##### **2<sup>nd</sup> Semester – 15 credits**

SMA 300 – Social Aspects of Sport  
 CCE 110 – Western Culture & Worldview  
 MKTG 131 – Principles of Marketing  
 COMM 105 – Public Speaking / COMM 201 - Interpersonal  
 PSY 101 – General Psychology / PHIL 101 – Theory and Practice (Lib

#### **Hospitality & Event Management**

##### **1<sup>st</sup> Semester – 15 credits**

HEM 290 – Introduction to Hospitality & Event Management  
 ENG 104 – Introduction to Writing  
 REL 100 – The Bible  
 BUS 161 – Business Essentials  
 Communication (Lib Arts Core)  
 MGMT 130 – Principles of Management  
 Arts Core)

##### **2<sup>nd</sup> semester – 15 credits**

CCE 110 – Western Culture & Worldview  
 MKTG 131 – Principles of Marketing  
 REL 110 – Christian Faith  
 COMM 105 – Public Speaking / COMM 201 – Interpersonal  
 PSY 101 – General Psychology / PHIL 101 – Theory and Practice (Lib

## THE BUSINESS CORE CURRICULUM - 48 CREDITS

### BUSINESS CORE

#### 45 TOTAL, 39 ACTUAL CRS.

ACCT 203 Financial Accounting 3 crs.  
 ACCT 223 Managerial Accounting 3 crs.  
 BUS 161 Business Essentials 3 crs.  
 BUS 210 Business Law I 3 crs.  
 BUS 315 Business Statistics 3 crs. (*counted in University Core*)  
 BUS 355 Management Information System 3 crs.  
 BUS 399 Internship 3 crs.  
 BUS 453 Business Policy and Ethical Decision Making 3 crs.  
 ECON 222 Macroeconomics (counted in Core) 3 crs.  
 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.

### ACCOUNTING

#### ACCOUNTING MAJOR, 21 crs.

Students may select either a "4-year, non-CPA" track and complete a minimum of 120 credit hours or they may satisfy the "5-year, 150 hour" track to qualify for the CPA exam.

##### 150-Hour CPA track\*

\*\* ACCT 310 Intermediate Accounting I 3 crs.  
 \*\* ACCT 311 Intermediate Accounting II 3 crs.  
 \*\* ACCT 323 Cost Accounting 3 crs.  
 \*\* ACCT 441 Mergers and Acquisitions 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.

Due to the rigor of the accounting profession, 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 to be awarded a bachelor's degree in accounting from Concordia University.

#### ACCOUNTING 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.

**(FIN 300 Finance can be selected as an elective by non-business majors)**

## ACCOUNTING, FORENSIC

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

### **FORENSIC ACCOUNTING MINOR, 18 CRS.**

ACCT 203 Financial Accounting 3 crs.  
 ACCT 276 Fraud Management (online course) 3 crs.  
 ACCT 310 Intermediate Accounting I 3 crs.  
 ACCT 311 Intermediate Accounting II 3 crs.  
 JPP 214 Criminal Investigations 3 crs.  
 JPP 414 White Collar Crime 3 crs.

## ACCOUNTING, MANAGERIAL

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

### **MANAGERIAL ACCOUNTING MINOR, 18 CRS.**

ACCT 203 Financial Accounting 3 crs.  
 ACCT 223 Managerial Accounting 3 crs.  
 ACCT 323 Cost Accounting 3 crs.  
 FIN300 Principles of Finance 3 crs.  
 FIN 340 Corporate Finance 3 crs.  
 Upper level Accounting or Finance Elective 3 crs.

## BUSINESS COMMUNICATION

### **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

### **BUSINESS COMMUNICATION MINOR, 18 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.  
 COMM 260 Social Media 3 crs.  
 MGMT 130 Principles of Management 3 crs.

## BUSINESS, GENERAL

### 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.

### GENERAL BUSINESS MINOR\*, 18 CRS.

ACCT 203 Financial Accounting 3 crs.

ACCT 223 Managerial Accounting 3 crs.

#### Choose four of the following courses:

BUS 210 Business Law I 3 crs.

ECON 200 Principles of Economics 3 crs.

FIN 300 Principles of Finance 3 crs.

MGMT 130 Principles of Management 3 crs.

MKTG 131 Principles of Marketing 3 crs.

#### \*Business Minor cannot be taken by Business Majors

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

\*SEB Majors take SEM453 and SMA340 instead of BUS453 and BUS399 (see major requirement).

## BUSINESS, INDIVIDUALIZED

### INDIVIDUALIZED BUSINESS MINOR, 18 CRS.

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

## ECONOMICS

### ECONOMICS MAJOR, 21 CRS.

ECON 325 Ecological Economics 3 crs.

ECON 332 An Econometric Survey 3 crs.

ECON 370 International Economics 3 crs.

FIN 320 Money and Banking 3 crs.

#### Electives: Choose three (3) of the following courses - 9 crs.

ECON 315 Macroeconomics Crises in History 3 crs.

ECON 322 Intermediate Macroeconomics 3 crs.

ECON 331 Intermediate Microeconomics 3 crs.

ECON 498 Special Topics in Economics 3 crs.

### ECONOMICS MINOR, 18 CRS.

ECON 222 Macroeconomics 3 crs.

ECON 231 Microeconomics 3 crs.

FIN 320 Money and Banking 3 crs.

ECON 315 Macroeconomic Crises in History 3 crs.

Economics Electives-Chose 2 6 crs.

#### ECON 200 cannot be used as an elective in the minor

## ENTREPRENEURSHIP

### ENTREPRENEURSHIP MAJOR - 21 CRS.

ENTR 250 Legal Landscape of Entrepreneurship -3 crs.

ENTR 262 Planning New Ventures -3 crs.

MGMT 360 Small Business Administration -3 crs.

MKTG 426 Marketing Research -3 crs.

ENTR 390 Entrepreneurship Practicum/Internship -3 crs.

#### Choose 1 of the following:

ENTR XXX Financing New Companies: Debt, Venture Capital, M&A, IPO -3 crs. NFP 335 Nonprofit Fundraising and Grant Writing-3 crs.

Choose 1 of the following:

BUS XXX Supply Chain Management -3 crs.

MGMT 340 Organizational Behavior-3 crs.  
 MKTG 345 E-commerce -3 crs.

**ENTREPRENEURSHIP MINOR, 18 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  
 MKTG 131 Principles of Marketing 3 crs.

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

MGMT 360 Small Business Administration 3 crs.

**OR**

BUS 320 Family Business Management 3crs.

**FAMILY BUSINESS**

**FAMILY BUSINESS MINOR, 18 CRS.**

BCOM 390 Conflict Management 3 crs.  
 BUS 320 Family Business Management 3 crs.  
 BUS 325 Family Business Strategic Planning 3 crs.  
 ENTR 262 Planning New Ventures 3 crs.  
 \*Family Business Personal, Professional and Leadership Development 3 crs.  
 \*Family Business Enterprise 3 crs.

\*Courses are in the process of development

**FINANCE**

**FINANCE MAJOR, 21 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 425 Securities Analysis 3 crs.  
 FIN 430 International Finance 3 crs.  
 ECON 332 An Econometric Survey 3 crs.

**FINANCE MINOR, 18 CRS.**

ACCT 203 Financial Accounting 3 crs.  
 FIN 300 Principles of Finance 3 crs.

**Choose four (4) of the following courses:**

ACCT 223 Managerial Accounting 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.  
 FIN425 Securities Analysis 3 crs.

**HOSPITALITY & EVENT BUSINESS (HBM)**

**HOSPITALITY & EVENT BUSINESS MAJOR, 33 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.  
 HEM 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 430 Sponsorship, Sales and Fundraising Strategies 3 crs.  
 HEM 453 HEM Policy 3 crs.

SEB/HEM 340 Internship 3 crs.

**HOSPITALITY & EVENT BUSINESS MINOR, 18 CRS.**

HEM 220 Concession, Catering and Vendor Operational Management 3 crs.

HEM 240 Financial Aspects of Hospitality and Event Management 3 crs.

HEM 290 Introduction to HEM 3 crs.

HEM 420 Event and Production Management 3 crs.

SEM 430 Sponsorship, Sales, & Fundraising Strategies 3 crs.

**Choose 1 of the following courses:**

HEM 230 Ceremonial Management 3 crs.

HEM 210 Special Event & Exposition Management 3 crs.

**HUMAN RESOURCE MANAGEMENT**

**HUMAN RESOURCE MANAGEMENT MINOR, 18 CRS.**

AL 266 Staffing 3 crs.

BUS 388 Compensation and Benefits 3 crs.

BUS 434 Training and Employee Development 3 crs.

MBA 615 Employment and Labor Relations (graduate course) 3 crs.

\*MGMT 336 Human Resources Management 3 crs.

**Choose one of the following courses:**

AL 269 Workplace Health and Safety 3 crs.

AL 472 Managing Change 3 crs.

\*\*BUS 399 Internship 3 crs.

\*Students that have taken MGMT336 as part of their major will take AL472.

\*\*BUS 399 Internship is available only to non-business majors

**MANAGEMENT**

**MANAGEMENT MAJOR, 21 CRS.**

BUS 422 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.

**MANAGEMENT MINOR, 18 CRS.**

BUS 210 Business Law I 3 crs.

ECON 200 Principles of Management 3 crs.

MGMT 130 Principles of Management 3 crs.

MGMT 336 Human Resource Management 3 crs.

MKTG 131 Principles of Marketing 3 crs.

**Choose one of the following courses:**

BUS 450 International Business 3 crs.

MGMT 429 Production/Operations Management 3 crs.

**MARKETING**

**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.

### **MARKETING 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.

#### **Choose three of the following courses**

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**

### **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.

### **PUBLIC RELATIONS MINOR, 18 CRS.**

BCOM 323 Intermediate Public Relations 3 crs.  
 MKGT 223 Public Relations 3 crs.  
 COMM 423 Advanced Public Relations 3 crs.  
 COMM 265 Journalism 3 crs.  
 COMM 205 Advanced Public Speaking 3 crs.  
 COMM321 Media Writing 3 crs.

#### **Suggested Core Courses to be taken in conjunction with minor:**

COMM 105 Public Speaking (taken in Narrative Core) 3 crs.  
 COMM 460 Cross Cultural Communication (taken in Narrative Core) 3 crs.  
 \*GD 100 Digital Design Fundamentals 3 crs. **OR**  
 \*GD 110 Graphic Design I 3 crs.

\*Each fulfills the Creative Arts requirement in the Elective Core, currently CUW courses only

## **SPORT & ENTERTAINMENT BUSINESS**

### **SPORT & ENTERTAINMENT BUSINESS MAJOR, 39 CRS.**

HHP 275 Administration and Organization of Sport and Entertainment 3 crs.  
 SMA 290 Introduction to Sport and Entertainment Business 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 & Entertainment 3 crs.  
 SMA 330 Sport Economics and Finance 3 crs.  
 SEB/HEM 340 Sport and Entertainment Internship 3 crs.  
 SMA 350 Marketing of Sport and Entertainment 3 crs.  
 SEM 330 Integrated Public Relations and Social Media 3 crs.  
 SEM 320 Contemporary Leadership 3 crs.  
 HEM 420 Event Management & Production 3 crs.  
 SEM 430 Sponsorship, Fundraising and Sales Strategy 3 crs.

SEM 453 Sport and Entertainment Policy (Capstone) 3 crs.

**SPORT & ENTERTAINMENT BUSINESS MINOR, 18 CRS.**

SMA 290 Introduction to Sport and Entertainment Management 3 crs.

SMA 310 Legal and Ethical Issues in Sport and Entertainment 3 crs.

SMA 350 Sport and Entertainment Marketing 3 crs.

SEM 430 Sponsorship, Sales and Fundraising Strategies 3 crs.

**Choose two of the following courses:**

SMA 300 Social Aspects of Sports and Entertainment 3 crs.

SMA 320 Facility Design and Management in Sport 3 crs.

SMA 330 Sport Economics and Finance 3 crs.

## CRIMINAL JUSTICE & PUBLIC POLICY

**CRIMINAL JUSTICE & PUBLIC POLICY MAJOR, 43 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 120 credit hours. The major consists of 43 credits. The Criminal Justice and Public Policy program does not require a minor or the business core courses.

JPP 102 Intro to Law Enforcement 3 crs.

JPP 103 Criminology 3 crs.

JPP 104 Intro to Courts 3 crs.

JPP 110 Juvenile Theory 3 crs.

JPP 150 Intro to Probation and Parole 3 crs.

JPP 206 Intro to Corrections 3 crs.

JPP 207 Substantive Criminal Law 3 crs.

JPP 214 Criminal Investigations 3 crs.

JPP 255 Stress Management 3 crs.

JPP 308 Procedural Criminal Law 3 crs.

JPP 310 Administration Law 3 crs.

JPP 311 Criminal Psychology 3 crs.

JPP 399 Internship in Criminal Justice 4 crs.

JPP 415 Ethics in Criminal Justice 3 crs.

**CRIMINAL JUSTICE & PUBLIC POLICY MINOR, 18 CRS.**

JPP 102 Intro to Law Enforcement 3 crs.

JPP 104 Introduction to Courts 3 crs.

JPP 150 Introduction to Probation & Parole 3 crs.

JPP 206 Introduction to Corrections 3 crs.

\*Student chooses two additional JPP courses 6 crs.

## PARALEGAL STUDIES MINOR/CERTIFICATE

PLGL 100 Introduction to Paralegal Studies & Ethics

PLGL 101 Legal Research & Writing I

PLGL 102 Legal Research & Writing II

PLGL 201 Civil Litigation I

Students choose 9 credits from below.

PLGL 202 Civil Litigation II

PLGL 203 E-Discovery

PLGL 207 Substantive Criminal Law\*  
PLGL 220 Contract Law  
PLGL 230 Legal Aspects of Business Organizations  
PLGL 240 Debtor and Creditor Relations  
PLGL 250 Employment Law  
PLGL 260 Real Estate Law  
PLGL 270 Wills, Trusts, and Estates  
PLGL 308 Procedural Criminal Law\*  
PLGL 310 Administrative Law  
PLGL 311 Environmental Regulation  
PLGL 320 Family Law  
PLGL 330 Insurance Law

## 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 programs in the following areas: Elementary Teacher Education, Secondary Teacher Education, K-12 Teacher Education, Early Childhood Education, Educational Studies (non-licensable), and Family Life.

### POST-BACCALAUREATE TEACHER CERTIFICATION

The post-baccalaureate teacher certification plan is designed to enable individuals who have already earned a bachelor's degree to complete requirements for teacher certification in approximately four semesters. Following initial admission to the university, transcripts are evaluated by the Coordinator of Licensure and Certification to develop an individualized degree completion plan. A minimum of 6 credits in the field(s) of specialization must be taken at Concordia.

### SCHOOL OF EDUCATION MISSION STATEMENT

The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

### 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 expand their professional knowledge, skills and dispositions

### FIELD & CLINICAL EXPERIENCES

Achievement of the program outcomes is best accomplished through frequent, intentional opportunities for teacher candidates to explore and develop them in interactions with children and exemplary teachers in diverse settings. Therefore, our programs involve a wide variety of field work experiences providing opportunities to observe, discuss and practice emerging skills and foster growth under the guidance of their mentoring teacher.

Candidates are expected to demonstrate a growing understanding of what it means to be a professional in dress, demeanor, disposition and relationships and to be a positive representative of Concordia University and the School of Education. They are expected to take seriously the

need to be on time, to be respectful of the teaching and learning in the classroom, and to be conscientious regarding absences. The ability and readiness to demonstrate these examples of professionalism are addressed and assessed throughout the program.

#### **Field work Forms required:**

- Background check
- Each semester student will submit the Disclosure Form
- Each course with field work, student will submit Field Experience Approval Plan
- Each course with field work , student will submit Self-Evaluation
- Each course with field work, student will submit Cooperating Teacher Evaluation
- Each course with field work, student will submit a summary log report

School-based clinical experiences are part of the requirements for the majority of courses. With guidance, direction, and feedback from the course instructors, these experiences provide opportunities to practice and refine teaching skills, while also developing professional dispositions. Assessment rubrics for these activities will be completed by the course instructors and/or cooperating teachers. Selected rubrics will become part of the candidate's file for use in considering qualifications for admission to the professional semester/student teaching experience.

#### **Elementary Program:**

The course requirements for the elementary teacher education program include methods courses (curriculum and instruction) in all of the content areas.

#### **Secondary & K-12 Program:**

The course requirements for the secondary teacher education program include methods courses in the major and minor (if applicable).

### **SCHEDULING FIELD BASED EXPERIENCES**

The field work coordinator will provide site placement resources, appropriate forms, deadlines and manage compliancy.

Students will receive field work information within the first week of each term. Students are responsible to follow guidelines to find appropriate field work placement per course that requires field work assignments. Prior to student attending field work, student must submit the field work approval plan. Students are to conduct field work in a classroom setting with a licensed teacher. The teacher must obtain a current teaching certificate and have a minimum of five successful years of teaching experience.

### **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 regarding such infractions, the School of Education requires all students participating in field based activities to complete a background check. Each semester student will submit the Disclosure Form. The Disclosure Form 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 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.

All undergraduate education students who are involved in fieldwork through the Teacher Education courses are required to submit to a one-time criminal background check prior to placement in fieldwork. It is required that the background check be conducted through the *CertifiedBackground.com* service. (See the Student Instructions for Background Checks Concordia University—Ann Arbor, School of Education document for complete directions and additional information.) The background check results will be on file at CUAA.

### **APPLYING FOR ADMISSION & CERTIFICATION**

The School of Education Dean is responsible for making final decisions regarding admission and program continuance, admission into the student teaching 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:

- 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.

<i>Course</i>	<i>Field Work Assignments</i>
EDU100      Education Seminar	0
EDU220      Foundations of Education	5
EDU203      Education Technology	0
EDU214      Child Development	5
EDU303      Differentiating Instruction	5
EDU348      The Art of Teaching	5
EDU200      Admit to Program Seminar	0

- B. Professional Readiness:** Candidates must demonstrate basic competency in reading, mathematics, and writing by obtaining an SAT score of 480 on the Evidence-based Reading and Writing sections and a score of 530 on the Math sections. Satisfactory ACT, or a combination of both may be used to demonstrate basic competency. Please see 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 scheduled by the EDU200 Admit to Program Seminar instructor.
- 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. A GPA of 2.75 is required to student teach.

## THE STUDENT TEACHING SEMESTER

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

### Requirements for Admission

- A. Eligibility:** To be eligible to submit an application for student 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 and hold a cumulative grade point average of 2.75 or higher.
- B. Faculty Recommendations:** Admission into the Student Teaching 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 will be issued to students in EDU300 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 “Student 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 in their major content area. 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. Student Teaching Semester Interview:** Interviews are conducted by an individual(s) from outside of the university. The School of Education Dean and Coordinators may observe the interview. Interviews are scheduled by the School of Education Coordinators following confirmation of all requirements.
- G. Michigan Tests for Teacher Certification:** Candidates are required to take and pass the appropriate content area MTTC tests in their program, major(s) and minor(s) prior to acceptance into the Student Teaching Semester. Elementary candidates must take the elementary education test in addition to any content tests. Secondary candidates must take the tests in their major. Minor content tests are optional.

Candidates are eligible to 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 STUDENT TEACHING SITES & MENTORS

The School of Education has detailed criteria for the identification of schools and the selection of cooperating teachers chosen for Student Teaching. After interviewing each teacher candidate, the Program Coordinators will identify and assign student teaching placements. 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 their content area. School of Education policy states that passing scores on the professional readiness exam (or sufficient scores on the ACT or MME) MTTC test is 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 student teaching, each candidate’s cooperating teacher(s) and university supervisor(s) will prepare final written evaluations. These assessments specifically note success in demonstrating the School of Education’s eleven program outcomes and provides the primary basis for determining the final grade for the student 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. A photocopy of a current certificate from Red Cross or American Heart Association must be submitted during EDU300.
- D. Completion of Surveys:** Students are required to complete and submit all evaluation surveys at the end of their student teaching experience.
- E. 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.

Students who successfully complete their degree and pass the MTTC tests for their content areas have 5 years to apply for certification with the Michigan Department of Education. After 5 years, the graduate will be required to complete courses or requirements that have changed in the time since graduating, including retaking any MTTC tests, before the School of Education will be able to recommend certification.

## 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.

## 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.)

Students pursuing certification in elementary education must choose *either Option 1 OR Option 2 as described below*:

### Option 1

Option 1 consists of three components - General Studies, Professional Education Sequence and Specialty Studies (which must include a content area major).

### Option 2

Option 2 consists of four components – General Studies, Professional Education Sequence, Comprehensive Major (Elementary Education Major), and Specialty Studies - Early Childhood Education (ECE) minor, English as a Second Language minor (ESL), Spanish minor, or Special Education – Learning Disabilities major

### Lutheran Teacher Diploma

Completion of an additional component, the Lutheran Teacher Diploma (LTD) requirements, certifies the candidate to serve as a called worker in the teaching ministry of the Lutheran Church-Missouri Synod.

The following charts outline these components:

Elementary Education Program-Option 1								2018-2019
STATE ENDORSEMENT CODE: ZG								
MTTC TEST CODE: 103								123-133 CREDITS
Course #	Course Title	Credits	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites
<b>Planned Elementary Minor (*21 credits fulfill the Core Requirement)</b>								<b>40 credits</b>
HIST103*	Civilizations and Worldviews	3		X	X	X	X	
HIST153	American Civilization Survey	3			X		X	
HIST223	Michigan History	3						
GEOG220*	Cultural Geography	3		X		X		
POLS201*	American Government	3		X	X	X	X	
MATH119*	Number Sense: Teaching pre K-9	3		X		X		
MATH120*	Data & Space: Teaching pre K-9	3			X		X	
SCI100*	Integrated Science for Elementary Teachers	4		X		X		
SCI250*	Nature of Science (w)	3			X		X	
ENG315	Contemporary Mosaic	3			X		X	
LAN437	Children's Literature	3		X		X		
EDU425	Music for Elementary Teachers	2			X		X	
EDU426	Visual Arts for Elementary Teachers	2			X		X	
EDU427	Health and PE for Elementary Teachers	2			X		X	
<b>Content Area Major (Language Arts, Integrated Science, Mathematics, Social Studies)</b>								<b>37-47 credits</b>

<b>Professional Sequence</b>								
<b>Pre-Admission Courses (*6 credits fulfill the Core Requirements)</b>								<b>14 credits</b>
EDU220*	Foundations of Education	3		X	X	X	X	None
EDU100	Education Seminar	0		X	X	X	X	None
EDU203	Education Technology	1		X	X	X	X	None
EDU214*	Child Development	3		X	X	X	X	None
EDU303	Differentiating Instruction	3		X	X	X	X	None
EDU348	The Art of Teaching	4		X	X	X	X	
EDU200	Admit to Program Seminar	0		X	X	X	X	Taken semester prior to beginning Post Admit education courses
<b>Satisfactory Scores on the SAT of 480 on <u>the Evidence-Based Reading and Writing</u> and a score of 530 on Math.</b>								
<b>Post-Admission Courses</b>								<b>20 credits</b>
EDU343	Teaching Reading in the Elementary Classroom	3		X		X		Admission into program
EDU344	Teaching Struggling Readers/Writers	3			X		X	Admission into program
EDU349	Assessment for Educators	3			X		X	Admission into program
EDU350	Collaboration & Legal Issues	3		X		X		Admission into program
EDU465	Elementary Methods: Math & Science	3		X		X		Admission into program
EDU448	Elementary Methods: Language Arts & Social Studies	3			X		X	Admission into program
EDU443	Elementary Methods: Art, Music & PE	2		X		X		Admission into program
EDU300	Student Teaching Semester Seminar	0		X	X	X	X	Taken the semester prior to Student Teaching Semester
<b>MTTC Content Area Test(s) (must pass prior to student teaching)</b>								
<b>Student Teaching Experience</b>								<b>12 credits</b>
EDU441	Student Teaching Experience-Elementary	12		X	X	X	X	Completion of all SOE, major/minor, general studies coursework, pass MTTC Content Area Test(s)

## ELEMENTARY EDUCATION OPTION I: CONTENT AREA MAJORS

INTEGRATED SCIENCE MAJOR: ELEMENTARY EDUCATION							2018-2019	
STATE ENDORSEMENT CODE: DI								
MTTC TEST CODE: 093							47 credits	
Course #	Course Title	Credits	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites
<b>Science Core</b>								<b>3 credits</b>
SCI250	Nature of Science (w)	3		X	X	X	X	BIO100 or 2 years of H.S. Biology with a B- average and ENG104
BIO/CHEM490	Science Senior Seminar	2		X	X	X	X	Senior Standing, Instructor's Permission; One credit for each semester
<b>Biology Core</b>								<b>17 credits</b>
BIO410	Ecology	4				X		BIO240, BIO244 and MATH121
BIO348	Genetics	4		X				BIO100
SCI275	Cosmogony (w)	3					X	1 BIO, CHEM, or PHYS course
BIO244	Botany	4				X		BIO100
BIO240	Zoology	4			X			BIO100
<b>Chemistry Component</b>								<b>8 credits</b>
CHEM141	General Chemistry I	4		X		X		CHEM100 or 1 year H.S. Chemistry with a B- average, 2 years H.S. Algebra with a B- average or concurrent enrollment in MATH128
<b>Select one of the following courses:</b>								
CHEM105	Elements of General & Bio Chemistry	4			X			MATH121
CHEM142	General Chemistry II	4			X		X	CHEM141
<b>Physics Component</b>								<b>8 credits</b>
PHYS151	General Physics I	4		X		X		PHYS121 (or sufficient H.S. Physics & Pre-Calculus) MATH128
PHYS152	General Physics II	4			X		X	PHYS151
<b>Earth Science Component</b>								<b>11 credits</b>
SCI235	Earth Science	4			X			None
SCI215	Atmospheric & Space Science	3					X	None
BIO156	Environmental Science	4		X				BIO100 or 2 years of H.S. Biology with a B- average

LANGUAGE ARTS MAJOR: ELEMENTARY EDUCATION								2018-2019
STATE ENDORSEMENT CODE: BX								
MTTC TEST CODE: 090								42 CREDITS
Course #	Course Title	Credits	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites
<b>Required Courses</b>								<b>33 credits</b>
COMM201	Interpersonal Communication	3		X		X		
COMM327	Storytelling & Oral Histories (w)	3			X		X	
COMM250	Mass Communications	3		X		X		
EDU362	Teaching the Writer's Craft	3		X		X		EDU343, EDU348
EDU364	Teaching English Language Learners	3			X		X	Admitted to the SOE: Elementary
ENG245	Advanced Writing (w)	3			X		X	ENG104
ENG315	American Ethnic Literatures	3			X		X	ENG103, ENG104
ENG305	English Grammar & Usage	3				X		ENG104
ENG465	Shakespeare (w)	3		X		X		ENG103, ENG104
LAN435	Literature for Young Adults	3			X		X	ENG103, ENG104
LAN437	Children's Literature	3		X		X		ENG103, ENG104
<b>Electives</b>								<b>6 credits</b>
<b>Select two (6 credits) of the following courses:</b>								
ENG344	English Literature I	3		X				ENG103, ENG104
ENG345	English Literature II	3			X			ENG103, ENG104
ENG341	American Literature I (w)	3				X		ENG103, ENG104
ENG342	American Literature II (w)	3		X				ENG103, ENG104
ENG347	World Literature I	3			X			ENG103, ENG104
ENG348	World Literature II	3					X	ENG103, ENG104
<b>Senior Project</b>								<b>3 credit</b>
LAN495	Senior Seminar	3		X	X	X	X	Senior Standing & Instructor's Permission

<b>MATHEMATICS MAJOR: ELEMENTARY EDUCATION</b>								2018-2019
STATE ENDORSEMENT CODE: EX								<b>33 CREDITS</b>
MTTC TEST CODE: 089								
<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Year/Term Taken</b>	<b>Fall EVEN</b>	<b>Spring ODD</b>	<b>Fall ODD</b>	<b>Spring EVEN</b>	<b>Prerequisites</b>
<b>Required Courses</b>								<b>24 credits</b>
CSC250	Computer Science Theory & Practice	3		X		X		MATH128, MATH150 or equivalent pre-calculus coursework
MATH119	Number Sense: Teaching pre K-9	3		X		X		
MATH120	Data & Space: Teaching pre K-9	3			X		X	
MATH201	Calculus I	4		X		X		MATH128, MATH150 or equivalent pre-calculus coursework
MATH202	Calculus II	4			X		X	MATH201
MATH203	Calculus III	4		X		X		MATH202
MATH205	Statistics I	3		X	X	X	X	MATH121
<b>Choose two</b>								<b>6 credits</b>
MATH220	Discrete Mathematics	3		X		X		MATH201, CSC250
MATH325	Linear Algebra and Differential Equations	3			X		X	MATH201
MATH321	Abstract Algebra	3				X		MATH202
MATH331	Geometry	3		X				MATH202
MATH441	Real Analysis	3					X	MATH203
MATH461	Probability & Statistics	3			X			MATH203, MATH 205
<b>Senior Project</b>								<b>3 credits</b>
MATH490	Senior Seminar	3		X	X	X	X	Senior Standing, 24 credits completed in major & Instructor's Permission

SOCIAL STUDIES MAJOR: ELEMENTARY EDUCATION								2018-2019
STATE ENDORSEMENT CODE: RX								37 CREDITS
MTTC TEST CODE: 105								37 CREDITS
Course #	Course Title	Credits	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites
<b>Required Courses</b>								<b>24 credits</b>
ECON222	Micro-Economics	3						
ECON231	Macro-Economics	3						
GEOG 220	Cultural Geography	3						
GEOG_____	Geography Elective _____	3						
HIST103	Worldview: History	3						
HIST153	American Civilizations	3						
POLS201	American Government	3						
POLS_____	Upper Level Political Science _____	3						
<b>Electives</b>								<b>12 credits</b>
<p>Select a minimum of 12 credits from courses with the following prefixes:</p> <p>ECON GEOG HIST POLS PSY101 General Psychology SOC (SOC255: Urban Society Recommended)</p>								
<b>Senior Project</b>								<b>1 credits</b>
SSC490	Senior Seminar	1		X	X	X	X	Senior Standing & Instructor's Permission

ELEMENTARY EDUCATION PROGRAM-OPTION II							2018-2019	
STATE ENDORSEMENT CODE: ZG							113-123 CREDITS	
MTTC TEST CODE: 103								
Course #	Course Title	Credits	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites
<b>Comprehensive Major (*21 credits fulfill the Core Requirement)</b>								<b>47 credits</b>
HIST103*	Civilizations and Worldviews	3		X	X	X	X	
HIST153	American Civilization Survey	3						
HIST223	Michigan History	3						
GEOG220*	Cultural Geography	3						
POLS201*	American Government	3						
MATH119*	Number Sense: Teaching pre K-9	3		X		X		
MATH120*	Data & Space: Teaching pre K-9	3			X		X	
SCI100*	Integrated Science for Elementary Teachers	4						
SCI250*	Nature of Science (w)	3						
ENG365	The English Language: Its Cultural Development	3						
ENG315	American Multicultural Literature	3						
ENG437	Children's Literature	3						
SPAN101	Beginning Spanish I (or any upper level Spanish course)	4						
EDU425	Music for Elementary Teachers	2						
EDU426	Visual Arts for Elementary Teachers	2						
EDU427	Health and PE for Elementary Teachers	2						
<b>Specialty (Early Childhood, Special Education, World Languages, ESL)</b>								<b>20-30 credits</b>
<b>Professional Sequence</b>								
<b>Pre-Admission Courses (*6 credits fulfill the Core Requirement)</b>								<b>14 credits</b>
EDU100	School of Education Seminar	0						
EDU200	Admit to School of Education Seminar	0						
EDU203	Education Technology	1						
EDU220*	Foundations of Education	3						
EDU214*	Child Development	3						
EDU303	Differentiating Instruction	3						
EDU348	The Art of Teaching	4						
<b>Satisfactory Scores on the SAT of 480 on <u>the Evidence-Based Reading and Writing</u> and a score of 530 on Math</b>								
<b>Post-Admission Courses</b>								<b>20 credits</b>
EDU343	Teaching Reading in the Elementary Classroom	3		X		X		Admission to Program
EDU344	Teaching Struggling Readers/Writers	3			X		X	Admission to Program
EDU349	Assessment in the Elementary Classroom	3			X		X	Admission to Program
EDU350	Collaboration & Legal Issues	3		X		X		Admission to Program
EDU465	Elementary Methods: Math & Science	3		X		X		Admission to Program
EDU448	Elementary Methods: Language Arts & Social Studies	3			X		X	Admission to Program
EDU443	Elementary Methods: Art, Music and PE	2			X		X	Admission to Program

EDU300	Student Teaching Semester Seminar	0		X	X	X	X	Taken the semester prior to Student Teaching Experience
<b>Student Teaching Experience</b>								<b>12 credits</b>
EDU441	Student Teaching Experience-Elementary	12		X	X	X	X	Completion of all SOE, major/minor, general studies coursework, passing MTTC Content Area Test(s)

## ELEMENTARY EDUCATION OPTION II: SPECIALTY STUDIES IN ELEMENTARY EDUCATION

<b>ENGLISH AS A SECOND LANGUAGE (ESL): ELEMENTARY EDUCATION OPTION II SPECIALTY</b>								<b>2018-2019</b>
<b>STATE ENDORSEMENT CODE: NS</b>								
<b>MTTC TEST CODE: 086</b>								<b>21 CREDITS</b>
Course #	Course Title	Credits	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites
<b>Required Courses</b>								<b>21 credits</b>
EDU351	Cross Cultural Communications	3						
EDU352	Basic Linguistics	3						
EDU353	ESL Literacy	3						
EDU354	Integration of Language & Content	3						
EDU355	Assessment in ESL	3						
EDU356	Methods of Teaching in ESL	3						
EDU357	Observation, Analysis, Practicum	3						

<b>SPECIAL EDUCATION (LEARNING DISABILITIES)-ELEMENTARY EDUCATION OPTION II SPECIALTY</b>								<b>2018-2019</b>
<b>STATE ENDORSEMENT CODE: SM</b>								
<b>MTTC TEST CODE: 063</b>								<b>30 CREDITS</b>
Course #	Course Title	Credits	Year/Term Taken	Fall	Spring			Prerequisites
EDU491	Intro to Learning Disabilities	3		X				
EDU492	Special Education Legislation and Legal Guidelines	3			X			EDU491
EDU493	Meeting the Social, Emotional and Behavioral Needs of Students	3			X			EDU491
EDU495	Determining Eligibility and Designing Educational Programs	3		X				EDU491
EDU494	Collaboration with Parents, Students and Other Professionals	3		X				EDU495
EDU496	Language and Literacy	3			X			EDU495
EDU497	Math Strategies for Special Learning Needs	3			X			EDU495
EDU498	Instruction Across the Content Areas for Students with Learning Disabilities	3		X				EDU495
EDU499	Directed Teaching in Special Education	6		X	X			Completion of all courses in the SpED major

SPANISH MINOR: ELEMENTARY EDUCATION-OPTION II SPECIALTY								2018-2019
STATE ENDORSEMENT CODE: FF								
MTTC TEST CODE: 028								24 CREDITS
Course #	Course Title	Credits	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites
<b>Required Courses</b>								<b>18 credits</b>
SPAN201	Intermediate Spanish I	3						SPAN102 or 3 years of previous Spanish courses
SPAN202	Intermediate Spanish II	3						SPAN201 or 4 years of previous Spanish courses
SPAN301	Spanish Conversation & Composition	3						SPAN202 or 4 years of previous Spanish courses
SPAN307	Applied Linguistics	3						SPAN301 or Consent of Instructor
SPAN331	Advanced Grammar and Composition	3						SPAN301 or Consent of Instructor
<b>Electives (choose 6 credits)</b>								<b>6 credits</b>

\*Candidates who select Spanish as a teachable minor are **required** to study abroad.

EARLY CHILDHOOD EDUCATION MINOR: ELEMENTARY EDUCATION OPTION II SPECIALTY								2018-2019
STATE ENDORSEMENT CODE: ZS								
MTTC TEST CODE: 106								22 CREDITS
Course #	Course Title	Credits	Year/Term Taken	Fall	Spring	Fall	Spring	Prerequisites
<b>Required Courses</b>								<b>22 credits</b>
ECE201	Social foundation of Early Childhood Education	3		X		X		None
ECE250	Planning Curriculum and instruction for Young Children	3		X		X		None
ECE310	Assessment of Young Children	3			X		X	Do not take w/ECE 370
ECE315	Learning through Creative Expression in Early Childhood	2			X		X	ECE201, ECE250
ECE330	Math & Science for Young Children	2		X		X		ECE201, ECE250
ECE345	Emergent Literacy in Early Childhood Education	2			X		X	ECE201, ECE250
ECE370	Parent, School, Family & Community Partnerships in Early Childhood	3			X		X	Do not take w/ ECE 310
ECE405	Early Childhood Education Program Administration	2		X		X		ECE201, ECE250, ECE330
ECE450*	Early Childhood Practicum	2		X	X	X	X	Admitted to SOE: Elementary, ECE201, ECE250, ECE330, completion of 80% of ECE minor

\*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.

## 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 internship.

### K-12 VISUAL ART

K-12 VISUAL ART								2018-2019
STATE ENDORSEMENT CODE: LQ								
MTTC TEST CODE: 095								106 CREDITS
Course #	Course Title	CR	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites
<b>Required Courses</b>								<b>39 credits</b>
EDU100	Education Seminar	0		X		X		Take with EDU220
EDU200	Admit to Program Seminar	0		X	X	X	X	Take semester prior to taking post admit EDU courses
EDU203	Education Technology	1		X	X	X	X	
EDU220	Foundations of Education	3		X		X		
EDU214	Child Development	3		X	X	X	X	
EDU303	Differentiating Instruction	3		X	X	X	X	
EDU321*	Professional Practices in Art Education	1						
EDU322*	Philosophy of Art Education	1						
<b>*These courses can be taken at any time prior to the internship semester</b>								
EDU348	The Art of Teaching	4		X	X	X	X	Admission to SOE
EDU438	Content Area Reading (w)	3		X		X		Admission to SOE
EDU450	Teaching Art at the Elementary Level	5						Admission to SOE
EDU452	Teaching Art at the Secondary Level	5						Admission to SOE
EDU300	Professional Semester Seminar	0		X	X	X	X	Take semester prior to student teaching
EDU442	Student Teaching: K-12 Art/Music (Elementary)	7.5		X	X	X	X	Application for Student Teaching
EDU447	Student Teaching: K-12 Art/Music (Secondary)	7.5		X	X	X	X	Application for Student Teaching
<b>Art Courses and Sequence of Study</b>								
ART281	Living with the Arts (VA)	3						
GDT104	Introduction to Graphic Design (WCC)	3						

ART145	Drawing for Art Majors	3						
PHO111	Photographic Imaging (WCC)	4						
ART210	3D Design	3						ART145 or Permission
ART230	Printmaking I	3						
ART245	Drawing II	3						ART145
ART258	Ceramics I	3						ART210 or Permission
ART275	Sculpture I	3						ART210
ART341	Painting I	3						ART202
ART385 (w)	Art History I	3						ART281 & ENG104
ART386 (w)	Art History II	3						ART281 & ENG104
ART384	20 <sup>th</sup> Century Arts and Culture (VA)	3						ART280
ART450	Senior Portfolio/Show	1						SENIOR STATUS
<p>Students who select studio specializations in Painting, Printmaking, Sculpture and/or Ceramics at CUAA complete 6 credits of upper level courses in two disciplines and 9 credits of electives in addition to the specializations. Electives may be used to extend an area of specialization.</p> <p>Students who select specializations in Photographic Imaging, and Graphic Design, Digital Video Production, or 3D Animation, complete 19-21 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.</p>								<p><b>6 credits-specialization 1</b>  <b>6 credits-specialization 2</b>  <b>9 elective credits</b></p>
<b>Areas of Specialization Courses (*see catalog)</b>								<b>19-21 credits</b>

## K-12 MUSIC EDUCATION

<b>K-12 MUSIC EDUCATION MAJOR</b>								<b>2018-2019</b>
<b>STATE ENDORSEMENT CODE: JQ</b>								
<b>MTTC TEST CODE: 099</b>								<b>94 CREDITS**</b>
<b>Course #</b>	<b>Course Title</b>	<b>CR</b>	<b>Year/Term Taken</b>	<b>Fall ODD</b>	<b>Spring EVEN</b>	<b>Fall EVEN</b>	<b>Spring ODD</b>	<b>Prerequisites</b>
<b>Curriculum &amp; Instruction Music Methods</b>								<b>10 credits</b>
EDU225	Foundations of Music Education	1			X		X	None
EDU325	Choral Methods	2				X		MUS295, Admitted to SOE
EDU326	Instrumental Methods	2					X	MUS295, Admitted to SOE
EDU472	Elementary Music Methods	3		X				MUS295, Admitted to SOE
EDU473	Secondary Music Methods	2			X			MUS295, Admitted to SOE
<b>Education Sequence</b>								<b>18 credits</b>
EDU100	Education Seminar	0		X		X		None
EDU200	Admit to SOE Seminar	0		X	X	X	X	Taken semester prior to admission to program
EDU220	Foundations of Education	3		X		X		None

EDU203	Educational Technology	2		X		X		None
EDU214	Child Development	3		X	X	X	X	None
EDU303	Differentiating Instruction	3			X		X	None
EDU300	Professional Semester Seminar	0		X	X	X	X	Admitted to SOE/Taken semester prior to student teaching
EDU348	The Art of Teaching	4		X	X	X	X	
EDU438	Content Area Reading	3		X		X		Admitted to SOE
Course #	Course Title	CR	Year/Term Taken	Fall ODD	Spring EVEN	Fall EVEN	Spring ODD	Prerequisites
<b>Written/Aural Theory Sequence</b>								<b>19 credits</b>
MUS240	Music Theory I	3		X		X		MUS246 (Co-requisite)
MUS246	Aural Theory I	1		X		X		MUS240 (Co-requisite)
MUS241	Music Theory II	3			X		X	MUS240 MUS247 (Co-requisite)
MUS247	Aural Theory II	1			X		X	MUS246 MUS241 (Co-requisite)
MUS242	Music Theory III	3		X		X		MUS241 MUS248 (Co-requisite)
MUS248	Aural Theory III	1		X		X		MUS247 MUS242 (Co-requisite)
MUS243	Music Theory IV	3			X		X	MUS242 MUS251 (Co-requisite)
MUS251	Aural Theory IV	1			X		X	MUS248 MUS243 (Co-requisite)
MUS445	Composing and Arranging	3					X	MUS242, MUS248
<b>Technique Studies</b>								<b>17 credits</b>
MUS250	Beginning Conducting	3				X		MUS240, MUS246
MUS351	Advanced Conducting	3					X	MUS250
MUS204	Keyboard Skills*	2		X		X		Instructor approval
MUS358	Techniques of Teaching Percussion	2					X	None
MUS355	Voice Tech	1				X		None
MUS216	Vocal Arts Lab**	1		X		X		None
MUS356	Techniques of Teaching Brass	2		X				
Course #	Course Title	CR	Year/Term Taken	Fall ODD	Spring EVEN	Fall EVEN	Spring ODD	Prerequisites
MUS357	Techniques of Teaching Woodwinds	2			X			
MUS359	Techniques of Teaching Strings	2				X		
MUS205	Introduction to Multi Media Production	2			X		X	
*Students with no piano experience are recommended to take 2 semesters of piano class (MUS203 and MUS206) **Voice principals must take 2 semesters of MUS216; this requirement may substitute for either MUS356, MUS357 or MUS358; MUS216 is not required for instrumental principals								
<b>History, Analysis &amp; Criticism</b>								<b>11 credits</b>
MUS271	Music History I (w)	3				X		ENG104, MUS340

MUS272	Music History II	3					X	ENG104, MUS240
MUS340	World Music	2			X			MUS240
MUS273	Music History III (w)	3		X				ENG104, MUS240
<b>Performance Emphasis</b>								<b>18 credits</b>
MUS080	Convocation*	0		X	X	X	X	
MUS181 MUS182 MUS190 MUS193	Ensemble**	4		X	X	X	X	
Applied Lessons		14		X	X	X	X	
<p><i>*Students must enroll in MUS080 each semester they are registered as a full time student at CUAU, with the exception of internship or student teaching semesters.</i></p> <p><i>**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.</i></p>								
<b>Senior Seminar</b>								<b>2 credits</b>
MUS499	Senior Recital	2		X	X	X	X	Senior Standing

## 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 comprehensive of an integrated 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 REQUIRED COURSES								2018-2019 36-37 CREDITS
Course #	Course Title	CR	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites
<b>Year One</b>								<b>7 credits</b>
EDU220	Foundations of Education	3		X	X	X	X	
EDU100	Education Seminar	0		X	X	X	X	
EDU214	Child Development	3		X	X	X	X	
EDU203	Educational Technology	1		X	X	X	X	
<b>Year Two</b>								<b>7 credits</b>
EDU303	Differentiating Instruction	3			X		X	
EDU348	The Art of Teaching	4		X	X	X	X	
EDU200	Admit to Program Seminar	0		X	X	X	X	
<b>MTTC Professional Readiness Exam</b> <i>Date taken and passed:</i>								
<b>Year Three/Four</b>								<b>5-8 credits</b>
EDU438	Methods in Content Reading	3			X		X	Admission to program; Take semester following methods courses
EDU_____	Methods in (Major)	1		X		X		Admission to program
EDU_____	Methods in (Minor)	1		X		X		Admission to program
EDU460	Secondary Methods	3		X		X		Admission to program
EDU300	Student Teaching Semester Seminar	0		X	X	X	X	Admission to program
<b>Student Teaching Experience</b>								<b>12 credits</b>
EDU446	Secondary Student Teaching Experience	12		X	X	X	X	Completion of all SOE, major/minor, general studies coursework

## SUBJECT AREA SPECIALTY STUDIES – SECONDARY EDUCATION

Secondary education candidates must complete a major and a minor in a subject area that the School of Education offers certification in. Concordia's approved areas for teacher candidates in secondary education are described below.

### BIOLOGY

BIOLOGY MAJOR: SECONDARY EDUCATION								2018-2019
STATE ENDORSEMENT CODE: DA								
MTTC TEST CODE: 017								47 CREDITS
Course #	Course Title	CR	Year/Term Taken	Fall EVEN	Spring ODD	Fall EVEN	Spring EVEN	Prerequisites
<b>Science Core</b>								<b>5-6 credits</b>
SCI250	Nature of Science (w)	3		X	X	X	X	BIO100 or 2 years of H.S. Biology with a B- average and ENG104
SCI490	Science Senior Seminar	2		X	X	X	X	Senior Standing, Instructor's Permission; One credit for each semester
<b>Biology Core</b>								<b>22-24 credits</b>
BIO410	Ecology	4				X		BIO240, BIO244 and MATH121
BIO348	Genetics	4		X				BIO100, SCI250
SCI275	Cosmogony (w)	3					X	1 BIO, CHEM, or PHYS course
BIO321	Cell Biology (w)	4					X	12 credits of BIO, 8 credits of CHEM
<b>Select two of the following courses:</b>								
BIO244	Botany	4				X		BIO100, BIO191 or BIO192
BIO240	Zoology	4			X			BIO100, BIO191 or BIO192
BIO260	Microbiology	4		X				BIO100, SCI250
BIO425	Biochemistry	4			X			BIO100, CHEM242
<b>Select one of the following courses:</b>								
BIO191	Human Anatomy and Physiology I	4			X		X	BIO100, BIO192 or 2 years H.S. Biology with a B- average
BIO192	Human Anatomy and Physiology II	4		X		X		BIO100, BIO191 or 2 years H.S. Biology with a B- average
<b>Chemistry Component</b>								<b>4 credits</b>
CHEM141	General Chemistry I	4		X		X		CHEM100 or 1 year H.S. Chemistry with a B- average, 2 years H.S. Algebra with a B- average or concurrent enrollment in MATH128
<b>Physics Component</b>								<b>4 credits</b>
PHYS151	General Physics I	4		X		X		PHYS121 (or sufficient H.S. Physics & Pre-Calculus) MATH128
<b>Mathematics Component</b>								<b>3 credits</b>
MATH205	Statistics	3		X	X	X	X	
<b>Earth Science Component</b>								<b>3 credits</b>
BIO256	Environmental Science	4		X				BIO100 or 2 years of H.S. Biology with a B- average

BIOLOGY MINOR: SECONDARY EDUCATION								2018-2019
STATE ENDORSEMENT CODE: DA								
MTTC TEST CODE: 017								23 CREDITS
Course #	Course Title	CR	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites
<b>Science Core</b>								<b>3 credits</b>
SCI275	Cosmogony (w)	3	Junior or Senior		X		X	One BIO, CHEM, or PHY course
<b>Biology Core</b>								<b>20 credits</b>
BIO151	Functional Human Biology I	4	Soph.	X		X		None
BIO152	Functional Human Biology II	4	Soph.		X		X	BIO151
BIO240	Zoology	4	Soph. or later		X		X	BIO151
BIO348	Genetics	4	Junior or Senior	X		X		BIO151 and BIO152
BIO156	Environmental Science	4	Soph. or later	X				None

## CHEMISTRY

CHEMISTRY MINOR: SECONDARY EDUCATION								2018-2019
STATE ENDORSEMENT CODE: DC								
MTTC TEST CODE: 018								24 CREDITS
Course #	Course Title	CR	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites
<b>Chemistry Core</b>								
CHEM141	General Chemistry I	4			X		X	
CHEM142	General Chemistry II	4		X		X		CHEM141
CHEM225	Analytical Chemistry	4					X	CHEM142
CHEM241	Organic Chemistry I	4		X		X		CHEM142
CHEM242	Organic Chemistry II	4			X			CHEM241
CHEM425	Biochemistry	4				X		CHEM242

## 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: SECONDARY EDUCATION								2018-2019
STATE ENDORSEMENT CODE: BA								
MTTC TEST CODE: 002								33 CREDITS
Course #	Course Title	CR	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites

<b>Language Courses</b>								<b>6 credits</b>
ENG305	English Grammar and Usage	3				X		ENG103, ENG104
ENG365	English: Its Cultural Development	3			X		X	ENG103, ENG104
<b>Expression Course</b>								<b>3 credits</b>
ENG245	Advanced Writing	3			X			ENG104
<b>American Literature Courses</b>								<b>6 credits</b>
ENG341	American Literature I	3				X		ENG103, ENG104
ENG342	American Literature II	3		X				ENG103, ENG104
<b>English Literature Courses</b>								<b>6 credits</b>
ENG344	English Literature I	3		X				ENG103, ENG104
ENG345	English Literature II	3			X			ENG103, ENG104
<b>Other Required Courses</b>								<b>9 credits</b>
ENG315	American Multicultural Literatures	3			X		X	ENG103, ENG104
ENG465	Shakespeare	3		X		X		ENG103, ENG104
ENG435	Literature for Young Adults	3			X		X	ENG103, ENG104
<b>Choose One of the Following:</b>								<b>3 credits</b>
ENG347	World Literature I	3			X			ENG103, ENG104
ENG348	World Literature II	3					X	ENG103, ENG104

<b>ENGLISH MINOR: SECONDARY EDUCATION</b>								<b>2018-2019</b>
<b>STATE ENDORSEMENT CODE: BA</b>								
<b>MTTC TEST CODE: 002</b>								<b>24 CREDITS</b>
<b>Course #</b>	<b>Course Title</b>	<b>CR</b>	<b>Year/Term Taken</b>	<b>Fall EVEN</b>	<b>Spring ODD</b>	<b>Fall ODD</b>	<b>Spring EVEN</b>	<b>Prerequisites</b>
<b>Language Courses</b>								<b>6 credits</b>
ENG305	English Grammar and Usage	3				X		ENG103, ENG104
ENG365	English: Its Cultural Development	3			X			ENG103, ENG104
<b>Expression Course</b>								<b>3 credits</b>
ENG245	Advanced Writing	3			X		X	ENG104
<b>American Literature Courses</b>								<b>6 credits</b>
ENG341	American Literature I	3				X		ENG103, ENG104
ENG342	American Literature II	3		X				ENG103, ENG104
<b>English Literature Courses</b>								<b>6 credits</b>
ENG344	English Literature I	3		X				ENG103, ENG104
ENG345	English Literature II	3			X			ENG103, ENG104

<b>Other Required Courses</b>								<b>6 credits</b>
ENG315	American Multicultural Literatures	3			X		X	ENG103, ENG104

## HISTORY

<b>HISTORY MAJOR: SECONDARY EDUCATION</b>								<b>2018-2019</b>
<b>STATE ENDORSEMENT CODE: CC</b>								
<b>MTTC TEST CODE:</b>								<b>21 CREDITS</b>
Course #	Course Title	CR	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites
<b>Historical Perspective Courses</b>								<b>9 credits</b>
HIS103	Worldview: History	3		X	X	X	X	
HIS153	American Civilizations to 1877	3			X		X	
HIS154	American Civilizations since 1877	3			X			
<b>World History Courses</b>								<b>6 credits</b>
HIS163	Non-Western Survey	3			X		X	
HISXXX	World History Elective	3						
<b>United States History Courses</b>								<b>6 credits</b>
HISXXX	American History Elective	3						
HIS385	Historical Methods	3			X		X	

## INTEGRATED SCIENCE

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.

<b>INTEGRATED SCIENCE MAJOR: SECONDARY EDUCATION*</b>								<b>2018-2019</b>
<b>STATE ENDORSEMENT CODE: DI</b>								
<b>MTTC TEST CODE: 094</b>								<b>50 CREDITS</b>
Course #	Course Title	CR	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites
<b>Science Knowledge Component</b>								<b>6 credits</b>

SCI100	Science and Humanity	3	Freshman or Sophomore	X	X	X	X	None
SCI275	Cosmogony (w)	3	Junior or Senior	X		X		ENG104 and any BIO, CHEM, or PHY course
<b>Life Sciences Component</b>								<b>16 credits</b>
BIO151	Functional Human Biology I	4	Sophomore	X		X		None
BIO152	Functional Human Biology II	4	Sophomore		X		X	BIO151
BIO348	Genetics	4	Junior or Senior			X		BIO151 and BIO152
BIO410	Ecology	4	Junior or Senior			X		BIO151 and BIO152
<b>Physical Sciences Component</b>								<b>16 credits</b>
CHEM141	General Chemistry I	4	Sophomore or later	X		X		Demonstrated competency in basic algebra or MATH128
CHEM142	General Chemistry II	4	Sophomore or later		X		X	CHEM141
PHYS151	General Physics I	4	Sophomore or later	X		X		Demonstrated competency in basic algebra or MATH128
PHYS152	General Physics II	4	Sophomore or later		X		X	PHYS151
<b>Earth/Space Science Component</b>								<b>12 credits</b>
SCI235	Earth Science	4	Freshman or later		X			None
SCI215	Atmospheric and Space Science	4	Freshman or later				X	None
BIO156	Environmental Science	4	Sophomore or later	X				CHEM141

\*This is an MDE endorsed group major so no minor course of study is required to obtain teacher certification.

## 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.

<b>MATHEMATICS MAJOR: SECONDARY EDUCATION</b>								<b>2018-2019</b>	
<b>STATE ENDORSEMENT CODE: EX</b>									
<b>MTTC TEST CODE: 022</b>								<b>30 CREDITS</b>	
<b>Course #</b>	<b>Course Title</b>	<b>CR</b>	<b>Year/Term Taken</b>	<b>Fall EVEN</b>	<b>Spring ODD</b>	<b>Fall ODD</b>	<b>Spring EVEN</b>	<b>Prerequisites</b>	
<b>Required Courses</b>								<b>37 credits</b>	
MATH201	Calculus I	4		X		X		MATH128, MATH150, or equivalent pre-calculus coursework	
MATH202	Calculus II	4		X		X		MATH128, MATH150 or equivalent pre-calculus coursework	
MATH202	Calculus II	4			X		X	MATH201	
MATH205	Statistics I	3		X	X	X	X	MATH121	
MATH220	Discrete Mathematics	3		X		X		MATH201, CSC250	
MATH231	Linear Algebra and Differential Equations	4			X		X	MATH201	

MATH321	Abstract Algebra	3				X		MATH202
MATH331	Geometry	3		X				MATH202
MATH441	Real Analysis	3					X	MATH203
MATH461	Probability & Statistics	3			X			MATH203, MATH205

<b>MATHEMATICS MINOR: SECONDARY EDUCATION</b>								<b>2018-2019</b>
<b>STATE ENDORSEMENT CODE: EX</b>								
<b>MTTC TEST CODE: 022</b>								<b>23 CREDITS</b>
Course #	Course Title	CR	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites
<b>Required Courses</b>								<b>18 credits</b>
MATH201	Calculus I	4			X		X	MATH128, MATH150, or equivalent pre-calculus coursework
MATH205	Statistics I	3		X	X	X	X	MATH121
MATH220	Discrete Mathematics	3			X		X	MATH201
MATH231	Linear Algebra/Differential Equations	4			X		X	MATH202
MATH321	Abstract Algebra	3				X		MATH121
MATH331	Geometry	3		X				MATH202
MATH461	Probability and Statistics	3				X		MATH203

## PHYSICAL EDUCATION

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.

<b>PHYSICAL EDUCATION MAJOR-SECONDARY EDUCATION</b>								<b>2018-2019</b>
<b>STATE ENDORSEMENT CODE: MB</b>								
<b>MTTC TEST CODE: 044</b>								<b>33 CREDITS</b>
Course #	Course Title	CR	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites
<b>Required Courses</b>								<b>41 credits</b>
BIO191	Human Anatomy and Physiology I	4			X		X	BIO100

BIO192	Functional Anatomy and Physiology II	4		X		X		None
HHP355	Teaching Core Activities III	3				X		None
HHP356	Teaching Core Activities IV	3					X	None
HHP371	Exercise Physiology I	4		X		X		BIO191
HHP373	Motor Development	3			X		X	None
HHP375	Biomechanics	3		X		X		PHYS151
HHP410	Measurements and Evaluation on Health and PE	3		X		X		MATH205
HHP412	Adapted Physical Education	3					X	None
HHP450	Curriculum and Methods of Health Education	3		X		X		None

PHYSICAL EDUCATION MINOR-SECONDARY EDUCATION								2018-2019
STATE ENDORSEMENT CODE: MB								
MTTC TEST CODE: 044								23 CREDITS
Course #	Course Title	CR	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites
<b>Required Courses</b>								
BIO191	Human Anatomy and Physiology I	4			X		X	BIO100
HHP356	Teaching Core Activities IV	3					X	None
HHP371	Exercise Physiology I	4		X		X		BIO191
HHP373	Motor Development	3			X		X	None
HHP375	Biomechanics	4		X		X		PHYS151
HHP412	Adapted Physical Education	3					X	None
HHP450	Curriculum and Methods of Health Education	3		X		X		None

## 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.

COMPREHENSIVE GROUP SOCIAL STUDIES MAJOR: SECONDARY EDUCATION								2018-2019
STATE ENDORSEMENT CODE: RX								
MTTC TEST CODE: 084								51 CREDITS
Course #	Course Title	CR	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites
<b>Historical Perspective Courses</b>								<b>9 credits</b>
HIST103	Worldview: History	3		X	X	X	X	
HIST151	American Civilization to 1877	3			X		X	
HIST152	American Civilizations since 1877	3			X			
<b>World History Courses</b>								<b>9 credits</b>
HIST163	Non-Western Survey	3			X		X	
HIST221	The Ancient World	3			X		X	
HISTXXX	World History Elective	3						
<b>United States History Courses</b>								<b>9 credits</b>
HIST215	Civil War	3		X		X		
HIST309	Early America	3					X	
HISTXXX	American History Elective	3						
<b>Geography Courses</b>								<b>6 credits</b>
GEOG220	Cultural Geography	3		X	X	X	X	
GEOGXXX	Physical Geography Elective	3						
<b>Political Science Courses</b>								<b>6 credits</b>
POLS201	American Government	3		X	X	X	X	
POLS361	Civil Rights and Civil Liberties	3					X	
<b>Economics Courses</b>								<b>6 credits</b>
ECON222	Micro-Economics	3		X		X		
ECON231	Macro-Economics	3			X		X	
<b>Interdisciplinary Perspectives Courses</b>								<b>6 credits</b>
SOC255	Urban Society	3		X	X	X	X	
HIST385	Historical Methods	3			X		X	

## SPANISH

<b>SPANISH MINOR: SECONDARY EDUCATION *</b>								<b>2018-2019</b>
<b>STATE ENDORSEMENT CODE: FF</b>								
<b>MTTC TEST CODE: 028</b>								<b>22 CREDITS</b>
<b>Course #</b>	<b>Course Title</b>	<b>CR</b>	<b>Year/Term Taken</b>	<b>Fall EVEN</b>	<b>Spring ODD</b>	<b>Fall ODD</b>	<b>Spring EVEN</b>	<b>Prerequisites</b>
<b>Required Courses</b>								
SPAN301	Spanish Conversation and Composition	3		X		X		SPAN202 or 3 years of previous Spanish courses
SPAN307	Applied Linguistics	3			X		X	SPAN301 or 4 years of previous Spanish courses
SPAN310	History of Spanish Art	3		X		X		SPAN301 or 4 years of previous Spanish courses
SPAN321	Spanish Literature	3			X		X	SPAN301 or Consent of Instructor
SPAN331	Advanced Grammar and Composition	3		X		X		SPAN301 or consent of instructor
SPAN352	Civilization and Culture of Latin and South America	3			X		X	SPAN301 of consent of instructor
SPAN361	Civilization and Culture of Spain	3		X		X		SPAN301 or consent of instructor
EDU468	Secondary World Language Methods	1		X		X		Taken concurrently with EDU460

\*Candidates who select Spanish as a teachable minor are **required** to study abroad.

## SPECIAL EDUCATION-LEARNING DISABILITIES

<b>SPECIAL EDUCATION MAJOR (LEARNING DISABILITIES)</b>								<b>2018-2019</b>
<b>STATE ENDORSEMENT CODE: SM</b>								
<b>MTTC TEST CODE: 063</b>								<b>30 CREDITS</b>
<b>Course #</b>	<b>Course Title</b>	<b>CR</b>	<b>Year/Term Taken</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>	<b>Prerequisites</b>	
EDU491	Intro to Learning Disabilities	3			X			
EDU492	Special Education Legislation and Legal Guidelines	3		X			EDU491	
EDU493	Meeting the Social, Emotional and Behavioral Needs of Students	3		X			EDU491	
EDU495	Determining Eligibility and Designing Educational Programs	3			X		EDU491	
EDU494	Collaboration with Parents, Students and Other Professionals	3		X			EDU495	
EDU496	Language and Literacy	3			X		EDU495	
EDU497	Math Strategies for Special Learning Needs	3		X			EDU495	
EDU498	Instruction Across the Content Areas for Students with Learning Disabilities	3			X		EDU495	
EDU499	Directed Teaching in Special Education	6		X	X		Completion of all courses in the SpED major	

## LUTHERAN TEACHER DIPLOMA (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, 12 of which are included in the core curriculum, in addition to the graduation requirements for the elementary and secondary teacher education programs.

LUTHERAN TEACHER DIPLOMA									2018-2019 19 CREDITS
Course	Course Title	CR	Semester taken	ODD Fall	EVEN Spring	EVEN Fall	ODD Spring	WINT	Prerequisites
REL201	Old Testament	3		X		X			NONE
REL203	New Testament	3			X		X		REL201
REL204	Biblical Theology	3		X		X		WINT ODD	REL201, REL203
REL404	Lutheran Confessions	3			X		X	WINT EVEN	REL201, REL203, REL204
REL333	Survey of Christian Thought	3		X	X	X	X		REL201, REL203
EDU408	Teaching the Christian Faith	2		X	X	X	X		Admitted to the School of Education
EDU445	Office of the Christian Teacher	2		X	X	X	X		Admitted to the School of Education

## 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

EARLY CHILDHOOD EDUCATION MAJOR									2018-2019 38 CREDITS
Course #	Course Title	Credits	Year/Term Taken	Fall EVEN	Spring ODD	Fall ODD	Spring EVEN	Prerequisites	
<b>Required Courses</b>									<b>38 credits</b>
ECE100	The Developing Child: Birth-age 8	3		X		X		None	
ECE201	Social foundation of Early Childhood Education	3		X		X		None	
ECE250	Planning Curriculum and instruction for Young Children	3			X		X	ECE 201	
ECE260	Health, Safety and Nutrition in Early Childhood	3			X		X		
ECE300	Child Guidance and Classroom Management	3		X		X			

ECE310	Assessment of Young Children	3			X		X	ECE 250 Do not take w/ECE 370
ECE315	Learning through Creative Expression in Early Childhood	2			X		X	ECE201, ECE250
ECE325	Teaching the Exceptional and Diverse Young Child	3		X		X		
ECE330	Math & Science for Young Children	2		X		X		ECE201, ECE250
ECE345	Emergent Literacy in Early Childhood Education	2			X		X	ECE201, ECE250
ECE370	Parent, School, Family & Community Partnerships in Early Childhood	3			X		X	ECE 250 Do not take w/ ECE 310
ECE405	Early Childhood Education Program Administration	3		X		X		ECE201, ECE250, ECE330, completion of 80% of ECE major
ECE425	Seminar & Practicum in Infants and Toddler	3		X		X		
ECE450	Early Childhood Practicum	2		X	X	X	X	ECE201, ECE250, ECE330, completion of 80% of ECE major
<b>Electives</b>								
ECE 200	Play and Human Development	3		X				

## FAMILY LIFE EDUCATION

**Overview:** The intent of the program 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 Education Major is an applied field of study, with a conceptual inter-disciplinary 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 (NCFR) has certified the Family Life Education Major, thus enabling eligible graduates to seek professional certification as a CFLE -- Certified Family Life Educator.

**Required Minor:** Students majoring in Family Life Education 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. Certain classes within each minor may be taken as an elective by any Concordia student.

- The **Child Life Specialist** minor is a series of eight courses, a practicum 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 practicum 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 practicum 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 Education Major, the Community Services Minor, 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 Program 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 toward 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 Education Major or Program 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 earned at CUAA is again at or above 2.5. If a student receives a grade of “F” in a Family Life Education Major course, or a class in their vocational Minor; they will not be allowed to be placed in any assigned hospital, church, or community services learning setting until that class is retaken, or other arrangements have been made. The Family Life Education 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 learning setting until their GPA is raised to meet these set standards.

**Practicum and Intern Placements:** A general practicum placement is required for all students in the Family Life Education 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 FAM 390—Practicum in Family Life, the assignment is determined through a meeting between the student and a Family Life faculty member. Attempts will be made to align the placement site experience with the professional goals of the student.

Additional practicum experiences and Internships take place within each minor. In these instances the placement reflects the chosen minor and further prepares the student for their professional 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 minimum range of 480 to 600 hours depending on the minor chosen. 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 CUAA and the Family Life Department will individually support each student through the various steps of the *Call* process.







FAM 434	Youth Ministry Skills	3		X				Minor Declared
FAM 394	Practicum in Youth and Family Ministry	3		X	X	X	X	Admission to Family Life Program
FAM 494	Internship in Youth and Family	12		X	X	X	X	All Courses Work Completed
<b>Church Work Requirements:</b> Required of students seeking to join the roster of the Lutheran Church Missouri Synod.								<b>19 Credits</b>
REL 201	Old Testament Literature	3		X		X		Enrollment as Freshman or Transfer
REL 203	New Testament Literature	3			X		X	REL 201
REL 204	Biblical Theology	3		X		X		REL 201 and REL 203
REL 333	Survey of Christian Thought	3		X	X	X	X	REL 201 and REL 203
REL 404	Lutheran Confessions	3			X		X	REL 201, REL 203 and REL 204
EDU 408	Teaching the Christian Faith	2		X	X	X	X	Church Work Declared
EDU 445	Office of the Christian Teacher	2		X	X	X	X	Church Work Declared

## SCHOOL OF NURSING

The School of Nursing offers a traditional Undergraduate Bachelor of Science in Nursing (BSN).

### BACHELOR OF SCIENCE IN NURSING

The purpose of the Traditional Undergraduate Nursing program is to equip graduates with the professional leadership skills, expertise, caring and knowledge they need to function in a variety of health care and community settings and to work collaboratively with other disciplines in assisting individuals, families, groups and communities to achieve their full health potential. The baccalaureate program provides a broad foundation in liberal arts and nursing education. A wide variety of clinical agencies and community sites are incorporated into the learning experience. Our clinical rotations allow students to care for patients in hospitals, community organizations, homes, extended care facilities, and globally. Additionally, our state of the art facility allows us to incorporate weekly small group simulation experiences to provide the students with life-like and experiential learning opportunities.

Concordia University Wisconsin has offered a baccalaureate degree in nursing since 1982 and was accredited by the Commission on Collegiate Nursing Education (CCNE) in 2014 for another 10 years. In July 2013, a strategic alliance between CUAA and Concordia University Wisconsin (CUW) became official, and the two institutions became a single institution with two residential campuses in 2014 under the name Concordia University. Concordia University Ann Arbor started its baccalaureate degree in nursing program in August of 2016. CUAA is an additional campus location of the nursing program at Concordia University Wisconsin.

### HIGHLIGHTS

- Clinical practicums begin the second semester of the nursing curriculum (sophomore year for traditional students).
- Cross-cultural and global health experiences to several local, national and international destinations.
- Individualized attention, guidance, and tutoring services facilitate student success.
- Nursing faculty and staff possess strong clinical background and academic preparedness in nursing education.
- State of the art simulation, skills, and assessment labs.
- Fully functional simulation apartment.
- Pod-style classrooms for collaborative learning.
- Using the accredited curriculum from Concordia University Wisconsin.
- Opportunities to participate in the Student Nurses Association and Sigma Theta Tau International Honor Society.
- Financial Assistance and Scholarships are available.
- Unique orientation experience to facilitate success in the nursing program.

### CORE CURRICULUM 45 crs.

- Common Core – 18 credits
- Liberal Arts Dimension – 27 Credits
  - Rel 376, Math 128\* (or higher level), Com 201, Psych 101, and Psych 230 are required for the BSN major.

### PREREQUISET CORE REQUIRED FOR NURSING:

Once a CUAA student, these courses cannot be transferred in

- Bio 149\* Microbiology & Lab 4crs
- Bio 191\* Human Anatomy and Physiology I & Lab - 4 crs
- Bio 192\* Human Anatomy and Physiology II & Lab - 4 crs
- Chem 105\* General and Biological Chemistry – 4 crs.

\* C or Higher required for these courses

### MAJOR 61 crs.

BIO 222 Nursing Pathophysiology - 3 crs.

BIO 251 Nursing Pharmacology I - 2 crs.

BIO 255 Nursing Pharmacology II - 2 crs.

NURS 202 Gerontological Nursing - 3 crs.

NURS 203 Professional Core Foundations - 3 crs.  
 NURS 212 Gerontological Nursing Practicum - 2 crs.  
 NURS 213 Foundational Nursing Skills I - 1 cr.  
 NURS 232 Wellness Assessment - 3 crs.  
 NURS 303 Psychological Wellness - 3 crs.  
 NURS 313 Foundational Nursing Skills II - 1 cr.  
 NURS 315 Psychological Wellness Practicum - 1 cr.  
 NURS 316 Alterations in Adult Health 1 - 3 crs.  
 NURS 317 Alterations in Adult Health 1 Practicum - 2 crs.  
 NURS 335 Nursing Research - 3 crs.  
 NURS 340 Community Wellness - 3 crs.  
 NURS 341 Community Wellness Practicum - 1 cr.  
 NURS 344 Alterations in Adult Health 2 - 3 crs.  
 NURS 347 Alterations in Adult Health 2 Practicum - 2 crs.  
 NURS 403 Alterations in Adult Health 3 - 4 crs.  
 NURS 404 Alterations in Adult Health 3 Practicum - 2.5 crs.  
 NURS 422 Family Centered Nursing: Pediatrics - 3 crs.  
 NURS 423 Family Centered Nursing: Pediatrics Practicum - 1 cr.  
 NURS 425 Family Centered Nursing: OB - 3 crs.  
 NURS 426 Family Centered Nursing: OB Practicum - 1 cr.  
 NURS 440 Leadership/Management - 3 crs.  
 NURS 441 Leadership/Management Practicum - 2.5 crs.

All nursing courses must be passed with a minimum of C grade in all nursing courses (courses with a NURS prefix and BIO 222, 251, and 255). **Two nursing courses with grades < C will result in dismissal from the nursing program.** Further information is available in the Bachelor of Science Traditional Undergraduate Nursing Handbook.

#### **ENTRANCE REQUIREMENTS:**

Entrance into the program is not guaranteed

#### **TRADITIONAL UNDERGRADUATE NURSING PROGRAM ADMISSION REQUIREMENTS FOR ENTRY INTO NURSING PROGRAM**

Transfer students are required to contact the Admissions transfer counselor for Concordia's application process and timeline.

The curriculum in nursing prepares individuals for a beginning practice of professional nursing. The nursing curriculum is built around the core curriculum and collateral courses which facilitate the development of a professional nurse. The nursing major requires successful completion of both theory courses and related clinical experiences. Upon graduation, students are eligible to take the NCLEX-RN exam as part of the process to be licensed as a registered nurse (RN).

#### **Progression Policy**

##### **Traditional Freshman Students**

- Minimum Cumulative GPA  $\geq 2.75$
- Minimum C grade in the following courses:
  - Anatomy & Physiology I
  - Anatomy & Physiology II
  - Chemistry 105
  - Microbiology
  - College Algebra or higher-level math class
- Possible interview with the Nursing School dean
- English as Second Language, Language test score: TOEFL > 75 or IELTS > 6.0
- Adherence to the completion of the clinical requirements according to timeline specified in the Traditional Undergraduate Nursing Clinical Resource Guide.

#### **Transfer Students to Pre-Nursing Program**

- Transcript Review
- Letter of Good Standing
- Possible interview with the Nursing School Dean
- English as Second Language, Language test score: TOEFL > 75 or IELTS > 6 .0
- All Science and College Algebra C grade minimum
- Collateral Courses within the last five years

### **Transfer Students Directly into the Nursing Program**

- Transcript Review
- Letter of Good Standing
- Minimum Cumulative GPA  $\geq 3.00$
- Minimum B grade in the following courses taken within the last 5 years:
  - Anatomy & Physiology I
  - Anatomy & Physiology II
  - Chemistry 105
  - Microbiology
- College Algebra C grade minimum and taken within the last five years
- Possible interview with the Nursing School Dean
- English as Second Language, Language test score: TOEFL > 75 or IELTS > 6 .0
- All applications must be submitted to the admissions office by July 15th for the fall semester or December 15th for the spring semester
- Applications will be reviewed and prioritized by the School of Nursing
- The number of students accepted will be dependent upon available clinical spots
- State Certified CNA Licensed and American Heart Association BLS certified upon entry into nursing program

### **CLINICAL REQUIREMENTS**

All test results are due to be submitted into ACEMAPP by January 15 (fall entry) and August 15 (spring entry). Failure to do so will result in losing your spot in the nursing program.

- ✓ Background Check
- ✓ MMR
- ✓ Chicken Pox
- ✓ Drug Screen
- ✓ HBV (HEP B)
- ✓ Tdap
- ✓ TB Test / X-Ray
- ✓ American Heart Association Basic Life Support (BLS) for Healthcare Provider (HCP)
- ✓ Flu Vaccine

## SCHOOL OF HEALTH PROFESSIONS

### DIAGNOSTIC MEDICAL SONOGRAPHY

#### 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.

#### 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 semester of physics, 1 year of math, medical terminology, medical ethics and pathophysiology. Students must maintain a 3.0 GPA in pre professional courses and acceptance into the professional phase is not guaranteed. 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. In addition, student must complete a minimum of 40 hours of patient care experience in ultrasound prior to applying to clinical program.

#### Professional Curriculum Location

Website for more information on the clinical program: <https://www.henryford.com/hcp/med-ed/allied/sonography>  
Henry Ford Hospital, Detroit, MI

### SONOGRAPHY MAJOR, 68 credits + professional curriculum

#### CUAA Curriculum

**Completion of the entire University Core is required. The following courses are required within the Core.**

#### Liberal Arts Core:

\*\*Society and Culture: DMS 200 Medical Law and Ethics  
 \*\*Communication and Language: COMM 105 Public Speaking  
 \*\*Communication and Language: ENG 104 Introduction to Writing  
 Natural World: BIO 151 Functional Human Biology I  
 \*\*Natural World: MATH 128 College Algebra  
 Human Beings and Being Human: PSY 101 Introduction to Psychology

#### Additional Requirements

\*\*BIO191 Functional Anatomy & Physiology I  
 \*\*BIO192 Functional Anatomy & Physiology II  
 \*\*RT 312 Medical Terminology  
 BIO 152 Functional Human Biology II  
 \*\*PHYS 151 General Physics I  
 \*\*BIO 285 Pathophysiology  
 \*\*MATH XXX: Any math above Math 128

- **\*\*Must be completed before the time of application and must obtain a 3.0 GPA/Grade of B or above (no B-)**
- 3.0 cumulative GPA required by the time clinical applications are due
- 40 hours of documented patient care experience observing sonography procedures; additional hours will strengthen the application

## **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**

## **RADIOLOGIC TECHNOLOGY MAJOR, 67 credits + professional curriculum**

### **CUAA Curriculum**

**Completion of the entire University Core is required. The following courses are required within the Core.**

#### **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.
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#### **Elective Core:**

**Mathematics: MATH128 College Algebra	3 crs.
Physical Development: HHP100 Intro to Lifetime Fitness	1 crs.
Science: BIO100 Principles of Biology	4 crs.
**Social Science: PSY101 Introduction to Psychology	3 crs.

#### **Additional Requirements**

**BIO191 Human Anatomy and Physiology I	4 crs.
**BIO192 Human Anatomy and 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.

- \*\*Required courses for the RT program; Must be completed by the end of the semester before application is due (typically the 3<sup>rd</sup> semester), must achieve a grade of C or above
- Cumulative 2.7 GPA required to progress to clinicals. Clinical applications will not be accepted if a student does not have a 2.7 GPA at time of submission
- Shadowing of an RT hours required; St. John's requires 6 shadowing hours at their hospital
- Minimum ACT score of 18

## **SOCIAL WORK**

Bachelor degreed social workers (BSW) develop skills to help people navigate complex systems. They provide a wide variety of diverse services at all levels of society. BSWs work with individuals, children, families, and communities. They are often employed by local, community, international and government agencies. Social workers advocate for change and support the need for social and economic justice. Social workers practice within the guidelines of a code of ethics sponsored by the National Association of Social Workers (NASW). Students complete a two semester field education internship supervised by credentialed BSWs and MSWs. Field education is known as Signature Pedagogy. This highly structured and supervised internship provides BSW graduates with experience upon graduation, enhancing employment opportunities. Entry level licensure is available for BSW graduates in most states. Social work is a profession with many possibilities and one of the fastest growing professions in the country. More information about social work as a career can be found on the website for the National Association for Social Workers, [www.socialworkers.org](http://www.socialworkers.org). The CUAA BSW program is accredited by the Council on Social Work Education.

## **MISSION**

The mission of the Social Work Program is to prepare graduates for baccalaureate level, generalist social work practice, within the context of faith, service, and social justice. Generalist social work practice means that social work majors learn how to help others in many broad-based ways. Generalist social work practice includes helping people at all levels of practice, including individuals, families, groups, communities, and organizations, in a variety of social work or related 125 settings. Social workers use a theoretical framework to support and build on the innate capabilities of all human beings.

The mission of the Social Work Program includes the importance of a faith perspective that provides the support, energy, and commitment to make a difference in the lives of others. The mission inspires majors to use the force of their individual personal selves and professional skills in service to others and encourages majors to work for social and economic justice for those who may be forgotten or marginalized in our larger society.

Social work embraces six core values. They include the values of service, social justice, the dignity and worth of each person, the importance of human relationships, integrity, and competence. The values of human rights and the importance of scientific inquiry support these core values.

The social work curriculum promotes the social work mission by providing the theoretical concepts, a broad knowledge base, and the applied skills necessary to improve and enhance the overall well-being of others. The mission is carried out through the professional social work foundation courses which include content on social work values and ethics; human diversity; social and economic justice; populations-at-risk; human behavior in the social environment; social welfare policy and services; social work practice skills; research; and field (internship) practicum.

## **SOCIAL WORK PROGRAM GOALS**

The goals of the Concordia University Ann Arbor (CUAA) Social Work Program are to:

1. Prepare students for professional generalist practice
2. Prepare students who have developed the behaviors associated with the nine (9) competencies established by CSWE.
3. Encourage students to draw on the foundations of Christianity in faith, service, and social justice, and to provide leadership in the provision of service and solidarity for all persons, especially marginalized or oppressed groups.
4. Develop students with strong practice skills built on the knowledge base of the profession.
5. Support students in their understanding of and ability to apply the NASW Code of Ethics when practicing, and in their understanding of the relationship between the code of ethics and Christianity.
6. Prepare students who can apply research and/or evidence-based practice in practice settings, and in evaluating the effectiveness of practice and programs.

## **SOCIAL WORK PROGRAM CORE COMPETENCIES**

- Demonstrate Ethical & Professional Behavior.
- Engage Diversity and Difference in Practice.
- Advance Human Rights and Social, Economic, and Environmental Justice.
- Engage in Practice-informed Research and Research-informed Practice.
- Engage in Policy Practice.
- Engage with Individuals, Families, Groups, Organizations, and Communities.
- Assess Individuals, Families, Groups, Organizations, and Communities.
- Intervene with Individuals, Families, Groups, Organizations and Communities.
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

## **ADMISSION PROCEDURES**

Students may declare a social work major as an arriving freshman or anytime while a student in good standing at Concordia University Ann Arbor. Students who declare a social work major during their freshmen or sophomore year have the advantage of being assigned a social work faculty member as their academic advisor. Social work faculty members are available to discuss the social work major and application process with all interested students.

Students cannot enroll into Upper Division social work courses (SW 300 or SW 400 level) or begin a field placement until they have completed the application process for Upper Division Social Work Status. Students must be officially accepted for Upper Division Status by the Director of the Social Work Program. Students need to apply for Upper Division Status during the spring semester of their sophomore year and begin their Upper Division SW Foundation Courses in the fall of their junior year.

Prior to official acceptance into Upper Division Status, students are expected to take the two introductory courses, SW 225 (Social Work and Social Welfare) and SW 235 (Introduction to Child Welfare) during their freshman or sophomore year. This planning is necessary because Upper Division Social Work Foundation courses

are offered in a sequence which begins in the fall semester of the student's junior year. In rare circumstances, exceptions may be made, but additional planning and consultation are needed.

Students must receive at least a "C" in all social work courses in order to continue in the social work program. A student may repeat a course one time in an effort to improve their grade.

The process for admission to Upper Division Status for the Social Work Major is to:

- Complete SW 225 (Social Work and Social Welfare) and 235 (Introduction to Child Welfare).
- Complete MATH 205 (Statistics).
- Have a minimum cumulative grade point average of 2.5 GPA overall and a 2.75 GPA in social work courses.
- Complete an application for acceptance into Upper Division Status in the social work major. A completed application includes:
  - Completion of Application for Admission Form
  - Completion of an Upper Division Narrative (self-study)
  - Interview with the Director of the Social Work Program or other social work faculty

## **TRANSFER STUDENTS**

Transfer Students may also be accepted into Upper Division Status, if they have completed the above requirements or received approval from the Director of the Social Work Program. These students will need to review their transfer core curriculum credits with the admissions counselor and Registrar's Office. Any transfer credits related to the social work major and social science minor must be reviewed by the Director of the Social Work Program.

## **LAY MINISTRY CERTIFICATION**

A social work major, who is a member of the Lutheran Church Missouri Synod, may also earn a Lay Ministry Certificate in addition to a Bachelor Degree in Social Work (BSW). Students can obtain an application for this minor from the Lay Ministry Office. Social work majors who decide to additionally pursue the Lay Ministry minor can apply the courses required for the Lay Ministry minor to the 15 elective credits needed for the social work major and will only need an additional 6 credits to complete the Lay Ministry Minor. The Lay Ministry Internship can be obtained through the Social Work Field Placement, which is required during the student's senior year. Upon graduation in addition to their Social Work Degree (BSW), students receive a Lay Ministry Certification and are eligible to work within the Lutheran Church Missouri Synod.

## **PROGRESSION POLICY**

Students must apply to the Social Work Program for Upper Division Status during the second semester of their sophomore year. To enter the program and maintain a good standing, a student must have a cumulative GPA of at least 2.5 and a minimum GPA of 2.75 in social work classes. They must also complete an application and self-study.

## **ACCREDITATION**

Social Work Programs at the baccalaureate and master's levels are accredited by the Council on Social Work Education (CSWE). The Social Work Program at Concordia University is fully accredited by CSWE. CSWE Accreditation establishes uniform educational standards for social work students to insure students acquire the highest standards of professional training and practice. Additionally, an accredited program qualifies graduates for advanced standing in graduate programs that grant the Master of Social Work Degree (MSW). This status typically makes it possible for BSW graduates to earn an MSW in three semesters. Students who receive their BSW can also join The National Association of Social Workers (NASW), the largest professional association of social workers. Finally, students who graduate from accredited social work programs are eligible to apply and take the examination for state licensing or certification for professional social work practice. Social workers, who successfully complete the baccalaureate degree requirements at Concordia University Wisconsin, graduate from a program accredited by the Council of Social Work Education and receive a Bachelor of Social Work degree (BSW).

## **FIELD EDUCATION (INTERNSHIPS)**

## DESCRIPTION

The curriculum design for field education is incorporated in two semesters and involves the accumulation of 450 hours of fieldwork. Field experience offers students the opportunity to test and demonstrate their abilities and knowledge in a supervised educational setting. Social work majors, with upper division status, are required to enroll in SW 327 Field Education I and SW 427 Field Education II. In conjunction with Field Education, students are required to enroll in SW 328 Field Seminar I and SW 428 Field Seminar II. Participation in the seminar is to be concurrent with field education. The seminar format will provide for the integration of field experience with classroom learning through discussion and assignments.

## APPLICATION PROCESS FOR FIELD EDUCATION

Students are placed in a variety of agencies, commensurate with their expressed desires and educational needs. The placement process begins with the completion of an application. Students are required to apply for field in the second semester of their junior year.

## SOCIAL WORK PROGRAM CURRICULUM

The Social Science Minor is recommended for Social Work Majors; however, many other options are available including, but not limited to, psychology, lay ministry, Spanish, music, business, education and political science. See School of Arts and Sciences.

### Required Core Courses

Students in this program must take MATH 205, Statistics.

### Curriculum: Total 45 Credits

#### The Social Work Major

SW 225 Social Work and Social Welfare—3 crs.	SW 327 Field Education I—3 crs.
SW 235 Introduction to Child Welfare—3 crs.	SW 427 Field Education II—3 crs.
SW 306 Social Welfare Policy and Programs—3 crs.	SW 328 Field Seminar I—3 crs.
SW 310 Research Methods I—3 crs.	SW 428 Field Seminar II—3 crs.
SW 346 Human Behavior and the Social Environment I—3 crs.	SW 326 Skills and Methods of Social Work Practice I—3 crs.
SW 347 Human Behavior and the Social Environment II—3 crs.	SW 426 Skills and Methods of Social Work Practice II—3 crs.
SW 410 Research Methods II—3 crs.	SW 436 Skills and Methods of Social Work Practice III—3 crs.
SW 490 Senior Seminar/Project—3 crs.	

#### The Social Science Minor for Social Work Majors (27 Credits, 9 credits apply to Core)

PSY 101 General Psychology—3 crs.	PSY 201 Interpersonal Communications—3 crs.
SOC 101 Introduction to Sociology—3 crs.	. (Also listed as COMM 201)
ECON 222 Macroeconomics OR	PSY 230 Life Span Development—3 crs.
ECON 200 Principles of Economics—3 crs.	SW 375 Understanding Death & Dying—3 crs.
POLS Political Science—3 crs.	PSY/SOC Choose a PSY/SOC class of
(Choose one of the following POLS 101, 201, or 285)	student choice—3 crs.
COMM 105 Public Speaking—3 crs.	

Students who graduate with a BSW from Concordia Ann Arbor will be given preference for Advanced Standing at Concordia

University Wisconsin.

**Electives: Depending on the minor/double major, Social Work majors select elective credits directed towards their interests and bring their total credits to at least 126.**

**Elective Courses**

SW 245 Agency Centered Volunteer Social Work Experience – 3 crs

SW 365 Drugs, Society and Human Behavior – 3 crs

SW 375 Understanding Death and Dying – 3 crs

SW 392 Aging and the Social Environment – 3 crs

SW 425 Social Work Practice in Health Care Settings – 3 crs

SW 430 Dual Diagnosis: Co-Occurring Mental Health and Substance Abuse Disorders – 3 crs

**AFFIRMATIVE ACTION / NONDISCRIMINATION POLICY**

The Social Work program at Concordia University Ann Arbor does not discriminate on the basis of race, color, gender, age, ethnic or national origin, or physical disability in the area of student admissions to the program.

## **MICHIGAN COMMITTEE OF OVERSEERS**

**S. RUTH KOCH, CHAIRPERSON**  
DENVER, CO

**REV. TERRY CRIPE**  
DEFIANCE, OH

**MR. TERRY DONOVAN**  
MARIETTA, GA

**REV. TIMOTHY HALBOTH**  
NOVI, MI

**REV. DR. JAMISON HARDY**  
Finleyville, PA

**MR. ADAM L. HEINLEIN**  
DEWITT, MI

**DR. KARL KREFT**  
CLARENDON HILLS, IL

**REV. MARK MAAS**  
CHEYENNE, WY

**REV. DR. DAVID MAIER**  
DISTRICT PRESIDENT  
LCMS MICHIGAN DISTRICT  
BRIGHTON, MI

**REV. DANIEL MAY**  
DISTRICT PRESIDENT  
LCMS INDIANA DISTRICT  
FORT WAYNE, IN

## FULL-TIME FACULTY

ALTEVOGT, DR. BRIAN,  
PROFESSOR OF MUSIC

UNIVERSITY OF MICHIGAN, B.M.;  
UNIVERSITY OF CINCINNATI, M.M.;  
UNIVERSITY OF MICHIGAN, D.M.A.  
AT CONCORDIA SINCE 2003

BIALKOWSKI, JOEY-LYNN  
ASSISTANT PROFESSOR OF SPORT MANAGEMENT  
EXECUTIVE DIRECTOR OF CAREER ENGAGEMENT AND INDUSTRY RELATIONS

BROCK UNIVERSITY, B.S.;  
CANISIUS COLLEGE, M.S.A.  
CONCORDIA UNIVERSITY CHICAGO, ED.D.  
AT CONCORDIA SINCE 2011

BOONENBERG, DR. JOHN  
ASSISTANT PROFESSOR OF MUSIC  
DIRECTOR OF WORSHIP ARTS

UNIVERSITY OF MICHIGAN, B.M.;  
JULLIARD SCHOOL, M.M.;  
UNIVERSITY OF MICHIGAN, D.M.A.  
AT CONCORDIA SINCE 2017

CHLEBOS, DANIEL  
ASSISTANT PROFESSOR OF CRIMINAL JUSTICE  
CAMPUS LEAD, JUSTICE AND PUBLIC POLICY PROGRAM  
CONCORDIA COLLEGE ANN ARBOR, B.A.;  
UNIVERSITY OF WISCONSIN-PLATTEVILLE, M.S.  
AT CONCORDIA SINCE 2007

CHUHRAN, KYLE  
ASSISTANT PROFESSOR OF EDUCATION  
COORDINATOR OF ELEMENTARY EDUCATION PROGRAM  
CONCORDIA UNIVERSITY ANN ARBOR, B.A.  
CONCORDIA UNIVERSITY WISCONSIN, M.S.  
AT CONCORDIA SINCE 2014

CLEMONS, DR. RENEE  
ASSISTANT PROFESSOR OF NURSING  
UNIVERSITY OF MICHIGAN—FLINT, BSN  
UNIVERSITY OF MICHIGAN, D.N.P.  
AT CONCORDIA SINCE 2018

FENSKE, DR. CYNTHIA  
ASSOCIATE PROFESSOR OF NURSING  
CAMPUS DEAN OF SCHOOL OF NURSING  
VALPARAISO UNIVERSITY, B.S.N.  
UNIVERSITY OF MICHIGAN, M.S.N.  
OAKLAND UNIVERSITY, D.N.P.  
AT CONCORDIA SINCE 2015

FIETEN, JENNIFER  
 ASSISTANT PROFESSOR OF FAMILY LIFE EDUCATION  
 CHILD LIFE COORDINATOR  
 AT CONCORDIA SINCE 2017

FREUDENBURG, BEN  
 ASSISTANT PROFESSOR OF FAMILY LIFE  
 DIRECTOR OF THE CONCORDIA CENTER FOR THE FAMILY.  
 CONCORDIA COLLEGE, SEWARD, B.S. IN ED., M.S.  
 AT CONCORDIA SINCE 2004

GIACOMAZZI, AMBER  
 ASSISTANT PROFESOR OF HEALTH AND HUMAN PERFORMANCE & ATHLETIC TRAINING  
 CALIFORNIA STATE UNIVERSITY, B.S.  
 CALIFORNIA STATE UNIVERSITY, M.S.  
 AT CONCORDIA SINCE 2016

GONZALEZ, JORGE  
 ASSISTANT PROFESSOR OF BUSINESS  
 INDUSTRIAL ENGINEERING, UNIVERSIDAD DE LOS ANDES, BOGOTA, B.S.;  
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## 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 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 ARE ANALYZED. MAJOR CHANGES IN TAXATION WITH RECENT ADOPTION OF THE TAX CUTS AND JOBS ACT (TCJA) AND/OR ANY FUTURE LEGISLATION/CHANGES/AMENDMENTS WILL BE STRESSED. PREREQUISITE: WITH A MINIMUM GRADE OF C IN ACCT 311.

**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. MAJOR CHANGES IN TAXATION WITH ADOPTION OF THE TAX CUTS AND JOBS ACT (TCJA), AND/OR ANY FUTURE LEGISLATION/CHANGES/AMENDMENTS WILL BE STRESSED. WILL BE STRESSED. PREREQUISITE: WITH A MINIMUM GRADE OF C IN ACCT 350."

**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.

#### ANTHROPOLOGY

**ANTH 201 CULTURAL ANTHROPOLOGY** SEEKS TO DEPICT AND EXPLAIN THE DIVERSE AND UNIVERSAL CHARACTERISTICS OF HUMAN BEHAVIOR WITH REGARD TO ECOLOGICAL AND SOCIO-CULTURAL FACTORS SUCH AS LANGUAGE, GENDER ROLES, MARRIAGE/FAMILY PRACTICES, MODES OF SUBSISTENCE, POLITICAL AND ECONOMIC STRUCTURES, RELIGION, AND ART. THE STUDENTS WILL PARTICIPATE IN ETHNOGRAPHIC RESEARCH THROUGH PERSONAL FIELDWORK EXPERIENCE AND INTERACTIVE MULTIMEDIA WITH APPLICATION TO CURRENT ISSUES IN ANTHROPOLOGY TODAY. 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. STUDIO FEE. PREREQUISITE: NONE. 3 CREDITS.

**ART 111 2D COMPOSITION** IS GEARED TO THE SPECIFIC NEEDS OF GRAPHIC DESIGN, ILLUSTRATION, PHOTOGRAPHY, ART AND COMMUNICATION MAJORS. STUDENTS PROGRESS THROUGH AN ACCELERATED SERIES OF EXERCISES IN BLACK AND WHITE MEDIA IN ORDER TO ACQUIRE THE LANGUAGE OF DESIGN AND SUCCESSFULLY USE IT TO MANIPULATE EXISTENT IMAGERY, CREATE ORIGINAL DESINGS AND APPLY DESIGN PRINCIPLES TO VISUAL COMMUNICATION. INCLUDES EXPERIENCE WITH DIGITAL MEDIA. STUDIO FEE. PREREQUISITE: NONE. PREREQUISITE: NONE. 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: STUDENT MUST BE AN ART DEPARTMENT MAJOR OR RECEIVE CONSENT OF INSTRUCTOR. 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. PREREQUISITE: NONE. 3 CREDITS

**ART 170 CERAMICS FUNDAMENTALS** 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. FULFILLS THE CREATIVE ARTS REQUIREMENT IN ELECTIVE CORE. PREREQUISITE: NONE. 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 145 OR CONSENT OF INSTRUCTOR. STUDIO FEE. 3 CREDITS.

**ART 230 PRINTMAKING STUDIO I** OFFERS STUDIO EXPERIENCE IN BASIC PRINTMAKING PROCESSES INCLUDING MONOTYPE, RELIEF, REDUCTION, INTAGLIO, AND SILKSCREEN TO EXTEND THEIR VISUAL COMMUNICATION SILLS AND PRODUCE LIMITED OR MULTIPLE EDITION PRINTS. PREREQUISITE: ART 245 OR CONSENT OF INSTRUCTOR. STUDIO FEE. 3 CREDITS.

**ART 246 COLOR MEDIA & DYNAMICS** PROVIDES DRAWING INSTRUCTION IN A WIDE RANGE OF MEDIA BUILDING ON SKILLS GAINED IN ART 145. STUDENTS ADDRESS PERCEPTUAL AND CONCEPTUAL PROBLEMS THROUGH THE USE OF GOUACHE, COLORED PENCIL, PASTEL, CONTE, AND OTHER SELECTED MEDIA. PREREQUISITE: ART 145 OR CONSENT OF THE INSTRUCTOR. 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. PREREQUISITE: ART 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 210 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 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. FULFILLS CREATIVE ARTS REQUIREMENTS IN THE ELECTIVE CORE AND THE REQUIREMENT FOR THE VISUAL ART EDUCATION MAJOR - K-12 TEACHER EDUCATION PROGRAM. STUDIO FEE. 3 CREDITS.

**ART 285 ART HISTORY I** STUDIES THE MAJOR STYLISTIC PERIODS IN THE HISTORY OF ART, PREHISTORY TO EARLY RENAISSANCE, AS VIEWED FROM OUR PERSPECTIVE WITHIN WESTERN CIVILIZATION. EMPHASIS IS PLACED ON THE EVENTS, FORCES, PERSONALITIES, PHILOSOPHIES AND BELIEFS UNDERLYING EACH SUCCESSIVE STYLE, GENERATING A STRUCTURE FOR INTERPRETATION AND EVALUATION. OFFERED ONLY IN FALL SEMESTER. THIS COURSE DOES NOT HAVE TO BE TAKEN IN SEQUENCE WITH ART HISTORY II. FULFILLS CREATIVE ARTS REQUIREMENT IN THE ELECTIVE CORE. PREREQUISITE: NONE. STUDIO FEE. 3 CREDITS.

**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. THIS COURSE DOES NOT HAVE TO BE TAKEN IN SEQUENCE WITH ART HISTORY I. FULFILLS CREATIVE ARTS REQUIREMENT IN THE ELECTIVE CORE. PREREQUISITE: NONE. 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** EXPLORES PAINTING AS AN INTEGRATIVE PROCESS INVOLVING ASPECTS OF DRAWING, DESIGN, COLOR AND IMAGE IN THE ORGANIZATION OF A TWO-DIMENSIONAL SURFACE. PREREQUISITE: ART245 OR CONSENT OF THE INSTRUCTOR. STUDIO FEE. 3 CREDITS.

**ART 342 PAINTING II** OFFERS ADVANCED OPPORTUNITIES FOR THE STUDY OF COLOR, SUBJECT AND SURFACE AND ITS RELATIONSHIP TO A VARIETY OF PAINTING MEDIA. PREREQUISITE: ART341. STUDIO FEE. 3 CREDITS.

**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** 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. THIS COURSE FULFILLS THE REQUIREMENT FOR THE ART MAJOR. 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. THIS COURSE IS A REQUIREMENT FOR THE VISUAL ARTS EDUCATION MAJOR - K-12 TEACHER EDUCATION PROGRAM. STUDIO FEE. 3 CREDITS.

**ART 385 ART HISTORY I (W)** STUDIES THE MAJOR STYLISTIC PERIODS IN THE HISTORY OF ART, PREHISTORY TO EARLY RENAISSANCE, AS VIEWED FROM OUR PERSPECTIVE WITHIN WESTERN CIVILIZATION. EMPHASIS IS PLACED ON THE EVENTS, FORCES, PERSONALITIES,

PHILOSOPHIES AND BELIEFS UNDERLYING EACH SUCCESSIVE STYLE, GENERATING A STRUCTURE FOR INTERPRETATION AND EVALUATION. OFFERED ONLY IN FALL SEMESTER. THIS COURSE DOES NOT HAVE TO BE TAKEN IN SEQUENCE WITH ART HISTORY II. STUDIO FEE. FULFILLS CREATIVE ARTS REQUIREMENT IN THE ELECTIVE CORE. FULFILLS THE REQUIREMENT FOR THE ART MAJOR. 3 CREDITS.

**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. THIS COURSE DOES NOT HAVE TO BE TAKEN IN SEQUENCE WITH ART HISTORY I. STUDIO FEE. FULFILLS CREATIVE ARTS REQUIREMENT IN THE ELECTIVE CORE. FULFILLS THE REQUIREMENT FOR THE ART MAJOR. 3 CREDITS.

**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. MAY BE REPEATED UP TO 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. 1-3 CREDITS. MAY BE REPEATED UP TO 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 KREFT ART GALLERY. PREREQUISITE: STATUS AS AN ART MAJOR IN THE FINAL SEMESTER. STUDIO FEE. 1 CREDIT.

### ATHLETIC TRAINING

**MSAT 115 MEDICAL TERMINOLOGY FOR THE HEALTH PROFESSIONS** IS DESIGNED FOR STUDENTS INTERESTED IN ATHLETIC TRAINING. THIS COURSE WILL FOCUS ON MEDICAL TERMS, DEFINITIONS, AND ABBREVIATIONS COMMONLY ASSOCIATED WITH ANATOMY AND THE HEALTH PROFESSIONS. BASIC MEDICAL TERMINOLOGY, HEALTH AND DISEASE, AND DIAGNOSTIC PROCEDURES WILL BE COVERED. IN ADDITION, THE FOLLOWING HUMAN BODY SYSTEMS WILL BE INTRODUCED: SKELETAL, MUSCULAR, CARDIOVASCULAR, LYMPHATIC, IMMUNE, RESPIRATORY, DIGESTIVE, URINARY, NERVOUS, SPECIAL SENSES, INTEGUMENTARY, ENDOCRINE, AND REPRODUCTIVE. 1 CREDIT.

**MSAT 205 FIRST AID AND EMERGENCY PROCEDURES WITH LAB** WILL PREPARE STUDENTS TO MAKE APPROPRIATE DECISIONS REGARDING FIRST AID CARE AND TO ACT SKILLFULLY ON THOSE DECISIONS. STUDENTS WILL BE GIVEN THE OPPORTUNITY TO TAKE THE AMERICAN HEART ASSOCIATION EXAMINATION FOR BOTH BASIC LIFE SUPPORT AND HEARTSAVER FIRST AID. STUDENTS WILL ALSO ADDRESS SPECIAL CONCERNS IN THE ATHLETIC POPULATION SUCH AS EQUIPMENT REMOVAL, STABILIZATION, AND AIRWAY MANAGEMENT. FIRST AID AND EMERGENCY PROCEDURES LAB WILL ALLOW STUDENTS THE OPPORTUNITY TO PRACTICE FIRST AID AND CPR SKILLS IN A CONTROLLED ENVIRONMENT AND TO MAKE LIFE-SAVING DECISIONS ON PRACTICE MANIKINS. STUDENTS WILL ALSO PERFORM CARRIES AND TRANSPORTATION TECHNIQUES ON SUSPECTED SPINE-INJURED VICTIMS. 3 CREDITS.

**MSAT 210 HEALTH CARE DELIVERY** IS DESIGNED TO INTRODUCE THE STUDENT TO THE BASIC ELEMENTS OF ATHLETIC TRAINING PATIENT CARE. THIS WILL BE ACCOMPLISHED BY EXPOSING THE STUDENT TO THE FOUNDATIONAL BEHAVIORS OF PROFESSIONAL PRACTICE, CLINICAL EXAMINATION AND DIAGNOSIS SKILLS, CULTURAL COMPETENCE, COMMUNICATION SKILLS, AND HEALTHCARE ADMINISTRATION. 2 CREDITS.

**MSAT 272/273 INTRODUCTION TO ATHLETIC TRAINING WITH LAB** IS DESIGNED TO GIVE THE STUDENT AN UNDERSTANDING OF THE FIELD OF ATHLETIC TRAINING AND TO DEVELOP KNOWLEDGE, SKILLS, AND VALUES OF THE VARIOUS COMPONENTS RELATED TO THE ATHLETIC TRAINING PROFESSIONS. THE LAB WILL ALLOW STUDENTS THE OPPORTUNITY TO PRACTICE SKILLS RELATED TO ATHLETIC TRAINING. 3 CREDITS.

**MSAT 510 GENERAL MEDICAL CONDITIONS ASSESSMENT AND DIAGNOSIS** IS DESIGNED TO PROVIDE THE LEARNER WITH INFORMATION REGARDING DISEASES AND CONDITIONS ADDRESSED IN THE PROFESSION OF ATHLETIC TRAINING. CLASSROOM EXPERIENCES AND EVIDENCE-BASED PRACTICE WILL ENCOMPASS CLASSROOM EXERCISES ADDRESSING ILLNESS/CONDITION RECOGNITION, ASSESSMENT, DIFFERENTIAL DIAGNOSIS, REFERRAL, AND TREATMENT OF A VARIETY OF DIFFERENT PATIENT POPULATIONS. 3 CREDITS.

**MSAT 530 PSYCHOSOCIAL ASPECTS OF ATHLETIC TRAINING** IS DESIGNED TO ANALYZE AND CRITICALLY ASSESS THE PSYCHOLOGICAL AND SOCIOLOGICAL PHENOMENA ASSOCIATED WITH PARTICIPATION IN SPORT AND ATHLETIC INJURY. DISCUSSION ON THE IMPACT OF THE ATHLETE'S PSYCHE AS IT RELATES TO INJURY, REHABILITATION, AND RETURN TO PLAY WILL BE ADDRESSED WITH A FOCUS ON EVIDENCE-BASED PRACTICE AND EDUCATING THE ATHLETE AND ATHLETIC TRAINING PROFESSIONAL THROUGH THIS PROCESS. 3 CREDITS.

**MSAT 541 ATHLETIC TRAINING SEMINAR** IS DESIGNED TO HAVE ALL LEVELS OF ATHLETIC TRAINING STUDENTS MEET TO STUDY SPECIFIC ATHLETIC TRAINING COMPETENCIES. OPPORTUNITIES WILL ALSO BE PROVIDED FOR OUTSIDE SPEAKERS IN THE MEDICAL FIELD TO PRESENT ON VARIOUS TOPICS SPECIFIC TO ATHLETIC TRAINING COMPETENCIES. EVIDENCE-BASED PRACTICES WILL BE ADDRESSED IN THIS COURSE. THIS COURSE IS TAKEN CONSECUTIVELY FOR FOUR SEMESTERS BEGINNING WITH THE THIRD SEMESTER IN THE ATHLETIC TRAINING EDUCATION PROGRAM. 1 CREDIT.

**MSAT 542 ATHLETIC TRAINING PRACTICUM I** IS DESIGNED TO FORMALLY STRUCTURE CLINICAL EXPERIENCE SPECIFIC TO THE THIRD SEMESTER OF ENROLLMENT IN THE ATHLETIC TRAINING EDUCATIONAL PROGRAM. IT INCLUDES OBSERVATION AND HANDS-ON EXPERIENCE AT CONCORDIA UNIVERSITY AFFILIATED SITES. THE PURPOSE OF THIS COURSE IS TO INCORPORATE SPECIFIC CLINICAL PROFICIENCIES AND EVIDENCE-BASED PRACTICE WITH REAL LIFE ATHLETIC AND INJURY SITUATIONS. PREREQUISITES: MSAT 272/273. 3 CREDITS.

**MSAT 544 ATHLETIC TRAINING PRACTICUM II** IS DESIGNED TO FORMALLY STRUCTURE CLINICAL EXPERIENCE SPECIFIC TO THE FOURTH SEMESTER OF ENROLLMENT IN THE ATHLETIC TRAINING EDUCATIONAL PROGRAM. IT INCLUDES OBSERVATION AND HANDS-ON EXPERIENCE AT CONCORDIA UNIVERSITY AFFILIATED SITES. THE PURPOSE OF THIS COURSE IS TO INCORPORATE SPECIFIC CLINICAL PROFICIENCIES AND EVIDENCE-BASED PRACTICE WITH REAL LIFE ATHLETIC AND INJURY SITUATIONS. PREREQUISITES: MSAT 5\*\* PRACTICUM I. 3 CREDITS.

**MSAT 545 ATHLETIC TRAINING PRACTICUM IV** IS DESIGNED TO FORMALLY STRUCTURE CLINICAL EXPERIENCE SPECIFIC TO THE SIXTH SEMESTER OF ENROLLMENT IN THE ATHLETIC TRAINING EDUCATION PROGRAM. IT INCLUDES OBSERVATION AND HANDS-ON EXPERIENCE AT CONCORDIA UNIVERSITY AFFILIATED SITES. THE PURPOSE OF THIS COURSE IS TO INCORPORATE SPECIFIC CLINICAL PROFICIENCIES AND EVIDENCE-BASED PRACTICE WITH REAL LIFE ATHLETIC AND INJURY SITUATIONS. PREREQUISITE: MSAT 5\*\* PRACTICUM III. 3 CREDITS.

**MSAT 551 ORTHOPEDIC ASSESSMENT AND MANAGEMENT OF THE LOWER EXTREMITY WITH LAB** INVOLVES THE STUDY OF THE ASSESSMENT AND MANAGEMENT OF ATHLETIC INJURIES TO THE LOWER EXTREMITY. AN EVIDENCE-BASED PRACTICE COMPONENT IS ADDRESSED WITHIN THIS COURSE. THE LAB ASSOCIATED WITH THIS COURSE INVOLVES THE PRACTICE OF GONIOMETRY, ANATOMY, AND EVALUATION TECHNIQUES IN ASSESSING LOWER EXTREMITY INJURIES. PREREQUISITES: MSAT 272/273, BIO 191/192. 3 CREDITS

**MSAT 552 ORTHOPEDIC ASSESSMENT AND MANAGEMENT OF THE UPPER EXTREMITY, HEAD, NECK, & SPINE WITH LAB** INVOLVES THE STUDY OF THE ASSESSMENT AND MANAGEMENT OF ATHLETIC INJURIES TO THE UPPER EXTREMITY, HEAD, NECK, AND SPINE. AN EVIDENCE-BASED PRACTICE COMPONENT IS ADDRESSED IN THIS COURSE. THE LAB ASSOCIATED WITH THIS COURSE INVOLVES THE INVESTIGATION OF ANATOMY, GONIOMETRY, AND EVALUATION TECHNIQUES IN ASSESSING UPPER EXTREMITY, HEAD, NECK, AND SPINE INJURIES. PREREQUISITES: BIO 191/192, MSAT 272/273, MSAT 372/374. 3 CREDITS.

**MSAT 553 THERAPEUTIC MODALITIES FOR ATHLETIC INJURIES WITH LAB** INTRODUCES THE STUDENT TO THE PHYSIOLOGICAL PRINCIPLES AND APPLICATIONS OF CRYOTHERAPY, THERMOTHERAPY, ELECTROSTIMULATION, MASSAGE, INTERMITTENT COMPRESSION, TRACTION, AND HYDROTHERAPY. THIS COURSE WILL EXPLORE THE VARIOUS APPLICATIONS OF MODALITIES AS THEY RELATE TO ORTHOPEDIC ATHLETIC INJURIES. AN EVIDENCE-BASED PRACTICE COMPONENT IS ADDRESSED WITHIN THIS COURSE. THE COURSE LAB PROVIDES AN OPPORTUNITY TO ANALYZE AND USE THE MODALITIES LISTED ABOVE. PREREQUISITES: BIO 191/192, MSAT 272/273. 3 CREDITS.

**MSAT 554 PALPATORY AND FUNCTIONAL ANATOMY FOR ATHLETIC TRAINERS** IS AN INVESTIGATION OF THE VARIOUS MUSCULOSKELETAL STRUCTURES OF THE HUMAN BODY. STUDENTS WILL LEARN AND APPLY PALPATORY AND MANUAL MUSCLE TESTING TECHNIQUES IN IDENTIFYING MUSCULOSKELETAL STRUCTURES. EVIDENCE-BASED PRACTICE IS ALSO ADDRESSED WITHIN THIS COURSE. PREREQUISITES: MSAT 272/273, BIO 191/192. 3 CREDITS.

**MSAT 555 THERAPEUTIC EXERCISE WITH LAB** INVOLVES THE STUDY, METHODS, AND APPLICATION OF THERAPEUTIC EXERCISES AS THEY RELATE TO ATHLETIC INJURIES. AN EVIDENCE-BASED PRACTICE COMPONENT IS ADDRESSED WITHIN THIS COURSE. THIS COURSE INCLUDES A LABORATORY INVESTIGATION OF THE VARIOUS REHABILITATION TECHNIQUES USED WITH COMMON ATHLETIC INJURIES PREREQUISITES: MSAT 272/273. 3 CREDITS.

**MSAT 556 ACUTE EMERGENCY CARE OF ATHLETIC INJURIES** IS A COMPREHENSIVE COURSE FOR THE ATHLETIC TRAINING STUDENT WHO WILL INITIALLY EVALUATE AND ASSESS AN ATHLETE IN A TRAUMA OR MEDICAL EMERGENCY SITUATION. THIS COURSE WILL PROVIDE HANDS-ON EXPERIENCE WITH PRIMARY AND SECONDARY ASSESSMENTS, RESUSCITATION, TRANSPORTION, STABILIZATION, ADJUNCT AIRWAYS, SUPPLEMENTAL OXYGEN THERAPY, AND ATHLETIC INJURY EMERGENCY CARE. AN EVIDENCE-BASED PRACTICE COMPONENT IS ADDRESSED IN THIS COURSE. 3 CREDITS.

**MSAT 557 ADVANCED INJURY MANAGEMENT** ADVANCED INJURY MANAGEMENT EXPOUNDS ON THE STUDENT'S KNOWLEDGE OF THERAPEUTIC MODALITIES AND REHABILITATION PRINCIPLES BY ALLOWING THE STUDENT TO SYNTHESIZE PREVIOUSLY TAUGHT TREATMENT OPTIONS WITH NEWLY INTRODUCED ADVANCED THERAPEUTIC MODALITIES AND MANUAL THERAPY TECHNIQUES. THIS COURSE WILL ACT AS A CAPSTONE COURSE AND WILL COVER EVIDENCE-BASE PRACTICE WHILE ALLOWING THE STUDENT THE OPPORTUNITY TO MASTER THEIR SKILLS IN THE MANAGEMENT OF ATHLETIC INJURIES. PREREQUISITES: MSAT 553 THERAPEUTIC MODALITIES AND MSAT 555 THERAPEUTIC EXERCISE. 3 CREDITS.

**MSAT 558 PHARMACOLOGY** IS DESIGNED TO EXAMINE PHARMACEUTICAL DRUG APPLICATIONS, INTERACTIONS AND THEIR VALUE TO THE INJURY-HEALING PROCESS AND ATHLETIC PERFORMANCE. ERGOGENIC AIDS WILL BE REVIEWED IN THE CONTEXT OF THEIR PHYSIOLOGICAL APPLICATION, MORAL AND ETHICAL VALUES, AND ATHLETIC PERFORMANCE. AN EVIDENCE-BASED PRACTICE COMPONENT IS ADDRESSED IN THIS COURSE. PREREQUISITES: BIO 191/192, HHP 371 AND HHP 342. 3 CREDITS.

**MSAT 569 RESEARCH METHODS** IS DESIGNED TO INTRODUCE BASIC RESEARCH METHODS AND TECHNIQUES USED IN THE SPORTS MEDICINE FIELD, WHICH INCLUDE STATISTICAL MEASUREMENTS, EVIDENCE-BASED PRACTICE RESEARCH, PLANNING AND CONDUCTION OF RESEARCH, AND ANALYSIS OF DATA. THIS COURSE WILL PREPARE STUDENTS FOR THEIR CAPSTONE COURSE IN THE ATHLETIC TRAINING CURRICULUM. 3 CREDITS.

**MSAT 5\*\* ADMINISTRATION AND ORGANIZATION OF ATHLETIC TRAINING** EXPOSES THE STUDENT TO MANAGEMENT THEORY, BUDGET PREPARATION, CARE AND PURCHASE OF EQUIPMENT/MODALITIES, LEGAL CONSIDERATIONS, ATHLETIC TRAINING FACILITY DESIGN AND MANAGEMENT, AND PUBLIC RELATIONS. IT ALSO ADDRESSES EVIDENCE-BASED PRACTICE AND THE ADMINISTRATION AND ORGANIZATION OF ATHLETIC TRAINING ROOMS IN NON-TRADITIONAL SETTINGS. PREREQUISITES: MSAT 272/273. 3 CREDITS.

## 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. FULFILLS THE LAB SCIENCE REQUIREMENT IN THE ELECTIVE CORE. 4 CREDITS.

**BIO 149 MEDICAL MICROBIOLOGY** INTRODUCES STUDENTS TO THE ROLE THAT BACTERIA, VIRUSES AND EUKARYOTIC MICROBES PLAY IN HUMAN HEALTH AND DISEASE. IT IS DESIGNATED FOR STUDENTS IN THE NURSING PROGRAM. PREREQUISITE: CHEM 105. LABORATORY COURSE. 4 CREDITS

**BIO 151 FUNCTIONAL HUMAN BIOLOGY I** IS AN INTRODUCTION TO THE CELLULAR PROCESSES THAT OCCUR IN THE HUMAN BODY WITH AN EMPHASIS ON CELLULAR COMPOSITION/ STRUCTURE, BIOCHEMISTRY AND GENETICS. IT IS DESIGNED FOR STUDENTS IN THE BIOMEDICAL SCIENCES AND PRE-PROFESSIONAL PROGRAMS. LABORATORY COURSE. 4 CREDITS.

**BIO 152 FUNCTIONAL HUMAN BIOLOGY II** IS A CONTINUATION OF BIO 151 WITH EMPHASIS ON THE STRUCTURE AND FUNCTION OF SELECTED HUMAN ORGAN SYSTEMS. LABORATORY COURSE. 4 CREDITS.

**BIO 156 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. CROSSLISTED WITH GEOG356. 4 CREDITS.

**BIO 191 HUMAN 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. FULFILLS THE LAB SCIENCE REQUIREMENT IN THE ELECTIVE CORE. 4 CREDITS.

**BIO 192 HUMAN ANATOMY AND PHYSIOLOGY II** IS A CONTINUATION OF BIO 181 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 222 NURSING PATHOPHYSIOLOGY** THIS COURSE EXPLORES VARIOUS ALTERED HEALTH STATES AND THEIR VARIANCES FROM WELLNESS IN THE HUMAN BODY. COURSE DISCUSSION INCLUDES ESSENTIAL CONCEPTS OF DISEASE PROCESSES BY BODY SYSTEM, CORE BODY FUNCTIONS, GENERAL MECHANISMS, AND SYSTEMIC MANIFESTATIONS OF ALTERED HEALTH ACROSS THE LIFESPAN. THIS COURSE WILL ENABLE STUDENTS TO APPLY THIS KNOWLEDGE TO CLINICAL PRACTICE AND COMPLEMENTS OTHER COURSE OFFERINGS AT THIS LEVEL OF STUDY. CONCURRENT ENROLLEMENT IN BIO 251. PREREQUISITES: BIO 149, BIO 191, BIO 192, & CHEM 105. 3 CREDITS.

**BIO 240 ZOOLOGY** IS A SURVEY OF THE ANIMAL KINGDOM AND STUDY OF THE BIOLOGY OF ANIMALS AND THEIR ROLE IN THEIR NATURAL ENVIRONMENT. INCLUDES LABORATORY. INCLUDES LABORATORY. 4 CREDITS.

**BIO 244 BOTANY** IS AN IN-DEPTH 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 251 NURSING PHARMACOLOGY I** THIS COURSE IS AN INTRODUCTORY PHARMACOLOGY COURSE AND IS DESIGNED TO ASSIST THE NURSING STUDENT TO UNDERSTAND THE BASIC CONCEPTS OF PHARMACOLOGY, DRUG THERAPIES FOR DISEASE STATES AS THEY RELATE TO RETAINING, ATTAINING, OR MAINTAINING A PATIENT'S LINE OF DEFENSE. PREREQUISITES: BIO 149, BIO 191, BIO 182/192, CHEM 105, MATH 128 OR HIGHER LEVEL MATH. CONCURRENT ENROLLMENT IN BIO 222. 2 CREDITS.

**BIO 255 NURSING PHARMACOLOGY II** BUILDS ON NURSING PHARMACOLOGY I TO HELP STUDENTS APPLY THE BASIC CONCEPTS OF PHARMACOLOGY. THE COURSE INTRODUCES STUDENTS TO DRUG THERAPIES RELATED TO ENDOCRINE, REPRODUCTIVE HEALTH, RESPIRATORY, AND GASTROINTESTINAL SYSTEMS, AND THE CHEMOTHERAPY OF INFECTIOUS DISEASES AS RELATED TO ATTAINING, RETAINING, OR MAINTAINING PATIENT HEALTH. PREREQUISITES: NURS 203, BIO 222, BIO 251. 2 CREDITS.

**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. INCLUDES LABORATORY. 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 OR FUNCTIONAL HUMAN BIOLOGY (BIO 151 AND 152 ). 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. 4 CREDITS.

**BIO 348 GENETICS** IS A STUDY OF MENDELIAN, MOLECULAR, AND POPULATION GENETICS. PREREQUISITES: 12 HOURS OF BIOLOGY, 8 HOURS CHEMISTRY, AND MATH 205. INCLUDES LABORATORY. 4 CREDITS.

**BIO 351 IMMUNOLOGY (w)** 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. COMBINED WITH BIO 368, THIS COURSE FULFILLS THE LAB SCIENCE REQUIREMENT IN THE ELECTIVE CORE.

**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. COMBINED WITH BIO 367, THIS COURSE FULFILLS THE LAB SCIENCE REQUIREMENT IN THE ELECTIVE CORE.

**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 151 OR 152, BIO 240, BIO 244, AND MATH 121. INCLUDES LABORATORY. 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 430 PHARMACOLOGY** FOCUSES ON THE PRINCIPLES OF DRUG ACTION. THESE PRINCIPLES WILL THEN BE INVOKED IN THE DISCUSSION OF VARIOUS THERAPEUTIC INTERVENTIONS FOR DISEASES ASSOCIATED WITH SELECTED ORGAN SYSTEMS. TREATMENT OF PATHOGENIC DISEASES AND CANCER WILL BE DISCUSSED AS WELL AS THE USE OF NATURAL PRODUCTS. PREREQUISITES: 16 HOURS BIOLOGY AND 16 HOURS OF CHEMISTRY. 3 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 TWICE FOR CREDIT. 1 CREDIT.

**BIO 499 UNDERGRADUATE RESEARCH** UNDERGRADUATE RESEARCH PROVIDES STUDENTS WITH THE OPPORTUNITY TO WORK WITH MEMBERS OF THE FACULTY CONDUCTING RESEARCH IN THE BIOLOGICAL SCIENCES. STUDENTS MUST SUBMIT APPROPRIATE FORM TO THE DEPARTMENT CHAIR FOR APPROVAL. PREREQUISITE: FACULTY CONSENT. 1-4 CREDITS.

## BUSINESS

**BUS 161 BUSINESS ESSENTIALS** 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. 3 CREDITS.

**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. 3 CREDITS.

**BUS 310 BUSINESS LAW II & ETHICS (W)** 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 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. FULFILLS THE MATHEMATICS CORE REQUIREMENT. 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. 3 CREDITS.

**BUS 325 FAMILY BUSINESS STRATEGIC PLANNING** WILL FOCUS ON THE FUNDAMENTAL STRATEGIC PLANNING OPPORTUNITIES AND CHALLENGES FACING FAMILY BUSINESS OWNER MANAGEMENT. TOPICS INCLUDE: THE STRATEGY-MAKING PROCESS; STAKEHOLDERS - THE VISION AND MISSION, GOVERNANCE AND BUSINESS ETHICS; EXTERNAL ANALYSIS; BUILDING COMPETITIVE ADVANTAGE; BUSINESS LEVEL STRATEGY AND COMPETITIVE POSITIONING; STRATEGY IN THE GLOBAL ENVIRONMENT; CORPORATE LEVEL STRATEGY AND LONG-TERM PROFITABILITY; STRATEGIC CHANGE - IMPLEMENTING STRATEGIES TO BUILD AND DEVELOP THE COMPANY; AND IMPLEMENTING STRATEGIES THROUGH ORGANIZATIONAL DESIGN. 3 CREDITS.

**BUS 338 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. PRE-REQUISITE: BUS 336. 3 CREDITS.

**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 360 SMALL BUSINESS ADMINISTRATION (W)** AN OVERVIEW OF THE TASKS AND RESPONSIBILITIES ASSOCIATED WITH THE GENERAL MANAGEMENT OF A SMALL BUSINESS. TOPICS INCLUDE PLANNING, ORGANIZING, LEADING AND CONTROLLING IN THE CONTEXT OF A SMALL ORGANIZATION, AS WELL AS MARKETING STRATEGY, FINANCIAL MANAGEMENT, SMALL BUSINESS ACCOUNTING AND CONTROL, ETHICS AND SOCIAL RESPONSIBILITY, RISK MANAGEMENT AND ORGANIZATIONAL CULTURE. 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, CSC 150, ACCT 102. 3-6 CREDITS.

**BUS 422/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. 3 CREDITS.

**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. 3 CREDITS.

**BUS 450 INTERNATIONAL BUSINESS (W)** EXAMINES THE PRINCIPLES AND PRACTICES OF BUSINESS AND MANAGEMENT IN THE GLOBAL ENVIRONMENT. STUDENTS WILL GAIN UNDERSTANDING OF THE CONCEPTS UNDERLYING INTERNATIONAL TRADE AND MULTICULTURAL COMMUNICATIONS, SUCH AS EXCHANGE RATES, GLOBAL RISK MANAGEMENT, AND MANAGING ACROSS CULTURES. THE IMPACT OF GLOBAL SOCIO-POLITICAL, ETHICAL, ENVIRONMENTAL AND LEGAL ISSUES AND TRENDS ON INTERNATIONAL AND DOMESTIC FIRMS IS ALSO STUDIED. 3 CREDITS.

**BUS 453 BUSINESS POLICY AND ETHICAL DECISION MAKING (W)** 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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**BCOM 333 SERVANT LEADERSHIP** ENGAGES STUDENTS IN UNDERSTANDING AND APPLYING THEORY AND SKILLS GROUNDED IN THE BIBLICAL CONCEPT OF SERVANTHOOD. STUDENTS ARE CHALLENGED TO BECOME EFFECTIVE LEADERS WHO VALUE SERVICE, INDIVIDUAL DIGNITY, GROWTH, AND WHOLENESS. A PRIMARY COMPONENT OF THE COURSE IS A SMALL-GROUP SERVICE PROJECT. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**BCOM 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. 3 CREDITS.

## 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. FULFILLS THE LAB SCIENCE REQUIREMENT IN THE ELECTIVE CORE. 4 CREDITS.

**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 CREDITS.

**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 CREDITS.

**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: CHEM 141. 4 CREDITS.

**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: CHEM 142. 4 CREDITS.

**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: CHEM 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: CHEM 241. 4 CREDITS.

**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: CHEM 242 OR CONSENT OF INSTRUCTOR: 4 CREDITS.

**CHEM 490 CHEMISTRY SENIOR SEMINAR** INCLUDES REPORTS ON AND DISCUSSION OF CURRENT CHEMICAL LITERATURE. TWO SEMESTERS OF CHEMISTRY SENIOR SEMINAR ARE REQUIRED FOR ALL CHEMISTRY MAJORS. PREREQUISITE: JUNIOR STANDING AND 16 CREDITS OF CHEMISTRY. 1 CREDIT.

#### COMMUNICATION

**COMM 105 PUBLIC SPEAKING** 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. FULFILLS THE COMMUNICATION CORE REQUIREMENT. 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. FULFILLS THE COMMUNICATION CORE REQUIREMENT. 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** 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 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. PREREQUISITE: ENG 104. 3 CREDITS.

**COMM 260 SOCIAL MEDIA** INTRODUCES THE STUDENT TO THE THEORY AND HISTORY OF SOCIAL MEDIA, LOOKING AT THEIR RISE AND ROLE IN SOCIETY AND CULTURE, THEIR USES, AND VARIOUS CONCERNS AND ISSUES SURROUNDING THEM. 3 CREDITS.

**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 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. CROSS-LISTED POLS 325. 3 CREDITS.

**COMM 327 STORYTELLING AND ORAL HISTORIES (W)** 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 OF 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 SERVANTHOOD. 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 347 ANIMATION** INTRODUCES STUDENTS TO THE THEORETICAL BASES OF ANIMATION AND HOW IT WORKS, THE HISTORY OF ANIMATION FROM OPTICAL TOYS, THROUGH THE SILENT FILM ERA AND THE COMING OF SOUND, THE LATTER HALF OF THE 20TH CENTURY AND INTO THE DIGITAL ERA. THE COURSE ALSO INCLUDES SEVERAL PRACTICAL PROJECTS IN WHICH STUDENTS TRY THEIR HAND AT ANIMATION. 3 CREDIT HOURS.

**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. CROSS-LISTED 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 347 ANIMATION** INTRODUCES STUDENTS TO THE THEORETICAL BASES OF ANIMATION AND HOW IT WORKS, THE HISTORY OF ANIMATION FROM OPTICAL TOYS, THROUGH THE SILENT FILM ERA AND THE COMING OF SOUND, THE LATTER HALF OF THE 20TH CENTURY AND INTO THE DIGITAL ERA. THE COURSE ALSO INCLUDES SEVERAL PRACTICAL PROJECTS IN WHICH STUDENTS TRY THEIR HAND AT ANIMATION. 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. PREREQUISITE: COMM 339. 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. PREREQUISITE: COMM 105 OR 201, ENG 104. 3 CREDITS.

**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. FULFILLS THE MATHEMATICS CORE REQUIREMENT. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**CSC 390 SPECIAL TOPICS IN COMPUTER SCIENCE** EXPLORES NEW AND INTERESTING TOPICS DEVELOPED IN COMPUTER SCIENCE. COURSE CONTENT VARIES BY SEMESTER. THIS COURSE MAY BE REPEATED WITH CHANGE OF TOPIC AND CONSENT OF DEPARTMENT CHAIR FOR ADDITIONAL CREDIT. PREREQUISITES: CSC 150 AND CSC 200. 3 CREDITS.

**CSC 400 INTERNSHIP** CONSISTS OF SUPERVISED WORK IN A GIVEN AREA OF COMPUTER SCIENCE IN AN INDUSTRIAL OR BUSINESS SETTING. THE TOPIC OF THE INTERNSHIP IS DETERMINED IN CONJUNCTION WITH THE RESPONSIBLE FACULTY, THE ON-SITE SUPERVISOR, AND THE STUDENT. PREREQUISITES: CSC 150, CSC 200, AND PERMISSION OF DEPARTMENT CHAIR. 1 CREDIT.

#### **CRIMINAL JUSTICE & PUBLIC POLICY**

**JPP101 AMERICAN GOVERNMENT** STUDIES THE BASIC FOUNDATIONS AND UNDERLYING PRINCIPLES OF AMERICAN NATIONAL, STATE, AND LOCAL GOVERNMENT. 3 CREDITS.

**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. 3 CREDITS.

**JPP 103 CRIMINOLOGY** STUDIES CAUSATIONS OF CRIME, INCLUDING SOCIOLOGICAL, PSYCHOLOGICAL, BIO-PHYSIOLOGICAL AND FREE WILL THEORIES. 3 CREDITS.

**JPP 104 INTRO TO COURTS** STUDIES THE HISTORY, PHILOSOPHY AND FUNCTIONS OF AMERICAN COURTS. 3 CREDITS.

**JPP 105 FOUNDATIONS OF JUSTICE** STUDIES THE HISTORICAL FORMATIONS AND PHILOSOPHIES OF OUR JUSTICE SYSTEM AND ITS PUBLIC POLICIES. 3 CREDITS.

**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. 3 CREDITS.

**JPP 150 INTRODUCTION TO PROBATION & PAROLE** THE COURSE PROVIDES AN INTRODUCTION TO PROBATION AND PAROLE IN THE AMERICAN CRIMINAL JUSTICE SYSTEM. AS THE PROBLEM OF PRISON OVERCROWDING CONTINUES, PROBATION AND PAROLE WILL EXPAND, AND SO WILL THE FOCUS ON THE APPLICATION OF SERVICES PROVIDED TO OFFENDERS WHO ARE ALLOWED TO BE SUPERVISED IN THE COMMUNITY. STUDENTS WILL GAIN AN UNDERSTANDING NOT ONLY OF PROBATION AND PAROLE HISTORY, ADMINISTRATION, POLICY, AND PROCEDURES, BUT ALSO AREAS OF BEST PRACTICES IN THE FIELD. THE COURSE ALSO PROVIDES INSIGHT INTO THE CHALLENGING, BUT INTERESTING WORK PERFORMED BY PROBATION AND PAROLE OFFICERS AND THE TECHNIQUES UTILIZED TO EFFECTIVELY MANAGE CASELOADS.

**JPP 206 INTRO TO CORRECTIONS** STUDIES THE HISTORY, PHILOSOPHY AND FUNCTIONS OF THE AMERICAN CORRECTIONAL SYSTEM. 3 CREDITS.

**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. 3 CREDITS.

**JPP 214 CRIMINAL INVESTIGATIONS** STUDIES THE CRIMINAL INVESTIGATION PROCESS INCLUDING INTERVIEWING, CRIME SCENE ANALYSIS, COLLECTION OF EVIDENCE, AND ANALYSIS OF ISSUES CRITICAL TO INVESTIGATIONS. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**JPP 311 CRIMINAL PSYCHOLOGY (W)** STUDIES THE PSYCHOLOGICAL THEORIES OF CRIME CAUSATION AND THE IMPACT OF THE USE OF PSYCHOLOGY ON THE LEGAL SYSTEM. CROSSLISTED JPP 311. PREREQUISITES: PSY 101, PSY 315, AND PSY 425. 3 CREDITS.

**JPP 399 CRIMINAL JUSTICE INTERNSHIP (W)** PROVIDES AN OPPORTUNITY TO EXERCISE IN A PRACTICAL MANNER, THE SKILLS, KNOWLEDGE AND RESPONSIBILITIES OF A CRIMINAL JUSTICE PRACTITIONER. 3-6 CREDITS.

**JPP 414 WHITE COLLAR/FINANCIAL CRIMES** STUDIES THE HISTORY, TYPE AND METHODS OF OPERATION OF WHITE COLLAR AND FINANCIAL CRIMES. 3 CREDITS.

**JPP 415 ETHICS IN CRIMINAL JUSTICE (W)** STUDIES THE MANY ETHICAL PROBLEMS AND DILEMMAS CONFRONTED BY THE CRIMINAL JUSTICE PROFESSIONAL. 3 CREDITS.

**JPP 416 CAREERS IN CRIMINAL JUSTICE (W)** PRESENTS THE NUMEROUS CAREER OPPORTUNITIES IN THE FIELD OF CRIMINAL JUSTICE. 3 CREDITS.

#### **EARLY CHILDHOOD EDUCATION**

**ECE 100 THE DEVELOPING CHILD** PROVIDES A GENERAL OVERVIEW OF THE PHYSICAL, SOCIAL, EMOTIONAL AND INTELLECTUAL DEVELOPMENT OF THE CHILD FROM CONCEPTION TO AGE 8. IT EXAMINES THE ENVIRONMENTAL, ETHNIC AND FAMILIAL FACTORS THAT MAKE FOR GROUP DIFFERENCES AND INDIVIDUALITY OF GROWTH, AND REVIEWS CURRENT RESEARCH IN THESE AREAS. 3 CREDITS.

**ECE 200 PLAY AND HUMAN DEVELOPMENT** PRESENTS A COMPREHENSIVE RATIONALE FOR PLACING PLAY AT THE CENT OF A BALANCED CURRICULUM AND INTERVENTION PLANNING. THE PHENOMENA OF CHILDREN'S PLAY AND ITS RELATIONSHIPS TO DEVELOPMENT AND THERAPEUTIC PROCESSES WILL BE EXAMINED. DEFINITIONS, PERSPECTIVES, THEORIES AND THEIR IMPLICATIONS FOR CLASSROOM AND CLINICAL PRACTICES IN EARLY CHILDHOOD WILL BE CONSIDERED. OBSERVATIONS AND ANALYSES OF LIVE PLAY EPISODES THROUGH FIELD WORK WILL BE CONDUCTED BY CANDIDATES. THIS COURSE IS IDEAL FOR THOSE WHO WANT TO ENGAGE CHILDREN IN A DEVELOPMENTAL ZONE WHERE CHILDREN AND PROFESSIONALS ARE LEARNING FROM AND WITH EACH OTHER. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**ECE 260 HEALTH, SAFETY AND NUTRITION IN EARLY CHILDHOOD** ENCOMPASSES BEST PRACTICES IN HEALTH, SAFETY AND NUTRITION ARE PRESENTED. STUDENTS DEVELOP SPECIFIC COMPETENCIES IN THESE AREAS INCLUDING ESTABLISHING AND MAINTAINING A HEALTHY, SAFE CHILD CARE PROGRAM, PLANNING NUTRITIOUS MEALS AND SNACKS, AND TEACHING CHILDREN AND THEIR PARENTS ABOUT HEALTH, SAFETY AND NUTRITION. CHILD ABUSE, NEGLECT, COMMUNICABLE DISEASES, GOVERNMENT FUNDED CHILD/FAMILY FOOD AND NUTRITION PROGRAMS, PLAYGROUND AND TOY SAFETY AND RESOURCES FOR THE EARLY CHILDHOOD PROFESSIONAL ARE ALSO INCLUDED IN THIS COURSE. FIELD WORK EXPERIENCES WITH CHILDREN 8 YEARS AND YOUNGER ARE REQUIRED. 3 CREDITS.

**ECE 300 CHILD GUIDANCE AND CLASSROOM MANAGEMENT** FOCUSES ON CHILD GUIDANCE, ANTI-BIASED CURRICULUMS AND CLASSROOM MANAGEMENT FOR THE CHILD CARE PROVIDER AND ADULTS WORKING WITH PRESCHOOL AND ELEMENTARY SCHOOL AGED CHILDREN IN EDUCATIONAL SETTINGS. EMPHASIS IS PLACED ON THE SOCIAL AND EMOTIONAL DEVELOPMENT OF CHILDREN FROM BIRTH THROUGH AGE 8 AND DEVELOPMENTALLY APPROPRIATE GUIDANCE STRATEGIES. THIS COURSE MEETS POSITIVE BEHAVIOR SUPPORT STANDARDS FOR THE MICHIGAN DEPARTMENT OF EDUCATION (2000). FIELD WORK EXPERIENCE WITH CHILDREN AGE 8 OR YOUNGER IS REQUIRED. 3 CREDITS.

**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. 3 CREDITS.

**ECE 315 LEARNING THROUGH CREATIVE EXPRESSION IN EARLY CHILD EDUCATION** INCLUDES 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. 3 CREDITS.

**ECE 325 TEACHING THE EXCEPTIONAL AND DIVERSE YOUNG CHILD** PRESENTS AN OVERVIEW OF THE MAJOR CATEGORIES OF EXCEPTIONALITY. METHODS FOR IDENTIFYING AND WORKING WITH CHILDREN IN CHILD CARE, RECREATIONAL AND EDUCATIONAL SETTINGS ARE EXPLORED. WORKING WITH AN INTERDISCIPLINARY TEAM AND PARTNERING WITH PARENTS IS A MAJOR FOCUS. A WORKING KNOWLEDGE OF RESOURCES, A COMFORT LEVEL FOR WORKING WITH EXCEPTIONAL CHILDREN AND THEIR FAMILIES, AND EXPLORING THE ROLES OF PROFESSIONALS WHO WORK WITH EXCEPTIONAL POPULATIONS ARE STRESSED. FIELD WORK EXPERIENCES WITH CHILDREN 8 YEARS AND YOUNGER ARE REQUIRED. 3 CREDITS.

**ECE 330 MATH AND SCIENCE FOR YOUNG CHILDREN** REVIEWS CURRENT RESEARCH, THEORIES AND PRACTICES REGARDING THE EARLY DEVELOPMENT OF MATHEMATICAL UNDERSTANDINGS AND SCIENTIFIC REASONING; STRATEGIES FOR SUPPORTING CHILDREN'S EXPLORATION AND UNDERSTANDING OF THE WORLD THROUGH INQUIRY-BASED, HANDS-ON ACTIVITIES. INCLUDES 10 HOURS SUPERVISED CLINICAL EXPERIENCE. 2 CREDITS.

**ECE 345 EMERGENT LITERACY RESEARCH** COVERS RESEARCH-SUPPORTED THEORIES, PHILOSOPHY AND TEACHING STRATEGIES AIMED AT SUPPORTING THE YOUNG CHILD'S EMERGENT READING, WRITING, SPEAKING AND LISTENING BEHAVIORS; SELECTING AND USING HIGH-QUALITY PICTURE BOOKS. INCLUDES 10 HOURS SUPERVISED CLINICAL EXPERIENCES. 2 CREDITS.

**ECE 370 PARTNERSHIPS FOR EARLY CHILDHOOD (W)** COVERS RESEARCH AND STRATEGIES RELATED TO STRENGTHENING THE SCHOOL/FAMILY/COMMUNITY PARTNERSHIP, INCLUDING COMMUNICATION, SHARED DECISION-MAKING, IDENTIFICATION OF SERVICES, AND PARENTING SKILLS. 3 CREDITS.

**ECE 405 EARLY CHILDHOOD EDUCATION PROGRAM ADMINISTRATION** INTRODUCES STUDENTS TO SKILLS AND UNDERSTANDINGS NEEDED TO PROVIDE EFFECTIVE LEADERSHIP FOR CHILD CARE CENTERS AND PRESCHOOL PROGRAMS, INCLUDING BUDGETING AND FINANCES, HEALTH AND SAFETY ISSUES, STAFF MANAGEMENT, LICENSING PROCESSES, AND ONGOING PROGRAM IMPROVEMENT. 3 CREDITS.

**ECE 425 SEMINAR AND PRACTICUM IN INFANT AND TODDLER** IS PRACTICAL EXPERIENCE IN AN APPROVED STATE LICENSED CHILD CARE SETTING. CANDIDATES MUST HAVE 35 CLOCK HOURS WORKING WITH CHILDREN BIRTH TO AGE 30 MONTHS. JOURNALS, LESSON PLANNING, ASSESSMENT AND PROFESSIONAL RELATIONSHIPS ARE TOPICS COVERED IN THIS EXPERIENCE. THIS COURSE FOCUSES ON THE TYPICAL AND ATYPICAL DEVELOPMENT OF INFANTS AND TODDLERS. EMPHASIS IS ON THE CARE AND EDUCATION OF INFANTS AND TODDLERS IN LICENSED CHILD CARE SETTINGS WITH ATTENTION TO PHYSICAL ENVIRONMENT, EQUIPMENT AND MATERIALS AND CARE GIVER STRATEGIES. 2 CREDITS.

**ECE 450 EARLY CHILDHOOD PRACTICUM** IS 60 HOURS OF TIME CLINICAL EXPERIENCE IN A LICENSED INFANT, TODDLER CHILD, OR PRESCHOOL CARE PROGRAM. MAINTAINING SAFE AND HEALTHY ENVIRONMENTS, LEARNING THROUGH PLAY, INVESTIGATIONS AND DAILY ACTIVITIES; ESTABLISHING POSITIVE, SUPPORTIVE RELATIONSHIPS. 2 CREDITS.

## 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. 3 CREDITS.

**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. FULFILLS THE CITIZENSHIP CORE REQUIREMENT. 3 CREDITS.

**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. 3 CREDITS.

**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." 3 CREDITS.

**ECON 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 221, ECON 231, AND FIN 300. 3 CREDITS.

**ECON 322 INTERMEDIATE MACROECONOMICS** EXPLORES SEVERAL THEORETICAL MODELS RELATING TO THE DETERMINANTS OF UNEMPLOYMENT, INFLATION, ECONOMIC GROWTH, AND ECONOMIC STABILITY IN A PRIMARILY MARKET BASED ECONOMY. WITHIN THIS FRAMEWORK, THE IMPACT OF FISCAL AND MONETARY POLICY IS EXPLORED WITHIN THE CONTEXT OF THE CURRENT ECONOMIC ENVIRONMENT. THIS COURSE IS DESIGNED TO UTILIZE THEORETICAL AND MATHEMATICAL TOOLS THAT ARE MORE ADVANCED THAN THOSE APPLIED IN THE INTRODUCTORY MACROECONOMICS COURSE. PREREQUISITES: ECON 222. 3 CREDITS.

**ECON 331 INTERMEDIATE MICROECONOMICS** PROVIDES A RIGOROUS ANALYSIS OF CONSUMER PREFERENCES AS RELATED TO THE DEMAND FOR GOODS AND SERVICES, AS WELL AS THE THEORY OF THE FIRM WHICH RELATES MARKET STRUCTURE TO THE SUPPLY OF GOODS AND SERVICES AND THE EFFICIENT ALLOCATION OF SCARCE RESOURCES. THIS COURSE IS DESIGNED TO USE THEORETICAL AND MATHEMATICAL TOOLS THAT ARE MORE ADVANCED THAN THOSE APPLIED IN THE INTRODUCTORY MICROECONOMICS COURSE. PREREQUISITES: ECON 231. 3 CREDITS.

**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. 3 CREDITS.

## 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 200 ADMIT TO PROGRAM SEMINAR** IS A SEMINAR FOR EDUCATION MAJORS WHO HAVE OBTAINED OR ARE WORKING TOWARD OBTAINING UPPER DIVISION STATUS (UDS). THIS SEMINAR ORIENTS STUDENTS TO REQUIRED CONTENT KNOWLEDGE EXAM, PRE-STUDENT TEACHING, AND COMPLETING DEGREE REQUIREMENTS. STUDENTS SHOULD REGISTER FOR EDU 200 DURING THEIR JUNIOR YEAR. PREREQUISITES: 60 OR MORE CREDITS, PASSED EDU 100, AND HAVE OBTAINED OFFICIAL ADMITTANCE INTO THE SCHOOL OF EDUCATION. 0 CREDITS.

**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. FULFILLS THE PHILOSOPHICAL FOUNDATIONS CORE REQUIREMENT. 3 CREDITS.

**EDU 225 FOUNDATIONS OF MUSIC EDUCATION** STUDENTS GAIN AN OVERVIEW OF METHODOLOGIES, HISTORY, AND PRACTICAL APPLICATION OF MUSIC EDUCATION. 1 CREDIT.

**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. 3 CREDITS.

**EDU 321 PROFESSIONAL PRACTICES IN ART EDUCATION** VISUAL ART TEACHER CANDIDATES ARE INTRODUCED TO STRATEGIES FOR ADVOCACY FOR THE ARTS, PROFESSIONAL DEVELOPMENT REQUIREMENTS AND PROFESSIONAL PRACTICES.

**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. 2 CREDITS.

**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. 2 CREDITS.

**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. 3 CREDITS.

**EDU 348 THE ART OF TEACHING** CANDIDATES WILL EXPLORE BEST PRACTICES IN INSTRUCTIONAL PLANNING AND ASSESSMENT, THE EFFECTIVE USE OF TECHNOLOGIES TO ENHANCE TEACHING AND LEARNING, AND CLASSROOM MANAGEMENT STRATEGIES. STUDENT MOTIVATION, HOME-SCHOOL RELATIONSHIPS, AND THE KNOWLEDGE, SKILLS, AND DISPOSITIONS OF THE EFFECTIVE EDUCATOR WILL BE EXAMINED.

**EDU 351 CROSS CULTURAL COMMUNICATIONS** WILL EXAMINE CULTURAL DIVERSITY THAT EXISTS LOCALLY AND GLOBALLY IN ORDER TO DEVELOP A POSITIVE APPRECIATION FOR THE CONTRIBUTIONS OF OTHER CULTURES, SOCIETY AND TRADITIONS. THIS COURSE WILL ASSIST EDUCATORS IN UNDERSTANDING AND RECOGNIZING THE EMOTIONAL AND PSYCHOLOGICAL CHALLENGES FOR THE ESL/ELL AND BILINGUAL/BICULTURAL STUDENTS. 3 CREDITS.

**EDU 352 BASIC LINGUISTICS FOR ESL TEACHERS** IS CENTERED ON AN IN-DEPTH ANALYSIS OF LANGUAGE SYSTEMS, PHONOLOGY, SYNTAX, MORPHOLOGY, FROM THE PROSPECTIVE OF LINGUISTS AND TEACHERS. STUDENTS WILL HAVE AN OPPORTUNITY TO ENGAGE IN SYSTEMATIC APPLICATIONS AND STUDY THE COMPLEX PHENOMENON OF LANGUAGE AND DIFFERENT ASPECTS OF THE ENGLISH LANGUAGE. 3 CREDITS.

**EDU 353 ESL LITERACY: READING, WRITING AND GRAMMAR STRATEGIES** WILL ALLOW STUDENTS THE OPPORTUNITY TO ENGAGE IN SYSTEMATIC APPLICATIONS OF STRATEGIES FOR TEACHING READING, WRITING, LISTENING AND GRAMMAR. STUDENTS WILL CONDUCT MINI LESSONS TARGETING SPEAKING, PRONUNCIATION, LISTENING, WRITING AND READING FOR ALL WIDA PROFICIENCY LEVELS. 3 CREDITS.

**EDU 354 INTEGRATION OF LANGUAGE AND CONTENT IN ESL** WILL EQUIP STUDENTS WITH THE KNOWLEDGE, STRATEGIES AND ABILITY TO DEVELOP, INTEGRATE, AND IMPLEMENT ESL STRATEGIES WITHIN THE CORE CONTENT AREAS OF SCIENCE, MATH AND SOCIAL STUDIES. STUDENTS WILL LEARN TO CREATE LESSON PLANS THAT ACCOMMODATE ELL LEARNERS IN THE CLASSROOM. 3 CREDITS.

**EDU 355 ASSESSMENTS IN ESL** WILL AID EDUCATORS IN HOW TO CONDUCT FORMATIVE AND SUMMATIVE ASSESSMENTS FOR ESL STUDENTS. THE STUDENTS IN THIS COURSE WILL LEARN TO ADMINISTER, EVALUATE AND RECOGNIZE ENGLISH PROFICIENCY LEVELS FOR ESL STUDENTS. STUDENTS WILL BECOME FAMILIAR WITH THE WIDA MODEL FOR ASSESSMENTS AND INSTRUCTION. 3 CREDITS.

**EDU 356 METHODS OF TEACHING IN ESL** WILL PRESENT EFFECTIVE TEACHING METHODS FOR TEACHING ELL STUDENTS AT ALL LEVELS. THE STUDENTS WILL BE EXPOSED TO ACTIVITIES FOR READING, WRITING, LISTENING AND SPEAKING THAT ARE CONSIDERED BEST PRACTICES FOR OBTAINING ENGLISH LANGUAGE SKILLS THAT ALIGN WITH THE MICHIGAN ESL STANDARDS. 3 CREDITS.

**EDU 357 OBSERVATION, ANALYSIS AND PRACTICUM IN ESL PROGRAMS** IS THE CAPSTONE COURSE FOR THE ESL CERTIFICATION PROGRAM. STUDENTS WILL TRY OUT SKILLS AND TECHNIQUES WITH ELL STUDENTS IN GENERAL EDUCATION CLASSROOMS OR IN ESL CLASSROOMS. OBSERVATIONAL ANALYSIS AND FEEDBACK WILL BE PROVIDED BY HOST TEACHERS. STUDENTS WILL CREATE A PORTFOLIO TO DOCUMENT THEIR EXPERIENCES AND SHOW PROGRESS IN TEACHING ELL STUDENTS. 3 CREDITS.

**EDU 362 FAITH DEVELOPMENT OF YOUNG CHILD** COMPARATIVE IS 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. 3 CREDITS.

**EDU 408 TEACHING THE CHRISTIAN FAITH (W)** 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. 2 CREDITS.

**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. 3 CREDITS.

**EDU 424 CURRICULUM AND METHODS IN MATHEMATICS** ELEMENTARY/MIDDLE EXPLORES CONTENT, MATERIALS, AND STRATEGIES FOR TEACHING AND ASSESSING ELEMENTARY AND MIDDLE SCHOOL STUDENTS' MATHEMATICS. CURRENT RESEARCH IN MATHEMATICS EDUCATION AND CURRICULUM DEVELOPMENT IS EMPHASIZED. PRESERVICE TEACHERS WILL TEACH MATHEMATICS IN LOCAL SCHOOLS AND DEVELOP A PHILOSOPHY FOR TEACHING MATHEMATICS. PREREQUISITES: MATH 119 AND 120; UPPER DIVISION STATUS; ED301 CONCURRENT. 3 CREDITS.

**EDU 425 C&I: ELEMENTARY VISUAL & PERFORMING ARTS EDUCATION** STUDENTS DISCOVER PRINCIPLES, METHODS, AND MATERIALS FOR TEACHING MUSIC IN THE ELEMENTARY CLASSROOM. 2 CREDITS.

**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. 2 CREDITS.

**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. 3 CREDITS.

**EDU 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. PREREQUISITES: ENG 104, ENG 103. 3 CREDITS.

**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. 3 CREDITS.

**EDU 441 STUDENT 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. 15 CREDITS.

**EDU 442 STUDENT TEACHING K-12 ELEMENTARY 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 434. PREREQUISITES: ADMITTANCE AND COMPLETION OF AL 300 LEVEL EDUCATION COURSES. 6 CREDITS.

**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. 2 CREDITS.

**EDU 446 STUDENT 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. 15 CREDITS.

**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. 5 CREDITS.

**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. 5 CREDITS.

**EDU 460 SECONDARY METHODS** STUDENTS GAIN AN UNDERSTANDING OF THE CONTENT, METHODS, AND MATERIALS FOR TEACHING IN THE SECONDARY SCHOOL SETTING.

**EDU 461 SECONDARY ENGLISH/LANGUAGE ARTS METHODS** CANDIDATES GAIN AN UNDERSTANDING IN THE CONTENT, METHODS AND MATERIALS FOR TEACHING ENGLISH IN THE SECONDARY SCHOOL. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**EDU 472 ELEMENTARY MUSIC METHODS** STUDENTS DISCOVER PRINCIPLES, METHODS, AND MATERIALS FOR TEACHING MUSIC IN THE ELEMENTARY CLASSROOM. 3 CREDITS.

**EDU 473 SECONDARY MUSIC METHODS** STUDENTS EXAMINE METHODS, MATERIALS AND PRINCIPLES FOR ORGANIZATION OF MUSIC COURSES AND ACTIVITIES IN SECONDARY SCHOOLS. 2 CREDITS.

**EDU 491 INTRODUCTION TO LEARNING DISABILITIES** PROVIDES AN INTRODUCTION TO THE FIELD OF LEARNING DISABILITIES. STUDENTS WILL INVESTIGATE ACADEMIC, FUNCTIONAL, AND SOCIAL CHARACTERISTICS OF LEARNERS FOUND ELIGIBLE FOR SPECIAL EDUCATION SERVICES AS LEARNING DISABLED. HISTORICAL PERSPECTIVES, DEFINITIONS, SERVICE DELIVERY SYSTEMS, EVALUATION PROCEDURES, AND CURRENT ISSUES WILL BE EXAMINED. THIS KNOWLEDGE WILL PREPARE STUDENTS TO HELP OTHERS UNDERSTAND THE NEEDS OF INDIVIDUALS WITH LEARNING DISABILITIES AND TO ADVOCATE FOR EDUCATIONAL POLICY, APPROPRIATE RESOURCES, AND EVIDENCE-BASED PRACTICES. 3 CREDITS.

**EDU 492 SPECIAL EDUCATION LEGISLATIONS AND LEGAL GUIDELINES** WILL PROVIDE CANDIDATES WITH A DEEP UNDERSTANDING OF THE HISTORY OF SPECIAL EDUCATION, CURRENT LEGAL AND ETHICAL STANDARDS, AND EMERGING ISSUES WHICH WILL PROVIDE THEM WITH A STRONG BASE TO ADVOCATE FOR EDUCATIONAL POLICY AND APPROPRIATE RESOURCES TO SUPPORT HIGH QUALITY EDUCATION AND LEGAL RIGHTS OF INDIVIDUALS WITH EXCEPTIONAL LEARNING NEEDS. 3 CREDITS.

**EDU 493 MEETING THE SOCIAL, EMOTIONAL, BEHAVIORAL NEEDS OF THE STUDENT** WILL PROVIDE CANDIDATES WITH PROFICIENCY IN UNDERSTANDING AND MANAGING THE DIVERSE SOCIAL/EMOTIONAL AND BEHAVIORAL NEEDS OF STUDENTS WITH LEARNING DISABILITIES. CANDIDATES WILL APPLY A THOROUGH UNDERSTANDING OF RESEARCH-BASED STRATEGIES TO DEVELOP INTERVENTION PLANS USING CURRENT DATA-BASED ASSESSMENT AND PRACTICES. CANDIDATES WILL BE ABLE TO APPLY KNOWLEDGE TO CREATE POSITIVE LEARNING ENVIRONMENTS FOR ALL STUDENTS. 3 CREDITS.

**EDU 494 COLLABORATION WITH PARENTS, STUDENTS AND OTHER PROFESSIONALS** WILL PROVIDE CANDIDATES ADVANCED UNDERSTANDING OF THE EDUCATIONAL AND SOCIETAL NEEDS OF STUDENTS WITH LEARNING DISABILITIES AS WELL AS SKILLS TO ADVOCATE FOR EDUCATIONAL POLICY, SERVICES, PROGRAMS, AND RESOURCES TO SUPPORT HIGH QUALITY EDUCATION. CANDIDATES WILL APPLY DEEP UNDERSTANDING TO PROMOTE ETHICAL, LEGAL, AND EVIDENCE-BASED PRACTICES FOR COLLABORATION AND PROFESSIONAL DEVELOPMENT WITH STAKEHOLDERS. 3 CREDITS.

**EDU 495 DETERMINING ELIGIBILITY AND DESIGNING EDUCATIONAL PROGRAMS** WILL PROVIDE CANDIDATES WITH EXPERTISE IN THE ASSESSMENT PROCEDURES REQUIRED TO IDENTIFY A SPECIFIC LEARNING DISABILITY. CANDIDATES WILL DEMONSTRATE SKILL IN USING ASSESSMENT DATA TO DEVELOP INDIVIDUALIZED EDUCATIONAL PLANS WHICH TAKE INTO ACCOUNT A FULL CONTINUUM OF PROGRAM OF PROGRAM OPTIONS AND SERVICES. CANDIDATES WILL DEMONSTRATE THE ABILITY TO PROVIDE EXTENSIVE INFORMATION REGARDING THE RESULTS OF ASSESSMENTS AND EDUCATIONAL RECOMMENDATIONS TO ALL STAKEHOLDERS. 3 CREDITS.

**EDU 496 LANGUAGE AND LITERACY** WILL PROVIDE CANDIDATES WITH EXPERTISE IN THE TEACHING OF LANGUAGE AND LITERACY SKILLS TO STUDENTS WITH LEARNING DISABILITIES. CANDIDATES WILL DEMONSTRATE THE SKILLS IN LANGUAGE AND LITERACY ASSESSMENTS AND DEVELOPMENT OF INSTRUCTIONAL STRATEGIES DESIGNED TO MEET THE INDIVIDUAL NEEDS OF EACH STUDENT WITH LEARNING DISABILITIES. THE CANDIDATES WILL ALSO DEMONSTRATE THE EXPERTISE IN THE AREA OF RESPONSE TO INTERVENTION (RTI) AND THE ROLE OF THE SPECIAL EDUCATION TEACHER IN THIS PROCESS. 3 CREDITS.

**EDU 497 MATH STRATEGIES FOR SPECIAL LEARNING NEEDS** WILL PROVIDE CANDIDATES WITH EXPERTISE IN THE TEACHING OF MATHEMATICS TO CHILDREN WITH LEARNING DISABILITIES. CANDIDATES WILL DEVELOP EXPERTISE IN THE AREA OF NCTM STANDARDS FOR PREK-12 GRADE, RTI AS IT APPLIES TO STUDENTS WITH LEARNING DISABILITIES, CURRICULUM BASED MEASURES AND PROGRESS MONITORING TOOLS TO DEVELOP APPROPRIATE PROGRAMS, AND STRATEGIES TO MODIFY AND ADAPT MATHEMATICS CURRICULUM TO MEET THE NEEDS OF STUDENTS WITH LEARNING DISABILITIES. 3 CREDITS.

**EDU 498 INSTRUCTION ACROSS CONTENT AREAS FOR STUDENTS WITH LEARNING DISABILITIES** WILL PROVIDE CANDIDATES WITH THE KNOWLEDGE AND SKILL REQUIRED TO ASSIST GENERAL EDUCATORS WITH UNDERSTANDING THE EDUCATIONAL AND EMOTIONAL NEEDS OF STUDENTS WITH DISABILITIES ALONG WITH THE ABILITY TO IMPLEMENT ACCOMMODATIONS, MODIFICATIONS AND BEST PRACTICE INSTRUCTIONAL STRATEGIES IN THE GENERAL EDUCATION SETTING. 3 CREDITS.

**EDU 499 DIRECTED STUDENT TEACHING IN SPECIAL EDUCATION WITH SEMINAR** CANDIDATES WILL COMPLETE 8 WEEKS FOR DIRECTED STUDENT TEACHING UNDER THE DIRECTION OF A CERTIFIED SPECIAL EDUCATION TEACHER ALONG WITH STUDENT TEACHING SEMINAR. DURING THIS STUDENT TEACHING EXPERIENCE, CANDIDATES WILL BE EVALUATED BY THEIR COOPERATING TEACHER IN 5 AREAS: DEMONSTRATING UNDERSTANDING OF STUDENTS WITH LEARNING DISABILITIES, ASSESSING STUDENTS WITH LEARNING DISABILITIES AND DEVELOPING INDIVIDUALIZED PROGRAMS, TEACHING AND MODIFYING INSTRUCTION AND CURRICULA FOR STUDENTS WITH LEARNING DISABILITIES, WORKING IN THE PROFESSIONAL ENVIRONMENT. 3 CREDITS.

## 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. FULFILLS CORE LITERATURE REQUIREMENT. 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 (W)** 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 (W)** 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. FULFILLS CREATIVE ARTS REQUIREMENT IN THE ELECTIVE CORE. PREREQUISITE: ENG 104. 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. PREREQUISITE: ENG 104. 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. 3 CREDITS.

**ENG 341 AMERICAN LITERATURE I (W)** 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 (W)** 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. 3 CREDITS.

**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. 3 CREDITS.

**ENG 350 CLASSICAL AND MODERN RHETORIC** PROVIDES AN OVERVIEW AND STUDY OF THE ART OF CLASSICAL RHETORIC, BEGINNING WITH THE ANCIENT GREEKS AND CULMINATING IN TWENTIETH CENTURY UNDERSTANDINGS AND APPLICATIONS. PREREQUISITES: ENG 104, 190, OR 245. 3 CREDITS.

**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 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. PREREQUISITE: ENG 103, ENG 104. 3 CREDITS.

**ENG 465 SHAKESPEARE (W)** 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. 3 CREDITS.

**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. 3 CREDITS.

## 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 3 CREDITS.

**ENTR 262 PLANNING NEW VENTURES (W)** 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. 3 CREDITS.

**ENTR 290 SOCIAL ENTREPRENEURSHIP** 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. 3 CREDITS.

**ENTR 390 ENTREPRENEURSHIP 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. 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. PREREQUISITES: HHP 371. 4 CREDITS.

**EXS 475 SEMINAR IN EXERCISE SCIENCE** 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. PREREQUISITES: MATH 205, HHP 471. 2 CREDITS

**EXS 480 PROGRAM DESIGN & APPLICATION** WILL EXAMINE THE VARIOUS ANATOMICAL AND PHYSIOLOGICAL ASPECTS ASSOCIATED WITH STRENGTH AND CONDITIONING. THIS COURSE WILL PROVIDE AN APPLICATION OF EXERCISE PHYSIOLOGICAL AND BIOMECHANICAL PRINCIPLES TO THE DESIGN OF STRENGTH AND CONDITIONING PROGRAMS. THE STUDENTS WILL HAVE OPPORTUNITIES TO ANALYZE AND DESIGN A STRENGTH AND CONDITIONING PROGRAM FOR ATHLETES FROM VARIOUS SPORTS OR FOR INDIVIDUALS WITH SPECIAL NEEDS. PREREQUISITES: HHP 371. 3 CREDITS.

**EXS 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. 3 CREDITS.

## FAMILY LIFE EDUCATION

**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. 3 CREDITS.

**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.. 3 CREDITS.

**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. 3 CREDITS.

#### **CHILD LIFE SPECIALIST MINOR**

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**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 THERAPEUTIC INTERVENTIONS ADAPTING ACTIVITIES TO THE HOSPITAL ENVIRONMENT THROUGH THE ROLE OF THE CHILD LIFE SPECIALIST AS A MEMBER OF THE HEALTH CARE TEAM. 3 CREDITS.

**FAM 335 CHILD LIFE SPECIALIST SEMINAR** EXAMINES PROFESSIONAL ISSUES RELEVANT TO THE CHILD LIFE PROFESSION. CHILD LIFE STUDENTS WILL DEVELOP SKILLS FOR NURTURING ONESELF WHILE PROVIDING EFFECTIVE PSYCHOSOCIAL CARE FOR OTHERS. 3 CREDITS

**FAM 336 THERAPEUTIC PLAY FOR THE CHILD IMPACTED BY HEALTHCARE** PROVIDES AN INTRODUCTION TO UTILIZING PLAY AS A THERAPEUTIC MODALITY TO HELP CHILDREN COPE WITH THE STRESSORS OF ILLNESS AN HEALTHCARE EXPERIENCES AS WELL AS PLANNING THERAPEUTIC PLAY OPPORTUNITIES BY THE CHILD LIFE SPECIALIST AS A MEMBER OF THE HEATHCARE TEAM. 3 CREDITS

**FAM 339 RESEARCH IN CHILD LIFE I** INTRODUCES RESEARCH METHODOLOGY PERTINENT TO THE EVALUATION OF CHILD LIFE (PSYCHOSOCIAL) SERVICES, EXAMINING THE RESEARCH PROCESS, THE RATIONALE FOR CONDUCTING EVALUATIONS, THE RELATIONSHIP OF EVALUATIVE EFFORTS TO PROGRAM EVALUATION, AND THE RELATIONSHIP OF EVALUATIVE EFFORTS TO PROGRAM DESIGN AND IMPLEMENTATION, AS WELL AS SYNTHESIS OF RESEARCH FINDINGS AND APPLICATION OF EVIDENCE IN PRACTICE. 3 CREDITS

**FAM TBD THE CHILD AFFECTED BY DEATH, DYING AND GRIEF** EXAMINES THE IMPACT OF THE LAST STAGE OF LIFE ON CHILDREN AND THEIR FAMILIES WHILE PROVIDING SKILLS FOR SUPPORTING CHILDREN AND FAMILIES DURING DEATH, DYING AND GRIEVING. THE CHILD LIFE STUDENT WILL STUDY CURRENT THEORIES AND PRACTICES RELATED TO DEATH AND DYING FROM THE STANDPOINT OF DEVLEOPMENT AND LEARNING THEORY. THE CHILD LIFE STUDENTS WILL LEARN INTERVENTION METHODS AND SKILLS FOR WORKING WITH CHILDREN WHO ARE DYING, BEREAVED CHILDREN, AND WAYS THAT LOVED ONES CAN SUPPORT THE BEREAVED CHILD. 3 CREDITS.

**FAM 391 PRACTICUM 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. 3 CREDITS.

**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. 12 CREDITS.

#### **COMMUNITY SERVICES MINOR**

**FAM 340 ADMININSTRATIVE 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. 3 CREDITS.

**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. 3

CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 1 CREDIT.

**FAM 392 PRACTICUM 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. 3 CREDITS.

**FAM 492 INTERNSHIP IN COMMUNITY SERVICES** THE CAPSTONE FAMILY LIFE EXPERIENCE FOR A COMMUNITY SERVICES MINOR IS IN THE FOURTH YEAR AND IS 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. 12 CREDITS.

#### **FAMILY LIFE CHILDREN'S MINISTRY**

**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. 3 CREDITS.

**FAM 423 PRACTICAL SKILLS IN CHILDREN'S MINISTRY** THE PURPOSE OF THIS COURSE IS TO GIVE STUDENTS HANDS-ON EXPERIENCES THAT DEAL WITH A VARIETY OF CHILDREN'S ISSUES SUCH AS DEVELOPING CREATIVE MESSAGES, LEADING MUSIC, BUILDING RELATIONSHIPS, DISCIPLINE, CRISES AND HELPING CHILDREN LIVE OUT THEIR FAITH. 3 CREDITS.

**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. 3 CREDITS.

**FAM 425 CHILDREN'S MINISTRY ADMINISTRATION** THIS COURSE WILL PREPARE THE STUDENTS 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. 3 CREDITS.

**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. 1 CREDIT.

**FAM 393 PRACTICUM 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. PREREQUISITE: FORMAL FAMILY LIFE PROGRAM ADMISSION. 3 CREDITS.

**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. 12 CREDITS.

#### **FAMILY LIFE YOUTH MINISTRY**

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 1 CREDIT.

**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. 3 CREDITS.

**FAM 394 PRACTICUM 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. PREREQUISITE: FORMAL FAMILY LIFE PROGRAM ADMISSION. 3 CREDITS.

**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. 12 CREDITS.

#### **FINANCE**

**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.

**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. FULFILLS THE CULTURE CORE REQUIREMENT. 3 CREDITS.

**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. LAB COMPONENT COURSE, CROSSLISTED WITH BIO156. 4 CREDITS.

#### GERMAN

**GER 101 BEGINNING GERMAN I** IS FOR STUDENTS WHO HAVE HAD NO PREVIOUS FORMAL COURSE WORK IN GERMAN. STUDENTS WILL BEGIN TO DEVELOP LISTENING, SPEAKING, READING AND WRITING SKILLS IN THE GERMAN LANGUAGE. 4 CREDITS.

**GER 102 BEGINNING GERMAN II** IS A CONTINUATION OF GER 101 AND WILL DEVELOP THOSE ABILITIES IN LISTENING, SPEAKING, READING AND WRITING BEGUN IN GER 101. PREREQUISITE: GER 101. 4 CREDITS.

#### 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. 3 CREDITS.

**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. PREREQUISITE: GRK 201. COURSE IS DESIGNED TO BE TAKEN DURING THE FIRST HALF OF THE SEMESTER, THE STUDENT THEN ENROLLS IN GRK 303 FOR THE SECOND HALF OF THE SEMESTER. 3 CREDITS.

**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. PREREQUISITE: GRK 202. COURSE IS DESIGNED TO BE TAKEN DURING THE SECOND HALF OF THE SEMESTER, THE STUDENT SHOULD HAVE PREVIOUSLY COMPLETED GRK 202 IN THE FIRST HALF OF THE SEMESTER. 3 CREDITS.

**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. PREREQUISITE: GRK 303. 3 CREDITS.

**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. PREREQUISITE: GRK 304. 3 CREDITS.

**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 A PAPER ON GREEK GRAMMAR. PREREQUISITE: GRK 304. 3 CREDITS.

**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. PREREQUISITE: GRK 303. 1 CREDIT.

#### 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 NUTRITIONAL, PHYSICAL ACTIVITY, AND PHYSIOLOGICAL VALUES OF ACTIVITY. 1 CREDIT.

**HHP 105 THE WELLNESS PROGRAM** INTRODUCES THE STUDENT TO NUTRITIONAL AND ACTIVITY RELATED INFORMATION TO FOSTER A HEALTHY LIFESTYLE. THIS COURSE FULFILLS THE HHP 100 AND ACTIVITY REQUIREMENT OF THE CORE. 2 CREDITS.

**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. FULFILLS PHYSICAL DEVELOPMENT REQUIREMENT IN THE ELECTIVE CORE. 1 CREDIT.

**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. FULFILLS PHYSICAL DEVELOPMENT REQUIREMENT IN THE ELECTIVE CORE. PREREQUISITE: HHP 120 OR CONSENT OF INSTRUCTOR. 2 CREDITS.

**HHP 160 WALKING FOR WELLNESS** IS DESIGNED TO UTILIZE WALKING FOR FITNESS DEVELOPMENT, STRESS REDUCTION, AND PERSONAL WELLNESS. 1 CREDIT.

**HHP 171 INTRODUCTION TO EXERCISE SCIENCE** INTRODUCES STUDENTS TO THE FIELD OF EXERCISE SCIENCE AND THE DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE AT CONCORDIA UNIVERSITY ANN ARBOR. THE FIELDS OF ATHLETIC TRAINING, EXERCISE PHYSIOLOGY, HEALTH EDUCATION AND PHYSICAL EDUCATION ARE COVERED AS STUDENTS RECEIVE AN OVERVIEW OF EACH FIELD FOR THE FIRST SEVEN WEEKS. THE SECOND SEVEN WEEKS ARE USED TO GIVE STUDENTS THE OPPORTUNITY TO INVESTIGATE THROUGH CLINICAL EXPERIENCES THE NATURE AND SCOPE OF THEIR PARTICULAR FIELD OF INTEREST. 1 CREDIT.

**HHP 202 INTRODUCTION TO KINESIOLOGY** STUDENTS EXPLORE THE HISTORY, PRINCIPLES, SCIENTIFIC FOUNDATIONS, PHILOSOPHY, EMPLOYMENT OPPORTUNITIES, AND SCOPE OF PHYSICAL ACTIVITY. 3 CREDITS.

**HHP 250 TEACHING CORE ACTIVITIES II: RECREATIONAL DANCE** INCLUDES INSTRUCTION IN METHODS, SKILLS, KNOWLEDGE, AND PROCEDURES FOR PERFORMING AND TEACHING VARIOUS DANCE FORMS AND DANCE RELATED ACTIVITIES SUCH AS FOLK, SQUARE, BALLROOM, AND LINE DANCING. TEACHING PROGRESSIONS, MUSIC SELECTION, AND CLASS ORGANIZATION WILL BE EMPHASIZED. RHYTHMS AND CURRENT TRENDS WILL BE INCLUDED. TEACHING OPPORTUNITIES IN A CLINICAL SETTING WILL ALSO BE REQUIRED. PREREQUISITE: HHP 171. 3 CREDITS.

**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. PREREQUISITE: HHP 171. 3 CREDITS.

**HHP 265 HEALTHY LIFESTYLES** FOCUSES ON THE KNOWLEDGE AND SKILLS THAT ARE ESSENTIAL TO PREVENTING OR DELAYING VARIOUS HEALTH PROBLEMS. EMPHASIS WILL BE PLACED ON PREVENTING CARDIOVASCULAR DISEASE, DIABETES, AND CANCER. THE INFORMATION PRESENTED AND THE ACTIVITIES EXPERIENCED WILL ASSIST THE STUDENTS IN MAKING EDUCATED DECISIONS REGARDING HEALTHY BEHAVIOR PATTERNS. 3 CREDITS.

**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. 3 CREDITS.

**HHP 280 PSYCHOLOGY OF SPORT (W)** INTRODUCES STUDENTS TO VARIOUS PSYCHOLOGICAL TOOLS AND TECHNIQUES DESIGNED TO HELP ATHLETES REACH THEIR POTENTIAL. THIS COURSE COVERS ASSESSMENT STRATEGIES, TRENDS, AND MEASUREMENT TECHNIQUES. IT PROVIDES STUDENTS WITH STRATEGIES FOR ASSISTING ATHLETES TO PERFORM WELL. 3 CREDITS.

**HHP 342 NUTRITION FOR WELLNESS AND PERFORMANCE (W)** INTRODUCES THE STUDENT TO THE PRINCIPLES OF NUTRITION FOR WELLNESS. IT EMPHASIZES THE IMPORTANCE OF GOOD NUTRITION TO PROMOTE A HEALTHY LIFESTYLE, ENHANCED PERFORMANCE, PREVENT INJURY, AND FOSTER WELLNESS THROUGHOUT LIFE. REAL WORLD APPLICATION IS EMPHASIZED. ENVIRONMENTAL CONCERNS, HUNGER, AND CONSUMERISM ARE ALSO DISCUSSED. 3 CREDITS.

**HHP 350 COACHING METHODS** THIS COURSE PRESENTS THE THEORIES OF COACHING AND STRATEGIES OF TEAM SPORTS. 3 CREDITS

**HHP 355 TEACHING CORE ACTIVITIES III** INCLUDES INSTRUCTION IN THEORIES, TECHNIQUES, AND PROGRESSIONS OF VARIOUS SPORT ACTIVITIES. STUDENTS WILL BE GIVEN THE OPPORTUNITY TO PRACTICE-TEACH IN A VARIETY OF PHYSICAL ACTIVITIES AND LIFETIME SPORTS. UNIT AND LESSON PLANS WILL BE COMPLETED. TEACHING METHODOLOGIES, SKILL PROGRESSIONS, AUTHENTIC ASSESSMENT AND DEVELOPMENTALLY APPROPRIATE CONTENT MATERIAL WILL BE ADDRESSED. PREREQUISITE: HHP 171. 3 CREDITS.

**HHP 356 TEACHING CORE ACTIVITIES IV** FOCUSES ON THE DEVELOPMENT OF TEACHING METHODS AND PEDAGOGIES OF A VARIETY OF SPORTS AND ACTIVITIES WITHIN A PHYSICAL EDUCATION ENVIRONMENT. PARTICULAR ATTENTION WILL BE PAID TO ANALYSIS OF SKILL EXECUTION AND USE OF CUES. TEACHING KNOWLEDGE, PROGRESSIONS, AND SKILLS WHICH CUT ACROSS ACTIVITIES WILL BE ADDRESSED. LESSON AND UNIT PLAN DEVELOPMENT WILL BE EMPHASIZED WITH A FOCUS ON AUTHENTIC ASSESSMENT TECHNIQUES. PREREQUISITES: HHP 171, HHP 355. 3 CREDITS.

**HHP 371 EXERCISE PHYSIOLOGY (W)** INVOLVES THE APPLICATION OF ANATOMICAL AND PHYSIOLOGICAL PROCESSES TO HUMAN MOVEMENT, PHYSICAL PERFORMANCE, AND REHABILITATION. PREREQUISITES: BIO 191/192. 4 CREDITS.

**HHP 373 MOTOR DEVELOPMENT** FOCUSES ON DEVELOPMENTAL PRINCIPLES AS THEY APPLY TO MOVEMENT AND ARE INFLUENCED BY THE MATURATIONAL PROCESS. AN INTEGRATIVE APPROACH WILL BE USED EMPHASIZING THE ROLE OF MOVEMENT AND PHYSICAL ACTIVITY IN AN INDIVIDUAL'S TOTAL GROWTH AND DEVELOPMENT FROM BIRTH THROUGH ADULTHOOD. YOUTH SPORT WILL ALSO BE STUDIED. 3 CREDITS.

**HHP 375 BIOMECHANICS** PROVIDES STUDENTS WITH AN UNDERSTANDING OF MECHANICAL PRINCIPLES SUCH AS FORCE, INERTIA, MOMENTUM, AND FRICTION. STUDENTS WILL HAVE THE OPPORTUNITY TO APPLY THESE PRINCIPLES TO VARIOUS MOVEMENT, REHABILITATION, AND SKILL ACTIVITIES. PREREQUISITES: BIO 191/192. 3 CREDITS.

**HHP 410 MEASUREMENT AND EVALUATION IN HEALTH/PE** FOCUSES ON ASSESSMENT TECHNIQUES IN HEALTH AND PHYSICAL EDUCATION. THIS COURSE DISCUSSES AND PROVIDES METHODS FOR CREATING APPROPRIATE ASSESSMENTS, MODELS FOR PERFORMANCE-BASED ASSESSMENTS, AUTHENTIC ASSESSMENTS, AND INSTRUCTION FOR ADMINISTERING SKILL AND FITNESS TESTS. TEST CONSTRUCTION WILL BE EXAMINED. STUDENTS WILL DEVELOP A BATTERY OF ASSESSMENT TOOLS, INTENDED FOR USE AT THE ELEMENTARY, MIDDLE, AND HIGH SCHOOL LEVELS. 3 CREDITS.

**HHP 412 ADAPTED PHYSICAL EDUCATION** INCLUDES THE STUDY OF THOSE CONDITIONS AND UNIQUE NEEDS OF THE SPECIAL NEEDS CHILD IN THE PHYSICAL EDUCATION ENVIRONMENT. THIS COURSE PROVIDES THE STUDENT WITH KNOWLEDGE OF SPECIFIC DISABILITIES AND IMPAIRMENTS AS THEY RELATE TO A PHYSICAL EDUCATION AND RECREATIONAL SETTING. CONCEPTS OF INCLUSION AND LEAST RESTRICTED ENVIRONMENTS ARE PRESENTED. TEACHING TECHNIQUES, PROGRESSIONS, AND PROGRAM MODIFICATIONS ARE REVIEWED FOR VARIOUS ENVIRONMENTAL SITUATIONS. 3 CREDITS.

**HHP 450 CURRICULUM AND METHODS OF HEALTH EDUCATION** INTRODUCES THE STUDENT TO GENERAL PRINCIPLES AND METHODS OF TEACHING HEALTH EDUCATION. EMPHASIS WILL BE PLACED UPON PEDAGOGY, APPLICATION OF APPROPRIATE MATERIALS, TEACHING AIDS, AND EVALUATING EFFECTIVE HEALTH RESOURCES. PREREQUISITES: HHP 100 OR 105, HHP 265. 3 CREDITS.

**HHP 460 INTERNSHIP IN EXERCISE SCIENCE** IS DESIGNED TO EXPOSE STUDENTS TO VARIOUS ASPECTS INVOLVED WITH HEALTH CARE AND REHABILITATION IN EITHER A CLINICAL OR NON-CLINICAL SETTING. 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 EXPERIENCED PROFESSIONAL DEEMS APPROPRIATE. 3-6 CREDITS.

**HHP 474 EXERCISE MANAGEMENT FOR SPECIAL POPULATIONS** IS INTENDED TO EXAMINE THE CHARACTERISTICS, PHYSIOLOGICAL RESPONSES, AND EXERCISE ADAPTATIONS OF INDIVIDUALS WITH SELECT CHRONIC DISEASES. INCLUDES NEUROMUSCULAR DISEASE, CARDIOPULMONARY DISEASE, MUSCULOSKELETAL DISEASE, CANCER, AND METABOLIC DISORDERS. EMPHASIS WILL BE ON BASIC PATHOPHYSIOLOGY PLUS EXERCISE LIMITATIONS, RESPONSES, AND ADAPTATIONS FOR EACH DISEASE STATE. PREREQUISITE: EXS 442. 3 CREDITS.

**HHP 495 SENIOR SEMINAR IN EXERCISE SCIENCE** 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

#### 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. 3 CREDITS.

**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. PREREQUISITE: HEB 301. COURSE IS DESIGNED TO BE TAKEN DURING THE FIRST HALF OF THE SEMESTER, THE STUDENT THEN ENROLLS IN HEB 401 FOR THE SECOND HALF OF THE SEMESTER. 3 CREDITS.

**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. 3 CREDIT HOURS. PREREQUISITE: HEB 302. COURSE IS DESIGNED TO BE TAKEN DURING THE SECOND HALF OF THE SEMESTER, THE STUDENT SHOULD HAVE PREVIOUSLY COMPLETED HEB 302 IN THE FIRST HALF OF THE SEMESTER. 3 CREDITS.

**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. 3 CREDITS.

**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 HEBREW MORPHOLOGY, SYNTAX, AND VOCABULARY. ANCIENT CULTURE AND HISTORY WILL CONTINUE TO BE EXPLORED. 1 CREDIT.

**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. 3 CREDITS.

**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. 3 CREDITS.

#### 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 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 163 NON-WESTERN WORLD** SURVEYS THE PEOPLES AND CULTURES OF MODERN AFRICA, ASIA, THE MIDDLE EAST, THE PACIFIC RIM, AND SOUTH AMERICA, PROVIDING THE STUDENTS BACKGROUND TO MAKE SENSE OF THESE INCREASINGLY IMPORTANT REGIONS IN THE WORLD. 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. 3 CREDITS.

**HIST 215 THE CIVIL WAR** EXPLORES THE PERIOD 1861-1865 WHEN THE COUNTRY WAS RIPPED APART BY THE MOST DIVISIVE WAR IN AMERICAN HISTORY, THE WAR WHICH HAS TO A LARGE DEGREE SHAPED CURRENT AMERICAN POLITICAL, ECONOMIC, AND SOCIAL REALITIES. THOUGH THE COURSE WILL EXAMINE THE HISTORICAL CONTEXT IN WHICH THE WAR UNFOLDED, THE MILITARY ASPECTS OF THE CIVIL WAR WILL RECEIVE SIGNIFICANT ATTENTION. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 221 THE ANCIENT WORLD** EXAMINES THE MAJOR CULTURES OF THE ANCIENT NEAR EAST (EGYPTIAN, ASSYRIAN, BABYLONIAN, ETC.) FROM THE EARLIEST TIMES TO DEVELOPMENT OF ARCHAIC GREECE, AND IN SO DOING OFFERS A BACKDROP TO THE ANCIENT WORLD OF THE OLD TESTAMENT AND THE CLASSICAL ERA OF THE GREEKS AND ROMANS. FULFILLS CORE CROSS-CULTURAL REQUIREMENT. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 241 INTRODUCTION TO LATIN AMERICA** EXPLORES THE HISTORY AND CULTURE OF CENTRAL AND SOUTH AMERICA AND THE CARIBBEAN FROM THE AZTECS, INCAS, AND MAYAS TO THE PRESENT. FULFILLS CORE CROSS-CULTURAL REQUIREMENT. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 243 MODERN AFRICA** EXAMINES THE POLITICAL, ECONOMIC, SOCIAL AND ETHNIC ISSUES CONFRONTING CONTEMPORARY AFRICA. VARIOUS HISTORICAL ISSUES ARE EXPLORED IN THE COURSE, INCLUDING THE ATLANTIC SLAVE TRADE, 19TH-CENTURY IMPERIALISM, COLONIALISM, POST-WAR DECOLONIZATION, ETHNIC CONFLICTS, AIDS AND GLOBALIZATION. FULFILLS CORE CROSS-CULTURAL REQUIREMENT. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 246 HISTORY OF JAPAN** INTRODUCES THE HISTORY OF JAPAN, EMPHASIZING JAPAN'S DISTINCTIVE CULTURAL, SPIRITUAL, POLITICAL, EDUCATIONAL, ARTISTIC, AND SOCIAL LIFE. THE ANTECEDENTS OF MODERN JAPAN CAN BE TRACED TO ANCIENT AND FEUDAL TIMES. STUDENTS WILL EXPLORE COMPARISONS AND CONTRASTS BETWEEN THE CULTURES OF JAPAN AND THE UNITED STATES. FULFILLS CORE CROSS-CULTURAL REQUIREMENT. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 250 MODERN MIDDLE EAST** SURVEYS THE RISE AND DISINTEGRATION OF THE OTTOMAN EMPIRE AS WELL AS LATER 20TH-CENTURY DEVELOPMENTS IN THE MIDDLE EAST, WITH PARTICULAR EMPHASIS ON THE ARAB-ISRAELI CONFLICT. FULFILLS CORE CROSS-CULTURAL REQUIREMENT. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 284 IMPERIAL CHINA** EXPLORES CHINA'S ANCIENT HISTORY AND INTRODUCES STUDENTS TO ANCIENT CHINESE CULTURE THROUGH A NUMBER OF CULTURAL ACTIVITIES. FULFILLS CORE CROSS-CULTURAL REQUIREMENT. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 285 MODERN CHINA** EXAMINES CHINA'S MODERN HISTORY FROM THE QING DYNASTY TO THE PRESENT. IT ALSO INTRODUCES STUDENTS TO CHINESE CULTURE THROUGH A NUMBER OF CULTURAL ACTIVITIES. FULFILLS CORE CROSS-CULTURE REQUIREMENT. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS

**HIST 309 EARLY AMERICA, 1492-1787** EXAMINES THE EARLY HERITAGE OF THE UNITED STATES FROM THE NATIVE AMERICANS TO THE CONSTITUTION OF 1787. THE COURSE EXPLORES SUCH TOPICS AS THE BEGINNINGS OF OUR MULTI-CULTURAL SOCIETY, THE GROWTH OF REPRESENTATIVE GOVERNMENT, AND THE DIVERSE ECONOMIC AND SOCIAL VALUES IN EARLY AMERICA. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 322 THE CLASSICAL WORLD** SURVEYS THE HISTORY OF CLASSICAL GREECE, THE HELLENISTIC WORLD, ANCIENT ROME, AND EARLY CHRISTIANITY WITH EMPHASIS UPON POLITICAL, SOCIAL, RELIGIOUS, AND CULTURAL ELEMENTS. STUDENTS WILL EXPLORE HOW THESE CULTURES INFLUENCED EACH OTHER AND THE MODERN WORLD. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 330 HISTORY OF MODERN EUROPE** STUDIES DEVELOPMENTS IN EUROPEAN SOCIAL, POLITICAL, ECONOMIC, RELIGIOUS, AND CULTURAL HISTORY FROM THE FRENCH REVOLUTION TO THE PRESENT. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 351 INDUSTRIAL AMERICA 1861-1920** EXPLORES THE DEVELOPMENT OF THE UNITED STATES FROM AN AGRARIAN TO AN INDUSTRIAL NATION AND FROM A HEMISPHERIC TO A WORLD POWER. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 352 UNITED STATES AS A WORLD POWER 1920-PRESENT** STUDIES THE POLITICAL, ECONOMIC, SOCIAL, AND INTELLECTUAL DEVELOPMENT OF THE UNITED STATES SINCE WORLD WAR I. SEVERAL IMPORTANT EVENTS AND REPRESENTATIVE FIGURES OF THE PERIOD WILL BE STUDIED IN DEPTH. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 356 THE MIDDLE AGES** SURVEYS THE POLITICAL, ECONOMIC, RELIGIOUS, CULTURAL AND SOCIAL DEVELOPMENT OF EUROPE FROM THE FALL OF THE ROMAN EMPIRE THROUGH THE 14TH CENTURY. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 358 RENAISSANCE/REFORMATION EUROPE** PRESENTS AN OVERVIEW OF EUROPEAN HISTORY FROM THE 13TH TO THE 17TH CENTURIES, WITH ESPECIAL EMPHASIS UPON THE RENAISSANCE AND REFORMATION. STUDENTS WILL EXPLORE HOW THESE MOVEMENTS IMPACTED THE DEVELOPMENT OF WESTERN CIVILIZATION IN GENERAL AND EUROPE IN PARTICULAR. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 360 REVOLUTIONARY EUROPE** SURVEYS THE HISTORY OF EUROPE IN THE 17TH AND 18TH CENTURIES, A PERIOD DURING WHICH EUROPE EXPERIENCED REVOLUTIONS OF ALL KINDS—POLITICAL, RELIGIOUS, SCIENTIFIC, TECHNOLOGICAL, MILITARY, ECONOMIC—AND WITNESSED SOME OF THE GREATEST POLITICAL, CULTURAL AND INTELLECTUAL CHANGES IN EUROPEAN HISTORY. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 363 WOMEN IN AMERICA** INTRODUCES STUDENTS TO SIGNIFICANT WORLDVIEWS AND MAJOR EVENTS THAT AFFECTED WOMEN'S HISTORY IN THE UNITED STATES. THE STUDENTS WILL EXAMINE WOMEN'S INVOLVEMENT WITHIN THE MAJOR SOCIAL INSTITUTIONS OF AMERICA, AND WHAT ROLE WOMEN HAVE PLAYED IN ECONOMICS, EDUCATION, FAMILY, POLITICS, AND RELIGION FROM EARLY SETTLEMENT TO CURRENT TIMES. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 380 AMERICAN REPUBLIC 1788-1860** STUDIES THE HISTORY OF THE UNITED STATES FROM WASHINGTON'S ADMINISTRATION TO THE CIVIL WAR, EXPLORING THE POLITICAL, ECONOMIC, SOCIAL, AND INTELLECTUAL GROWTH OF THE NATION. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 385 HISTORICAL METHODS** 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 103 AND JUNIOR OR SENIOR STANDING. OFFERED FALL SEMESTER ONLY. 3 CREDITS.

**HIST 420 NATIONAL HISTORY** EXAMINES THE HISTORY OF A SPECIFIC EUROPEAN COUNTRY (ENGLAND, FRANCE, GERMANY OR RUSSIA), EXPLORING POLITICAL, SOCIAL, ECONOMIC, RELIGIOUS, AND OTHER FACTORS. THE COURSE WILL EXAMINE ONE NATION; THE NATION UNDER STUDY WILL ROTATE FROM YEAR TO YEAR. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 463 TOPICS IN WESTERN HISTORY** PROVIDES THE STUDENT WITH THE OPPORTUNITY TO EXPLORE A THEME, QUESTION OR TOPIC IN WESTERN HISTORY IN AN IN-DEPTH FASHION IN A SEMINAR-STYLE COURSE. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 464 TOPICS IN AMERICAN HISTORY** PROVIDES THE STUDENT WITH THE OPPORTUNITY TO EXPLORE A THEME OR QUESTION IN AMERICAN HISTORY IN AN IN-DEPTH FASHION IN A SEMINAR-STYLE COURSE. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 465 TOPICS IN GLOBAL HISTORY** PROVIDES THE STUDENT WITH AN OPPORTUNITY TO EXPLORE A THEME, QUESTION, OR TOPIC IN GLOBAL HISTORY IN AN IN-DEPTH FASHION IN A SEMINAR-STYLE COURSE. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**HIST 466 THE AMERICAN IDEA** SURVEYS THE INTELLECTUAL HISTORY OF THE UNITED STATES AS IT INTERSECTED WITH AMERICAN SOCIETY, AND WILL FEATURE PARTICULAR GROUPS IN THE COUNTRY'S HISTORY, FROM THE PURITANS TO THE CONSERVATIVE MOVEMENT OF THE LATE 20TH CENTURY. PREREQUISITE: HIST 103 OR CONSENT OF THE INSTRUCTOR. 3 CREDITS.

**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. 3 CREDITS.

**HIST 385 HISTORICAL METHODS** 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 103 AND JUNIOR OR SENIOR STANDING. 3 CREDITS.

**HIST 490 SENIOR HISTORY SEMINAR** THE CULMINATING UNDERGRADUATE EXPERIENCE IN WHICH THE STUDENT WILL STUDY HISTORY BY RESEARCHING, WRITING, AND PRESENTING A PIECE OF ORIGINAL HISTORICAL WORK. PREREQUISITE: HIST 385. 3 CREDITS.

#### HOSPITALITY & EVENT 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. 3 CREDITS.

**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. 3 CREDITS.

**HEM 230 CEREMONIAL MANAGEMENT** THIS COURSE INTRODUCES STUDENTS TO A VARIETY PROFESSIONAL AND CEREMONIAL SPECIAL EVENTS AND CONVENTIONS THAT REQUIRE AN UNDERSTANDING OF AGENDAS, GUEST SPEAKERS, ENTERTAINMENT, BRANDS, AND PROFESSIONAL GROUPS (LARGE AND SMALL). STUDENTS WILL CREATIVELY DESIGN AGENDAS, FLOOR PLANS, AND PROGRAMS SUITABLE FOR ASSIGNED EVENTS. STUDENTS WILL BE EXPLORE BANQUET AND SYMPOSIUM PLANNING, CONVENTION PLANNING, AND CEREMONIAL (I.E. WEDDING) THROUGH SIMULATED EVENTS. 3 CREDITS.

**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. 3 CREDITS.

**HEM 290 INTRODUCTION TO HOSPITALITY, EVENT, & ENTERTAINMENT MANAGEMENT** THIS INTRODUCTION TO HOSPITALITY, EVENT & ENTERTAINMENT COURSE EXAMINES THE PRINCIPLES OF THE ENTERTAINMENT AND HOSPITALITY INDUSTRIES. THIS COURSE FOCUSES ON THE APPLICATIONS OF INDUSTRY KNOWLEDGE AND EXPOSES STUDENTS TO THE FUNDAMENTALS AND BEST PRACTICES OF HOSPITALITY, EVENT AND ENTERTAINMENT MANAGEMENT. THIS CLASS PROVIDES STUDENTS WITH AN IN-DEPTH LOOK AT THE CHALLENGES AND OPPORTUNITIES THAT ARE ROUTINELY FACED BY A MANAGER IN THE CONTEXT OF EVENTS AT ENTERTAINMENT, SPORT AND EVENT FACILITIES. 3 CREDITS.

**HEM420 EVENT & 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. THIS COURSE IS REQUIRED FOR BOTH SPORT & ENTERTAINMENT MANAGEMENT AND HOSPITALITY & EVENT MANAGEMENT MAJORS. 3 CREDITS.

**HEM 453 HOSPITALITY & EVENT MANGEMENT POLICY** THIS COURSE IS DESIGNED TO LOOK AT THE TOTAL ENVIRONMENT OF THE HOSPITALITY AND EVENT MANAGEMENT BUSINESS SECTOR. CONCEPTS DEVELOPED IN OTHER BUSINESS AND HOSPITALITY AND EVENT MANAGEMENT COURSES WILL BE IMPLEMENTED INTO A CULMINATING RESEARCH PROJECT. ACTUAL HOSPITALITY MARKETING AND EVENT MANAGEMENT ISSUES CURRENTLY BEING ADDRESSED AT AN ORGANIZATION OR INSTITUTION WILL BE STUDIED. 3CREDIT HOURS. PREREQUISITE: SENIOR STANDING IN MAJOR 3 CREDITS.

#### HUMAN RESOURCES

**AL 266 STAFFING** INTRODUCES STUDENTS TO THE PRINCIPLES AND FUNCTIONS OF STAFFING TO ENABLE THE DESIGN AND MANAGEMENT OF A SUCCESSFUL STAFFING PROCESS, INCLUDING LEGAL COMPLIANCE, INTERNAL AND EXTERNAL RECRUITMENT, INTERVIEWING AND RETENTION. 3 CREDITS.

**AL 269 WORKPLACE HEALTH AND SAFETY** WILL PROVIDE STUDENTS WITH THE BASIC KNOWLEDGE AND PRINCIPLES OF THE FIELD OF OCCUPATIONAL SAFETY AND HEALTH. THIS COURSE IS DESIGNED TO PROVIDE STUDENTS WITH AN UNDERSTANDING AND APPRECIATION FOR THE FUNDAMENTAL SAFETY TECHNOLOGY AND MANAGEMENT NEEDS OF THE SAFETY DIRECTOR. 3 CREDITS.

**AL 472 MANAGING CHANGE** ENGAGES STUDENTS IN THE ANALYSIS OF AN ORGANIZATION'S NEEDS AND THE DEVELOPMENT OF A PLAN TO INFLUENCE MAJOR ORGANIZATIONAL CHANGE FROM THE HUMAN RESOURCES PERSPECTIVE. 3 CREDITS.

#### LIBERAL ARTS

**LA 103 CAREER & CALLING** PROVIDES FOUNDATIONAL CAREER PREPARATION AS STUDENTS COMPLETE CAREER ASSESSMENTS AND CREATE A LIFE ALLING MAP; CONDUCT CAREER RESEARCH TO IDENTIFY OR CONFIRM THEIR MAJOR AND CAREER DIRECTION; DEVELOP A RESUME, COVER LETTER, LINKEDIN PROFILE AND EPORTFOLIO; AND EXPLORE CONCEPTS OF VOCATION AND THEIR UNIQUE CALLINGS. 3 CREDITS.

**LA 105** ORIENTS THE STUDENT INTO HIGHER EDUCATION THROUGH A MULTI-PHASE ACADEMIC ENDEAVOR THAT DEVELOPS COMMUNITY, DEFINES NEEDS, EXPLORES AVAILABLE RESOURCES, BUILDS SUPPORTIVE NETWORKING, AND DEVELOPS A DESIRE FOR CHRISTIAN GROWTH AND ACADEMIC EXCELLENCE. THIS COURSE IS DESIGNED TO HELP YOU CREATE GREATER SUCCESS IN COLLEGE AND IN LIFE. IN THE COMING WEEKS, YOU WILL LEARN MANY PROVEN STRATEGIES FOR CREATING GREATER ACADEMIC, PROFESSIONAL, AND PERSONAL SUCCESS. WE WILL USE GUIDED JOURNAL WRITINGS TO EXPLORE THESE STRATEGIES, AND, AS A BONUS, YOU WILL LEARN TO EXPRESS YOURSELF MORE EFFECTIVELY IN WRITING. 3 CREDITS.

#### 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. 3 CREDITS.

**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. 3 CREDITS.

#### 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. 3 CREDITS.

**LAT 106 LATIN II** A CONTINUATION OF ELEMENTARY LATIN I. AS WITH LAT101, AN ADDITIONAL HOUR OF LABORATORY WORK IS REQUIRED WEEKLY. 3 CREDITS.

#### 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 119 NUMBER SENSE: TEACHING PRE K-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 PRE K-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 INFERENCE STATISTICS, PROBABILITY AND GEOMETRY TOPICS. EMPHASIS IS ON APPLICATION TO REAL LIFE SITUATIONS. FULFILLS THE MATHEMATICS CORE REQUIREMENT. 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. FULFILLS THE MATHEMATICS CORE REQUIREMENT. 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. FULFILLS THE MATHEMATICS CORE REQUIREMENT. 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. 3 CREDITS.

**MATH 305 STATISTICS II** IS A COURSE DESIGNED TO CONTINUE THE STUDENT'S BACKGROUND IN PROBABILITY AND STATISTICS. STUDENTS EXAMINE ANOVA, TWO SAMPLE TESTS, REGRESSION AND MULTIPLE REGRESSION, NON-PARAMETRIC STATISTICS, AND THE CHI-SQUARE DISTRIBUTION. PREREQUISITES: MATH 197 OR MATH 201 AND MATH 205. 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 325 LINEAR ALGEBRA AND DIFFERENTIAL EQUATIONS** STUDIES ELEMENTARY LINEAR ALGEBRA, INCLUDING MATRICES AND DETERMINANTS, VECTOR SPACES, LINEAR TRANSFORMATIONS, SOLUTIONS OF LINEAR SYSTEMS, AND DIFFERENTIAL EQUATIONS INCLUDING SERIES OF EQUATIONS. PREREQUISITE: MATH 201. 4 CREDITS

**MATH 331 GEOMETRY** A SURVEY OF AXIOMATIC SYSTEMS, EUCLIDEAN GEOMETRY, AND NON-EUCLIDEAN GEOMETRIES SUCH AS FINITE, PROJECTIVE, AND HYPERBOLIC. 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. 3 CREDITS.

**MATH 461 PROBABILITY AND STATISTICS** BASIC PROBABILITY THEORY; RANDOM VARIABLES, SINGLE, JOINT, CONDITIONAL AND MARGINAL PROBABILITY DISTRIBUTIONS; EXPECTATION, VARIANCE, COVARIANCE AND OTHER MOMENTS AND MOMENT GENERATING FUNCTIONS. 3 CREDITS.

**MATH 490 MATHEMATICS SENIOR SEMINAR** 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. 3 CREDITS.

#### MANAGEMENT

**MGMT 130 PRINCIPLES OF MANAGEMENT (W)** 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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

#### MARKETING

**MKTG 131 PRINCIPLES OF MARKETING (W)** 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 080 RECITAL/CONCERT/CONVOCATION** IS FOR 0 CREDITS, HOWEVER, ATTENDANCE IS REQUIRED OF ALL MUSIC MAJORS EVERY SEMESTER. PASSING 7 OF 8 SEMESTERS OF MUS 080 IS REQUIRED BEFORE PROCEEDING TO RECITAL. IN ORDER TO SATISFY THIS REQUIREMENT, EVIDENCE OF 4\* ATTENDED PROGRAMS EACH SEMESTER MUST BE FILED WITH THE MUSIC OFFICE. \* IN THE EVENT THAT 4 CAMPUS CONCERTS/RECITALS ARE NOT SCHEDULED, THE MINIMUM NUMBER WILL BE SET BY THE DEPARTMENT CHAIR FOR THAT SEMESTER. IF A STUDENT NEEDS TO BE EXCUSED FROM CONVOCATION DUE TO A CLASS CONFLICT, HE OR SHE MUST CLEAR IT WITH ADVISOR. 0 CREDITS.

**MUS 105 MUSIC FUNDAMENTALS.** THIS COURSE IS AN INTRODUCTION TO THE FUNDAMENTALS OF MUSIC READING AND PERFORMANCE. TOPICS WILL INCLUDE READING AND SINGING FROM TREBLE AND BASS CLEFS, BASIC RHYTHMS, INTERVALS, AND CHORD STRUCTURES. 3 CREDITS.

**MUS 130 GUITAR CLASS** IS A BEGINNING LEVEL APPLIED GUITAR COURSE WITH AN EMPHASIS ON BASIC CLASSICAL/FINGER STYLE TECHNIQUE. PREVIOUS KNOWLEDGE OF MUSIC AND/OR GUITAR IS NOT REQUIRED. THE COURSE WILL TEACH THE BASICS OF SINGLE NOTE-READING, BASIC CHORDS, AND THE APPLICATION OF BASIC CHORD TO BEGINNING SONG ACCOMPANIMENT. 1 CREDIT HOUR.

**MUS 150 DRUM LINE** – THIS ENSEMBLE STUDIES AND PERFORMS MUSIC FOR DRUM LINE, INCLUDING SNARE, TOMS, BASS DRUMS, AND CYMBALS. EMPHASIS ON READING NOTATED MUSIC AND ENSEMBLE PRECISION SKILLS. THE ENSEMBLE PERFORMS AT HOME FOOTBALL GAMES AND OTHER SELECTED EVENTS. MEMBERSHIP BY AUDITION ONLY. 1 CREDIT.

**MUS 171 CREATIVE ARTS** – MUSIC PROVIDES STUDENTS WITH AN OPPORTUNITY TO EXPERIENCE MUSIC IN ITS MANY FORMS BY LEARNING THE ELEMENTS OF MUSIC AND STUDYING HOW THESE ELEMENTS ARE USED IN VARIOUS STYLES. THIS COURSE IS FOR NON-MUSIC MAJORS ONLY. 3 CREDIT HOURS.

**MUS172 MUSIC APPRECIATION** THIS COURSE IS DESIGNED TO HELP STUDENTS GROW IN THEIR MUSICAL COMPREHENSION. ROOTED IN WESTERN ART MUSIC, STUDENTS WILL BE EXPOSED TO MUSIC FROM EACH OF THE PRINCIPAL MUSIC ERAS.

**MUS 175 MUSICAL THEATER WORKSHOP** – THIS ENSEMBLE STUDIES AND PERFORMS MUSIC WRITTEN FOR MUSICAL THEATER IN A VARIETY OF MUSICAL THEATER STYLES AND GENRES. MEMBERSHIP BY AUDITION ONLY. 1 CREDIT.

**MUS 176 OPERA WORKSHOP** – THIS ENSEMBLE STUDIES AND PERFORMS MUSIC WRITTEN FOR OPERA STYLES LANGUAGES. MEMBERSHIP BY AUDITION ONLY. 1 CREDIT.

**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. 1 CREDIT.

**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. 1 CREDIT.

**MUS 187 MARCHING BAND** – THIS ENSEMBLE STUDIES AND PERFORMS MUSIC FOR MARCHING BAND, AND INCLUDES WOODWIND AND BRASS INSTRUMENTS AS WELL AS COLOR GUARD. THE ENSEMBLE PERFORMS AT HOME FOOTBALL GAMES AND OTHER SELECTED EVENTS. MEMBERSHIP BY AUDITION ONLY. 1 CREDIT.

**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. 1 CREDIT.

**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. 1 CREDIT.

**MUS 193 WOMEN'S CHORALE** IS A NON-AUDITIONED CHOIR FOR WOMEN. WOMEN'S CHORALE SINGS A WIDE RANGE OF LITERATURE WRITTEN FOR WOMEN'S VOICES. 1 CREDIT.

**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. 1 CREDIT.

**MUS 203 BEGINNING PIANO I** THIS COURSE IS A DISCOVERY OF MUSIC FUNDAMENTALS (E.G. MUSIC NOTATION, KEY SIGNATURES, CHORDS, MUSICAL SYMBOLS AND TERMINOLOGY, MAJOR AND MINOR MODE, SCALES, AND ARPEGGIOS), BEGINNING IMPROVISATION, HARMONIZING MELODIES, AND REPERTORY PIECES. NO PRE-REQUISITE IS REQUIRED. 1 CREDIT.

**MUS 204 KEYBOARD SKILLS** THIS COURSE WILL ENABLE THE STUDENT TO DEVELOP SKILLS OF SIGHT READING, ACCOMPANIMENT AND HYMN PLAYING AT THE KEYBOARD. 2 CREDITS.

**MUS 205 INTRO TO MULTIMEDIA PRODUCTION** 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. 2 CREDITS.

**MUS 206 BEGINNING PIANO II** DISCOVERY OF MUSIC FUNDAMENTALS (E.G. MUSIC NOTATION, KEY SIGNATURES, CHORDS, MUSICAL SYMBOLS AND TERMINOLOGY, MAJOR AND MINOR MODE, SCALES, AND ARPEGGIOS), BEGINNING IMPROVISATION, HARMONIZING MELODIES, AND REPERTORY PIECES. 1 CREDIT.

**MUS 208 WORSHIP ARTS ENSEMBLE** PRAISE TEAM ENSEMBLE PROVIDES OPPORTUNITY FOR PARTICIPATION AND LEADERSHIP GROWTH IN THE WORSHIP, MUSIC, ORGANIZATION, AND TECHNOLOGY COMPONENTS OF WORSHIP ARTS.

**MUS 207 INTRODUCTION TO 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.

**MUS 215 VOCAL TECHNIQUES** 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. 1 CREDIT.

**MUS 216 VOCAL ARTS LAB** PROVIDES VOICE STUDENTS WITH WEEKLY OPPORTUNITIES TO PERFORM REPERTOIRE STUDIED IN PRIVATE VOICE LESSONS IN MULTI-TOPICAL MASTER CLASSES. 1 CREDIT.

**MUS 240 MUSIC THEORY I** STUDENTS EXAMINE PART WRITING USING FUNDAMENTAL TRIADS AND THEIR INVERSION. 3 CREDITS.

**MUS 241 MUSIC THEORY II** THIS COURSE PRESENTS NON-HARMONIC TONES, MODULATION AND SEVENTH CHORDS IN PART WRITING. CHORALE SETTINGS OF THE EIGHTEENTH CENTURY. 3 CREDITS.

**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. 3 CREDITS.

**MUS 243 MUSIC THEORY IV** PROVIDES STUDY AND APPLICATION OF THE TONAL, RHYTHMIC AND FORMAL RESOURCES OF THE TWENTIETH CENTURY. EMPHASIS ON ANALYSIS AND COMPOSITION. 3 CREDITS.

**MUS 246 AURAL THEORY I** PROVIDES STUDENTS WITH THE KNOWLEDGE TO READ AT SIGHT, NOTATE, AND IMPROVISE SHORT MUSICAL EXAMPLES. 1 CREDIT.

**MUS 247 AURAL THEORY II** THIS COURSE PROVIDES STUDENTS WITH THE KNOWLEDGE TO SIGHTREAD, NOTATE, AND IMPROVISE SHORT MUSICAL EXAMPLES. 1 CREDIT.

**MUS 248 AURAL THEORY III** PROVIDES STUDENTS WITH THE KNOWLEDGE TO SIGHTREAD, NOTATE, AND IMPROVISE SHORT MUSICAL EXAMPLES. 1 CREDIT.

**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. 3 CREDITS.

**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. 1 CREDIT.

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**MUS 351 ADVANCED CONDUCTING** ADVANCED CHORAL AND INSTRUMENTAL CONDUCTING CORRELATED WITH EAR TRAINING. ADVANCED LITERATURE FOR VOICES AND INSTRUMENTS. 3 CREDITS.

**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. 2 CREDITS.

**MUS 355 TECHNIQUES OF TEACHING VOICE** STUDIES LARYNGEAL STRUCTURE AND FUNCTION, AS WELL AS THE STRUCTURE AND MECHANICS OF BREATH APPARATUS AS APPLIED TO THE SINGING VOICE. THIS COURSE ALLOWS THE STUDENT TO GAIN PRACTICAL EXPERIENCE IN APPLYING CONCEPTS LEARNED IN BOTH INDIVIDUAL AND GROUP SETTINGS. 1 CREDIT.

**MUS 356 TECHNIQUES OF TEACHING BRASS** STUDENTS GAIN FUNDAMENTAL SKILLS FOR PLAYING BRASS INSTRUMENTS. APPLICATION TO DEVELOPMENT OF SCHOOL INSTRUMENTAL PROGRAMS. 2 CREDITS.

**MUS 357 TECHNIQUES OF TEACHING WOODWINDS** FUNDAMENTAL KNOWLEDGE AND SKILLS FOR PLAYING AND TEACHING WOODWIND INSTRUMENTS. APPLICATION TO DEVELOPMENT OF SCHOOL INSTRUMENTAL PROGRAMS. 2 CREDITS.

**MUS 358 TECHNIQUES OF TEACHING PERCUSSION** FUNDAMENTAL SKILLS FOR PLAYING PERCUSSION INSTRUMENTS. APPLICATION TO DEVELOPMENT OF SCHOOL MUSIC PROGRAMS. 2 CREDITS.

**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 399 JUNIOR RECITAL** PROVIDES EXPERIENCE IN APPLIED MUSIC. THIS COURSE MAY BE TAKEN IN PLACE OF THE STUDENT'S APPLIED MUSIC COURSES IN THE SEMESTER DURING WHICH THE RECITAL IS GIVEN. PREREQUISITE: DEPARTMENTAL APPROVAL. 1 OR 2 CREDIT HOURS.

**MUS 430 APPLYING WORSHIP ARTS LEADERSHIP** WORSHIP ARTS LEADERSHIP APPLIED IN CLASSROOM, FIELD RESEARCH, AND CONGREGATIONAL SETTINGS. STUDENTS WILL DESIGN THEORETICAL AND PRACTICAL PROPOSALS TO ENHANCE WORSHIP EXCELLENCE. 3 CREDITS.

**MUS 440 LUTHERAN WORSHIP: THEOLOGY AND PRACTICE** INTRODUCES THE TERMS, HISTORY AND THEOLOGY OF WORSHIP IN THE LUTHERAN CHURCH. THE STUDENT IS EXPOSED TO A VARIETY OF ART FORMS AND WAYS IN WHICH THEY CAN BE INCORPORATED INTO THE WORSHIP EXPERIENCE. ALONG WITH LEARNING THE PRINCIPLES INVOLVED IN DEVELOPING AND LEADING A WORSHIP SERVICE, THE STUDENT PRACTICES THESE SKILLS IN CLASS. THIS COURSE IS CROSS-LISTED AS WAL 440. PREREQUISITES: BIBLE CONTENT (REL 100 [OR 201 & 203]); CHRISTIAN DOCTRINE (REL 110 [OR 204]). CROSS LIST REL 440. 3 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 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.

**MUS 461 MUSIC IN WORSHIP** EXPLORES THE PRINCIPLES AND PRACTICE OF LITURGICAL MUSIC IN LUTHERAN WORSHIP. THE STUDY INCLUDES HISTORICAL BACKGROUND BUT STRESSES PRACTICAL CURRENT ISSUES. 3 CREDIT HOURS.

**MUS 465 SURVEY OF CHRISTIAN HYMNODY** EXPLORES THE DEVELOPMENT OF HYMNODY FROM BIBLE TIMES TO THE PRESENT AND HELPS DEVELOP KNOWLEDGE OF THE LARGE SCOPE OF HYMNIC LITERATURE AND ITS EVER-CHANGING USAGE IN WORSHIP. 3 CREDIT HOURS.

**MUS 491 PARISH MUSIC PRACTICUM** ALLOWS THE STUDENT TO GAIN FIRST-HAND EXPERIENCE IN PARISH MUSICAL WORK. THIS COURSE IS A REQUIREMENT FOR THE DIRECTOR OF PARISH MUSIC MAJOR. PREREQUISITE: SUCCESSFUL PASSING OF KEYBOARD PROFICIENCY EXAM. 1 OR MORE CREDIT HOURS

**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. 1 OR MORE CREDITS.

#### APPLIED MUSIC

PRIVATE STUDY IS OFFERED IN VOICE, PIANO, ORGAN AND MOST WIND AND STRING INSTRUMENTS. ALL INSTRUCTION IS OBTAINED BY COMPLETING AN "ADD" FORM FOR THE COURSE, SIGNED BY THE APPLIED MUSIC INSTRUCTOR. BEGINNING LEVEL VOICE AND PIANO STUDENTS MAY BE ADVISED TO BEGIN WITH CLASS VOICE AND CLASS PIANO. PROSPECTIVE ORGAN STUDENTS NEED A SOLID KEYBOARD BACKGROUND BEFORE BEGINNING ORGAN INSTRUCTION. THERE IS AN ADDITION PER CREDIT FEE FOR APPLIED MUSIC (NOT FOR CLASS VOICE AND PIANO).

MUS 201, MUS 301 APPLIED PIANO 1-2 CR./SEM      MUS 233, MUS 333 APPLIED PERCUSSION 1-2 CR./SEM

MUS 211, MUS 311 APPLIED VOICE 1-2 CR./SEM      MUS 234, MUS 334 APPLIED STRINGS 1-2 CR./SEM

MUS 221, MUS 321 APPLIED ORGAN 1-2 CR./SEM      MUS 235, MUS 335 APPLIED GUITAR 1-2 CR./SEM

MUS 232, MUS332 APPLIED BRASS 1-2 CR./SEM      MUS 236, MUS 336 APPLIED WOODWINDS 1-2 CR./SEM

MUS 225 APPLIED COMPOSITION 1-2 CR./SEM      MUS 237 APPLIED JAZZ IMPROVISATION 1-2 CR./SEM

STUDENTS MAY TRANSFER APPLIED INSTRUCTION FROM ANOTHER RECOGNIZED EDUCATIONAL INSTITUTION TO CONCORDIA UNIVERSITY SUBJECT ONLY TO DEPARTMENTAL REVIEW.

#### NURSING

**NURS 202 GERONTOLOGICAL NURSING** EXPLORES THE HEALTH NEEDS OF THE OLDER CLIENT. PRIMARY, SECONDARY, AND TERTIARY PREVENTIONS ARE DISCUSSED AS THEY RELATE TO RETAINING, ATTAINING AND MAINTAINING THE OLDER CLIENT'S LINE OF DEFENSE. CLINICAL FEE. COURSE PREREQUISITES: NURS 203, NURS 222, BIO 222, BIO 251, NURS 213. PRIOR OR CONCURRENT ENROLLMENT IN BIO

255, AND CONCURRENT ENROLLMENT IN NURS 212. 3 CREDITS.

**NURS 203 PROFESSIONAL CORE FOUNDATIONS** IDENTIFIES THE PHILOSOPHICAL BASIS, CONCEPTUAL FRAMEWORK AND RESPONSIBILITIES OF THE PROFESSIONAL NURSE WHILE ASSISTING STUDENTS TO FORMALIZE THEIR DECISION TO STUDY PROFESSIONAL NURSING. PREREQUISITES: BIO 149, BIO 191, BIO 192, CHEM 105. 3 CREDITS.

**NURS 212 GERONTOLOGICAL NURSING PRACTICUM** PROVIDES GUIDED CLINICAL EXPERIENCE CORRELATED WITH THEORETICAL CONTENT OF NURS 202, NURS 203, NURS 213, BIO 222, NURS 232, BIO 251 AND BIO 255. COURSE PREREQUISITES: NURS 203, NURS 213, NURS 222, NURS 232 AND BIO 250. PRIOR OR CONCURRENT ENROLLMENT IN BIO 255 AND CONCURRENT ENROLLMENT IN NURS 202. 2 CREDITS.

**NURS 213 FOUNDATIONAL NURSING SKILLS I** FOCUSES ON PROFESSIONAL PSYCHOMOTOR NURSING SKILLS AND THERAPEUTIC COMMUNICATION THAT COMPLEMENTS DIDACTIC CONTENT OF NURS 203. PROVIDES REINFORCEMENT OF PSYCHOMOTOR EXPERIENCES IN THE CLINICAL SETTING. STUDENT FEE. CONCURRENT ENROLLMENT IN NURS 203, BIO 222, NURS 232 AND BIO 251. 1 CREDIT.

**NURS 232 WELLNESS ASSESSMENT** IDENTIFIES NURSING'S ROLE IN ASSESSING DEVIATIONS FROM WELLNESS AND THE WAY IN WHICH INDIVIDUALS MAINTAIN LINES OF DEFENSE. NURSING LABORATORY WORK REQUIRED. CLINICAL FEE. PREREQUISITES: BIO 149, BIO 191, BIO 192, CHEM 105. PRIOR OR CONCURRENT ENROLLMENT IN NURS 203, NURS 213, BIO 222, BIO 251. 3 CREDITS.

**NURS 303 PSYCHOLOGICAL WELLNESS** FOCUS IS ON THE PRINCIPALS AND PRACTICE OF NURSING IN THE MENTAL HEALTH SETTING. THEORY AND TREATMENT OF SPECIAL POPULATIONS AND PEOPLE WITH BOTH CHRONIC AND ACUTE PSYCHIATRIC NEEDS. CLINICAL FEE. PREREQUISITES: NURS 202, NURS 212, NURS 213, NURS 313, BIO 255. CONCURRENT ENROLLMENT IN NURS 315. 3 CREDITS.

**NURS 313 FOUNDATIONAL NURSING SKILLS II** FOCUSES ON PROFESSIONAL PSYCHOMOTOR NURSING SKILLS AND THERAPEUTIC COMMUNICATION THAT COMPLEMENT THE DIDACTIC CONTENT OF NURS 202. PROVIDES REINFORCEMENT OF PSYCHOMOTOR EXPERIENCES IN THE CLINICAL SETTING. STUDENT FEE. PREREQUISITES: NURS 213. CONCURRENT ENROLLMENT IN NURS 202, NURS 212, BIO 255. 1 CREDIT.

**NURS 315 PSYCHOLOGICAL WELLNESS PRACTICUM** PROVIDES GUIDED CLINICAL PRACTICE WITHIN BOTH ACUTE AND CHRONIC MENTAL HEALTH SETTINGS. CONCURRENT ENROLLMENT IN NURS 303. PREREQUISITES: NURS 202, NURS 212, NURS 213, NURS 313, BIO 255. 1 CREDIT.

**NURS 316 ALTERATIONS IN ADULT HEALTH 1** FOCUSES ON EVIDENCE-BASED NURSING CARE AND CRITICAL THINKING EXPERIENCES THAT ADDRESS THE NEEDS OF ADULTS EXPERIENCING CHRONIC ILLNESS. CONCEPTS OF PROMOTION, MAINTENANCE, AND RESTORATION OF HEALTH ARE EMPHASIZED. STUDENTS WILL ACQUIRE AND INTEGRATE KNOWLEDGE AND SKILLS VITAL TO IDENTIFYING PHYSIOLOGICAL, PSYCHOLOGICAL, SOCIOCULTURAL, NUTRITIONAL, DEVELOPMENTAL, AND SPIRITUAL VARIABLES AFFECTING HEALTH. ATTRIBUTES OF PROFESSIONALISM, INCLUDING INTERPERSONAL SKILLS TO PROMOTE INTERPROFESSIONAL PATIENT AND FAMILY-CENTERED CARE, ARE INTEGRATED THROUGHOUT THE COURSE. STUDENT FEE. PREREQUISITES: NURS 202, NURS 212, NURS 213, BIO 222, NURS 232, NURS 313, BIO 255. CONCURRENT ENROLLMENT IN NURS 317. 3 CREDITS.

**NURS 317 ALTERATIONS IN ADULT HEALTH 1 PRACTICUM** GIVES STUDENTS OPPORTUNITIES TO PROVIDE GUIDED NURSING CARE IN DIVERSE SETTINGS TO PATIENTS EXPERIENCING CHRONIC ILLNESS AND THEIR FAMILIES. STUDENTS APPLY THE CONCEPTS LEARNED IN NURS 316 AND PREREQUISITE COURSES. PREREQUISITES: NURS 202, NURS 212, NURS 213, BIO 222, NURS 232, NURS 313, BIO 255. CONCURRENT ENROLLMENT IN NURS 316. 2 CREDITS.

**NURS 335 NURSING RESEARCH** INTRODUCES STUDENTS TO THE RESEARCH PROCESS, SYNTHESIS OF RESEARCH FINDINGS AND APPLICATION OF EVIDENCE IN PRACTICE. CONCURRENT WITH JUNIOR LEVEL NURSING COURSES. 3 CREDITS.

**NURS 340 COMMUNITY WELLNESS** FOCUSES ON NURSING RESPONSIBILITIES IN ASSISTING INDIVIDUALS, FAMILIES, AND GROUPS, TO MEET STRESSORS AND RETAIN, ATTAIN, AND MAINTAIN SYSTEM STABILITY WITHIN THE COMMUNITY SETTING. CONCURRENT ENROLLMENT IN NURS 341. CLINICAL FEE. PREREQUISITES: NURS 202, NURS 212, NURS 213, NURS 313, NURS 316, NURS 317, BIO 255. 3 CREDITS.

**NURS 341 COMMUNITY WELLNESS PRACTICUM** PROVIDES THE STUDENT WITH AN OPPORTUNITY TO INTEGRATE PREVIOUS KNOWLEDGE WITH COMMUNITY HEALTH NURSING AND TO APPLY THIS WITHIN A NURSING PROCESS FRAMEWORK TO INDIVIDUALS AND AGGREGATES IN VARIOUS COMMUNITY SITE SETTINGS. CONCURRENT ENROLLMENT IN NURS 340. PREREQUISITES: NURS 202, NURS 212, NURS 313, NURS 213, NURS 316, NURS 317, BIO 255. 1 CREDIT.

**NURS 344 ALTERATIONS IN ADULT HEALTH 2.** BUILT ON THE CONCEPTS DISCUSSED IN NURS 316, THIS COURSE FOCUSES ON EVIDENCE-BASED KNOWLEDGE AND CRITICAL THINKING EXPERIENCES THAT ADDRESS THE NEEDS OF ADULTS EXPERIENCING ACUTE ILLNESS. CONCEPTS OF PROMOTION, MAINTENANCE, AND RESTORATION OF HEALTH ARE EMPHASIZED. STUDENTS ACQUIRE KNOWLEDGE AND SKILLS VITAL TO IDENTIFYING PHYSIOLOGICAL, PSYCHOLOGICAL, SOCIOCULTURAL, NUTRITIONAL, DEVELOPMENTAL AND SPIRITUAL VARIABLES AFFECTING HEALTH. ATTRIBUTES OF PROFESSIONALISM, INCLUDING INTERPERSONAL SKILLS TO PROMOTE INTERPROFESSIONAL PATIENT AND FAMILY-CENTERED CARE ARE INTEGRATED THROUGHOUT THE COURSE. CLINICAL FEE. CONCURRENT ENROLLMENT IN NURS 316, NURS 317, NURS 347. 3 CREDITS.

**NURS 347 ALTERATIONS IN ADULT HEALTH 2 PRACTICUM** GIVES STUDENTS OPPORTUNITIES TO PROVIDE GUIDED NURSING CARE IN DIVERSE SETTINGS TO PATIENTS EXPERIENCING ACUTE ILLNESS AND THEIR FAMILIES. STUDENTS APPLY THE CONCEPTS LEARNED IN NURS 344 AND ITS PREREQUISITE COURSES. CONCURRENT ENROLLMENT IN NURS 344. 2 CREDITS.

**NURS 403 ALTERATIONS IN ADULT HEALTH 3** BUILT ON THE CONCEPTS DISCUSSED IN NURS 316 AND NURS 344, THIS COURSE FOCUSES ON EVIDENCE-BASED KNOWLEDGE AND CRITICAL THINKING EXPERIENCES THAT ADDRESS THE NURSING CARE NEEDS OF ILL ADULTS. HEALTHCARE INTERVENTIONS THAT SUPPORT SAFETY, RISK REDUCTION, HEALTH PROMOTION, AND TRANSITIONAL CARE NEEDS WILL BE EMPHASIZED. CONCEPTS OF PROFESSIONAL AND LEADERSHIP SKILLS WILL BE ENHANCED THROUGH A FOCUS ON THE CONTINUUM OF CARE. STUDENT FEE. PREREQUISITES: NURS 316, NURS 317, NURS 344, NURS 347. CONCURRENT ENROLLMENT IN NURS 404. 4 CREDITS.

**NURS 404 ALTERATIONS IN ADULT HEALTH 3 PRACTICUM** GIVES STUDENTS OPPORTUNITIES TO PROVIDE GUIDED NURSING CARE IN DIVERSE SETTINGS TO ILL ADULTS AND THEIR FAMILIES. STUDENTS APPLY THE CONCEPTS LEARNED IN NURS 403 AND PREREQUISITE COURSES. CONCURRENT ENROLLMENT IN NURS 403. 2.5 CREDITS.

**NURS 422 FAMILY-CENTERED NURSING: PEDIATRICS** INTRODUCES STUDENTS TO THE STRESSORS ENCOUNTERED AND NURSING PREVENTIONS REQUIRED TO RETAIN, ATTAIN, AND MAINTAIN SYSTEM STABILITY WITH PEDIATRIC PATIENTS AND THEIR FAMILIES. STUDENT FEE. PREREQUISITES: NURS 316, NURS 317, NURS 344, NURS 347. CONCURRENT ENROLLMENT IN NURS 423. 3 CREDITS.

**NURS 423 FAMILY-CENTERED NURSING: PEDIATRICS PRACTICUM** PROVIDES GUIDED CLINICAL EXPERIENCE WITH CHILDREARING FAMILIES IN A VARIETY OF SETTINGS AND AGENCIES. PREREQUISITES: NURS 316, NURS 317, NURS 344, NURS 347. CONCURRENT ENROLLMENT IN NURS 422. 1 CREDIT.

**NURS 425 FAMILY-CENTERED NURSING: OBSTETRICS & WOMEN'S HEALTH** FOCUSES ON STRESSORS ENCOUNTERED AND NURSING PREVENTIONS REQUIRED TO RETAIN, ATTAIN, AND MAINTAIN SYSTEM STABILITY THROUGHOUT A WOMAN'S LIFE, FROM MENARCHE THROUGH POST-MENOPAUSE. CONTENT INCLUDES GYNECOLOGIC HEALTH CONCERNS, OBSTETRICS, AND NEONATAL CARE. PREREQUISITES: NURS 316, NURS 317, NURS 344, NURS 347. CONCURRENT ENROLLMENT IN NURS 426. 3 CREDITS.

**NURS 426 FAMILY-CENTERED NURSING: OBSTETRICS & WOMEN'S HEALTH PRACTICUM** PROVIDES GUIDED CLINICAL EXPERIENCE WITH CHILDBEARING FAMILIES AND WOMEN'S HEALTH IN A VARIETY OF SETTINGS. PREREQUISITES: NURS 316, NURS 317, NURS 344, NURS 347. CONCURRENT ENROLLMENT IN NURS 425. 1 CREDIT.

**NURS 440 LEADERSHIP & MANAGEMENT IN AN EVOLVING HEALTHCARE SYSTEM** EXPLORES THE PRINCIPLES OF EFFECTIVE LEADERSHIP AND MANAGEMENT SKILLS IN MANAGING THE HEALTH NEEDS OF INDIVIDUALS AND GROUPS. STUDENT FEE. PREREQUISITES: NURS 422, NURS 423, NURS 425, NURS 426, NURS 340, NURS 315, NURS 316, NURS341, NURS344, NURS437 , NURS403, NURS404. CONCURRENT ENROLLMENT IN NURS 441. 3 CREDITS.

**NURS 441 LEADERSHIP & MANAGEMENT IN AN EVOLVING HEALTHCARE SYSTEM PRACTICUM** AFFORDS STUDENTS THE OPPORTUNITY TO APPLY THE PRINCIPLES OF EFFECTIVE LEADERSHIP/MANAGEMENT SKILLS IN THE CLINICAL SETTING. CLINICAL FEE. CONCURRENT ENROLLMENT IN NURS 441. 2.5 CREDITS.

**NURS 451 GLOBAL EDUCATION COSTA RICA** ALLOWS STUDENTS TO STUDY AND EXPERIENCE THE HISTORY, CULTURE, AND HEALTH BELIEFS OF COSTA RICA THROUGH A SHORT-TERM IMMERSION EXPERIENCE. PREREQUISITE: JUNIOR OR SENIOR NURSING STATUS. 3 CREDITS.

**NURS 452 GLOBAL EDUCATION MEXICO** ALLOWS STUDENTS TO STUDY AND EXPERIENCE THE HISTORY, CULTURE, AND HEALTH BELIEFS OF MEXICO THROUGH A SHORT-TERM IMMERSION EXPERIENCE. PREREQUISITE: JUNIOR OR SENIOR NURSING STATUS. 3 CREDITS.

**NURS 460 CULTURAL DIVERSITY IN NURSING** FOCUSES ON DEVELOPING AN APPRECIATION FOR DIVERSITY AND STRATEGIES FOR PROVIDING CULTURALLY CONGRUENT COMPETENT NURSING CARE WITH A MULTI-CULTURAL SOCIETY. PREREQUISITES: JUNIOR OR SENIOR NURSING STATUS. 3 CREDITS. (OPTIONAL)

## 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. FULFILLS THE PHILOSOPHICAL FOUNDATIONS CORE REQUIREMENT. 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 A GROUNDING IN BOTH INFORMAL AND FORMAL LOGIC. THE COURSE STUDIES THE NATURE AND TYPES OF ARGUMENT AND METHODS FOR DISTINGUISHING GOOD AND BAD REASONING. FORMAL METHODS INCLUDE THE USE OF TRUTH-TABLES AND NATURAL DEDUCTION. FULFILLS THE PHILOSOPHICAL FOUNDATIONS CORE REQUIREMENT. 3 CREDITS.

**PHIL 250 MORAL PHILOSOPHY (W)** 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. FULFILLS THE PHILOSOPHICAL FOUNDATIONS CORE REQUIREMENT. 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 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 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 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 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 101. 3 CREDITS.

## PHYSICS

**PHYS 121 PRINCIPLES OF 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. ONE LABORATORY PER WEEK. PREREQUISITE: MAT 121. FULFILLS THE LAB SCIENCE REQUIREMENT IN THE ELECTIVE CORE. 4 CREDITS.

**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. ONE LABORATORY PER WEEK. PREREQUISITE: MAT 128. FULFILLS THE LAB SCIENCE REQUIREMENT IN THE ELECTIVE CORE. 4 CREDITS.

**PHYS 152 GENERAL PHYSICS II** STUDENTS EXPLORE REFLECTION, REFRACTION, OPTICAL INSTRUMENTS, SPECTRA, DIFFRACTION, POLARIZATION, ELECTRICAL CIRCUITS, CURRENTS, ENERGY AND POWER, MAGNETISM, AND INDUCTION. ONE LABORATORY PER WEEK. PREREQUISITE: PHYS 151. 4 CREDITS.

**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. 5 CREDITS.

**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. 5 CREDITS.

#### 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. FULFILLS THE SOCIAL SCIENCE REQUIREMENT IN THE ELECTIVE CORE. 3 CREDITS.

**POLS 201 AMERICAN GOVERNMENT** THIS COURSE FOCUSES ON THE POLITICAL THEORY, STRUCTURES, AND FUNCTIONS OF THE AMERICAN POLITICAL SYSTEM. CROSSLISTED JPP 101. FULFILLS THE CITIZENSHIP REQUIREMENT IN THE NARRATIVE CORE. 3 CREDITS.

**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 HEALTH CARE. PREREQUISITE: POLS 201. 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. 3 CREDITS.

**POLS 361 CIVIL RIGHTS & CIVIL LIBERTIES (W)** INCREASES UNDERSTANDING OF RIGHTS WITHIN THE CONTEXT OF POLITICS AND OF THE BASIC STRUCTURE AND OPERATION OF THE AMERICAN CONSTITUTIONAL APPROACH TO RIGHTS AND LIBERTIES. 3 CREDITS.

#### 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. FULFILLS THE SOCIAL SCIENCE REQUIREMENT IN THE ELECTIVE CORE. 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 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 (W)** 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 425. 3 CREDITS.

**PSY 350 EXPERIMENTAL PSYCHOLOGY AND RESEARCH METHODS (W)** 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 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 421 HUMAN SEXUALITY** THIS COURSE PRESENTS AN EXAMINATION OF HUMAN SEXUALITY THROUGH DEVELOPMENTAL AND SOCIOCULTURAL LENSES. PREREQUISITES: PSY 101 AND PSY 221 OR 222 OR 223 OR 230. 3 CREDITS.

**PSY 445 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 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 485 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. 1 CREDIT.

**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.

## RELIGION

***THE BASIC COURSES IN BIBLICAL CONTENT (REL 100 OR 201 & 203) AND IN CHRISTIAN DOCTRINE (REL 110 OR 204) ARE PREREQUISITES FOR EVERY OTHER THEOLOGY COURSE.***

**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. FULFILLS THE BIBLE CONTENT COMMON CORE REQUIREMENT. 3 CREDITS.

**REL 110 CHRISTIAN FAITH** AN OVERVIEW OF CHRISTIAN THEOLOGY INTENDED TO ACQUAINT THE STUDENTS WITH KEY THEOLOGICAL CONCEPTS AS THEY RELATE TO EVERYDAY LIFE. THIS INTRODUCTORY COURSE SATISFIES THE CORE CURRICULUM REQUIREMENT FOR CHRISTIAN DOCTRINE FOR STUDENTS WHO ARE NOT IN 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. FULFILLS THE BIBLE CONTENT COMMON CORE REQUIREMENT IF STUDENT ALSO COMPLETES REL203. 3 CREDITS.

**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. FULFILLS THE BIBLE CONTENT COMMON CORE REQUIREMENT IF STUDENT ALSO COMPLETES REL201. 3 CREDITS.

**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 210 GREAT COMMISSION EVANGELISM** PRESENTS AN OVERVIEW OF THE BIBLICAL BASIS FOR EVANGELISM AND IN-DEPTH STUDY OF THE BASIC COMPONENTS OF THE MESSAGE AND TECHNIQUE OF CHRISTIAN WITNESS. OUTREACH ELECTIVE (EVANGELISM). PREREQUISITES: BIBLE CONTENT (REL 100 [OR 201 & 203]; CHRISTIAN DOCTRINE (REL 110 [OR 204])). 3 CREDITS.

**REL 233 COMMUNICATING BIBLE MESSAGES** EXAMINES THE PREPARATION AND DELIVERY OF DEVOTIONAL MESSAGES BASED ON A CAREFUL STUDY OF THE BIBLICAL TEXT. CLASSROOM DISCUSSIONS CENTER ON THE PROPER DISTINCTION BETWEEN LAW AND GOSPEL, THE CORRECT INTERPRETATION OF BIBLICAL TEXTS, THE STRUCTURE OF EFFECTIVE DEVOTIONAL MESSAGES, AND THE TECHNIQUES OF DELIVERING THESE MESSAGES. RELIGIOUS EDUCATION ELECTIVE. PREREQUISITES: BIBLE CONTENT (REL 100 [OR 201 & 203]); CHRISTIAN DOCTRINE (REL 110 [OR 204])). 3 CREDITS.

**REL 275 THEOLOGY AND FILM** EXPLORES THE MEDIUM OF FILM AND HOW FILM MAY COMMUNICATE BIBLICAL THEOLOGY FOR A VISUAL AGE. MOTION PICTURES CONTAIN MANY THEOLOGICAL IDEAS AND BECAUSE FILMS CAN BE PERSUASIVE WITHOUT ARGUING THEIR CASE, IT IS IMPORTANT TO BE ABLE TO CRITIQUE THEIR CONTENT IMPARTIALLY, AND TO DISTINGUISH BETWEEN AN APPRECIATION OF ARTISTIC INTEGRITY AND TRUTH AS REVEALED IN SCRIPTURE. SPECIAL ATTENTION WILL BE GIVEN TO CHRISTIANITY IN THE INTERRELATIONSHIP OF FAITH AND CULTURE. PREREQUISITES: BIBLE CONTENT (REL 100 [OR 201 & 203]; CHRISTIAN DOCTRINE (REL 110 [OR 204])). 3 CREDITS.

**REL 287 CHRISTIAN CARE GIVING** OFFERS THE STUDENT PREPARING FOR FULL-TIME CHURCH WORK OPPORTUNITY TO UNDERSTAND AND APPLY THE THEOLOGY OF THE CROSS AND PRACTICE OF THE CHURCH IN CHRISTIAN CARE GIVING. PREREQUISITES: BIBLE CONTENT (REL 100 [OR 201 & 203]); CHRISTIAN DOCTRINE (REL 110 [OR 204])). 3 CREDITS.

**REL 294 GENESIS** COVERS THE TEACHINGS OF GENESIS WITH SPECIAL REFERENCE TO THE ORIGINS OF THE HUMAN RACE, THE CREATION-EVOLUTION DEBATE, THE FLOOD, AND THE PATRIARCHS. BIBLE ELECTIVE (OT). PREREQUISITES: BIBLE CONTENT (REL 100 [OR 201 & 203]); CHRISTIAN DOCTRINE (REL 110 [OR 204])). 3 CREDITS.

**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. 3 CREDITS.

**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). 3 CREDITS.

**REL 333 SURVEY OF CHRISTIAN THOUGHT (W)** 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. 3 CREDITS.

**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). 3 CREDITS.

**REL 342 DEAD SEA SCROLLS** INVESTIGATES HOW THESE 2,000-YEAR OLD DOCUMENTS HAVE CHANGED THE WAY PEOPLE THINK AND WRITE ABOUT THE BIBLE AND PROVIDE A VALUABLE WINDOW INTO THE EARLY HISTORY OF JEWS AND CHRISTIANS. STUDENTS WILL BE CHALLENGED TO DISCOVER ANSWERS TO THE CONTINUING QUESTIONS OF MODERN BIBLICAL AND HISTORICAL SCHOLARSHIP AS IT RELATES TO THE CHRISTIAN FAITH. BIBLE ELECTIVE (OT/NT). PREREQUISITES: BIBLE CONTENT (REL 100 [OR 201 & 203]); CHRISTIAN DOCTRINE (REL 110 [OR 204]). 3 CREDITS.

**REL 343 THE GOSPEL OF MARK** STUDIES THE GOSPEL OF MARK AS A DISTINCT PRESENTATION OF THE MINISTRY OF JESUS. THE COURSE WILL FOCUS ON MARK'S CHOICES OF JESUS' MIRACLES, PARABLES, AND TRAVELS. THE DELIBERATE STRUCTURE OF THE GOSPEL WILL BE HIGHLIGHTED. BIBLE ELECTIVE (NT). PREREQUISITES: BIBLE CONTENT (REL 100 [OR 201 & 203]); CHRISTIAN DOCTRINE (REL 110 [OR 204]). 3 CREDITS.

**REL 344 LUKE/ACTS** WILL STUDY THE MAIN THEMES OF LUKE-ACTS THROUGH A STRUCTURAL, CHRIST-CENTERED, AND HISTORICAL APPROACH. SELECTED PASSAGES WILL BE GIVEN SPECIAL ATTENTION AS THE PORTRAIT OF CHRIST AND THE FOUNDING OF HIS CHURCH ARE UNVEILED. ISSUES THAT WILL MERIT SPECIAL ATTENTION ARE: JESUS' KINGSHIP, HIS PROPHETIC OFFICE, CHRISTIAN WORSHIP IN THE EARLY CHURCH, THE MISSION OF THE CHURCH, END TIMES AND JESUS' PASSION. PREREQUISITES: BIBLE CONTENT (REL 100 [OR 201 & 203]); CHRISTIAN DOCTRINE (REL 110 [OR 204]). 3 CREDITS.

**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). 3 CREDITS.

**REL 346 PAULINE LITERATURE** STUDIES SELECTED WRITINGS OF THE APOSTLE PAUL TO FAMILIARIZE THE STUDENT WITH THE HISTORICAL BACKGROUND, CONTENT, PURPOSE, MESSAGE, AND DISTINCTIVE CHARACTERISTICS OF FIVE OF PAUL'S EPISTLES. BIBLE ELECTIVE (NT). PREREQUISITES: BIBLE CONTENT (REL 100 [OR 201 & 203]); CHRISTIAN DOCTRINE (REL 110 [OR 204]). 3 CREDITS.

**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. 3 CREDITS.

**REL 351 PROPHETS OF ISRAEL** STUDIES OLD TESTAMENT PROPHECY AND THE PROPHETIC MOVEMENT, INCLUDING ITS ORIGIN, DEVELOPMENT, PURPOSE, METHODOLOGY, MESSAGE, AND IMPACT. BIBLE ELECTIVE (OT). PREREQUISITES: BIBLE CONTENT (REL 100 [OR 201 & 203]); CHRISTIAN DOCTRINE (REL 110 [OR 204]). 3 CREDITS.

**REL 352 REVELATION AND END TIMES** EXPLORES THE DOCTRINE OF ESCHATOLOGY AS IT IS REVEALED IN THE SCRIPTURES. SPECIAL EMPHASIS IS PLACED ON UNDERSTANDING APOCALYPTIC LITERATURE AS A KEY TO INTERPRETING THE BOOK OF REVELATION. TEXTS FROM DANIEL, EZEKIEL, MATTHEW, AND THE WRITING OF PAUL ARE ALSO EXAMINED AS THEY RELATE TO THE FULL RANGE OF ESCHATOLOGICAL TOPICS: THE MILLENNIUM, THE RAPTURE, ARMAGEDDON, THE ANTI-CHRIST, DEATH, CHRIST'S SECOND COMING, RESURRECTION, AND THE ETERNAL STATE. PREREQUISITES: BIBLE CONTENT (REL 100 [OR 201 & 203]); CHRISTIAN DOCTRINE (REL 110 [OR 204]). 3 CREDITS.

**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). FULFILLS THE THEOLOGY REQUIREMENT IN THE ELECTIVE CORE. 3 CREDITS.

**REL 357 WOMEN IN THE CHURCH** EXPLORES THE MULTIPLE DIMENSIONS OF WOMEN'S GIFTS AND ACTIVITIES AS RECORDED IN THE CHRISTIAN SCRIPTURES AND EXPERIENCED THROUGHOUT THE HISTORY OF CHRISTIANITY, WITH PARTICULAR INTEREST IN APPLYING BIBLICAL PRINCIPLES TO CONTEMPORARY FEMINIST PERSPECTIVES AS WELL AS THAT OF WOMEN IN THE CHURCH. PREREQUISITES: BIBLE CONTENT (REL 100 [OR 201 & 203]); CHRISTIAN DOCTRINE (REL 110 [OR 204]). 3 CREDITS.

**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. FULFILLS THE THEOLOGY REQUIREMENT IN THE ELECTIVE CORE. 3 CREDITS.

**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. 3 CREDITS.

**REL 389 MONASTIC ROOTS** INVESTIGATES THE HISTORY, THEOLOGY, AND PRACTICE OF MONASTICISM IN THE LIGHT OF THE REFORMATION. READINGS FROM AUGUSTINE, BENEDICT, AND OTHER MONASTIC WRITERS WILL BE SUPPLEMENTED WITH MATERIALS FROM THE PEN OF MARTIN LUTHER. PREREQUISITES: BIBLE CONTENT (REL 100 [OR 201 & 203]); CHRISTIAN DOCTRINE (REL 110 [OR 204]). 3 CREDITS.

**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. FULFILLS THE THEOLOGY REQUIREMENT IN THE ELECTIVE CORE. 3 CREDITS.

**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. 3 CREDITS.

**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). FULFILLS THE THEOLOGY REQUIREMENT IN THE ELECTIVE CORE. 3 CREDITS.

**REL 440 LUTHERAN WORSHIP: THEOLOGY AND PRACTICE** INTRODUCES THE TERMS, HISTORY AND THEOLOGY OF WORSHIP IN THE LUTHERAN CHURCH. THE STUDENT IS EXPOSED TO A VARIETY OF ART FORMS AND WAYS IN WHICH THEY CAN BE INCORPORATED INTO THE WORSHIP EXPERIENCE. ALONG WITH LEARNING THE PRINCIPLES INVOLVED IN DEVELOPING AND LEADING A WORSHIP SERVICE, THE STUDENT PRACTICES THESE SKILLS IN CLASS. THIS COURSE IS CROSS-LISTED AS WAL 440. PREREQUISITES: BIBLE CONTENT (REL 100 [OR 201 & 203]); CHRISTIAN DOCTRINE (REL 110 [OR 204]). CROSS LIST WAL 440. 3 CREDITS.

**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. FULFILLS THE THEOLOGY REQUIREMENT IN THE ELECTIVE CORE. 3 CREDITS.

**REL 450 TOPICS IN THEOLOGY** IS AN ELECTIVE IN WHICH STUDENTS TRAVEL TO THE ANNUAL LUTHERAN THEOLOGICAL SYMPOSIUM IN FORT WAYNE. STUDENTS WILL ATTEND THE FIVE DAY CONFERENCE AND PARTICIPATE IN ALL CONFERENCE ACTIVITIES RELATED TO BOTH EXEGESIS AND THEOLOGY. THIS COURSE WILL INCLUDE BOTH PRECONFERENCE READINGS AND A POST-CONFERENCE PAPER. WINTERIM. PREREQUISITES: BIBLE CONTENT (REL 100 [OR 201 & 203]); CHRISTIAN DOCTRINE (REL 110 [OR 204]). 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

#### **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. 1 CREDIT.

#### **SCIENCE**

**SCI 100 INTEGRATED NATURAL SCIENCES** THE KNOWLEDGE AND PROCESS OF SCIENCE ARE ORGANIZED AROUND THE MAJOR CENTRAL IDEAS OF SCIENCE AND INTEGRATED ACROSS ALL MAJOR FIELDS. THE CENTRAL GOAL OF THE COURSE IS TO GIVE STUDENTS AN INTELLECTUAL FRAMEWORK THAT WILL ALLOW THEM TO UNDERSTAND AND UTILIZE SCIENTIFIC INFORMATION IN EVERYDAY LIFE. IT IS SPECIFICALLY DESIGNED FOR ELEMENTARY EDUCATION STUDENTS. LABORATORY COURSE. 4 CREDITS.

**SCI 215 ATMOSPHERIC 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. 4 CREDITS.

**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. 4 CREDITS.

**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. 4 CREDITS.

**SCI 275 COSMOGONY (W)** 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. FULFILLS THE PHILOSOPHICAL FOUNDATIONS CORE REQUIREMENT. 3 CREDITS.

### SPANISH

**SPAN 101 BEGINNING SPANISH I** PROVIDES A FOUNDATION IN BASIC SPANISH GRAMMAR AND VOCABULARY WITH PRACTICE IN LISTENING, SPEAKING, READING AND WRITING. AN ORIENTATION TO SPANISH-SPEAKING COUNTRIES, THEIR CULTURES AND PRACTICE TIME ARE INTEGRAL PARTS OF THE COURSE. NO PREVIOUS KNOWLEDGE OF SPANISH IS ASSUMED. FULFILLS LANGUAGE REQUIREMENT IN ELECTIVE CORE. 4 CREDITS.

**SPAN 102 BEGINNING SPANISH II** CONTINUES SPAN 101. STUDENTS CONTINUE TO LEARN BASIC VOCABULARY AND GRAMMATICAL STRUCTURES WHILE FURTHER DEVELOPING THE FOUR BASIC SKILLS OF LISTENING, SPEAKING, READING AND WRITING. CULTURE IS PRESENTED THROUGHOUT THE COURSE. PREREQUISITE: SPAN 101 OR 2 YEARS OF PREVIOUS SPANISH COURSES. FULFILLS LANGUAGE REQUIREMENT IN ELECTIVE CORE. 4 CREDITS.

**SPAN 201 INTERMEDIATE SPANISH I** REVIEWS AND BUILDS UPON GRAMMAR, INCREASES VOCABULARY AND INCLUDES READINGS. STUDENTS CONTINUE TO IMPROVE THEIR SKILLS AS THEY GAIN KNOWLEDGE AND A GREATER UNDERSTANDING OF THE SPANISH-SPEAKING WORLD. PREREQUISITE: SPAN 102 OR 3 YEARS OF PREVIOUS SPANISH COURSES. 3 CREDITS.

**SPAN 202 INTERMEDIATE SPANISH II** IS A CONTINUATION OF SPAN 201. PREREQUISITE: SPAN 201 OR 4 YEARS OF PREVIOUS SPANISH COURSES. 3 CREDITS.

**SPAN 301 SPANISH CONVERSATION & COMPOSITION** FOCUSES INTENSIVELY ON ENHANCING CONVERSATIONAL SKILLS BY INCREASING ORAL AND AUDITORY PROFICIENCY AS WELL AS ON IMPROVING THE WRITING SKILLS THROUGH RELATED ACTIVITIES. PREREQUISITE: SPAN 202 OR MORE THAN 4 YEARS OF PREVIOUS SPANISH COURSES. 3 CREDITS.

**SPAN 307 APPLIED LINGUISTICS** INTRODUCES THE BASIC TERMINOLOGY AND CONCEPTS OF LINGUISTICS AS APPLIED TO THE SPANISH LANGUAGE. IT ALSO PRESENTS THE SOUND SYSTEM, MORPHOLOGY AND SYNTAX OF SPANISH AS COMPARED TO ENGLISH AND INVESTIGATES TOPICS IN LANGUAGE ACQUISITION. REQUIRED FOR TEACHING MAJORS/MINORS. PREREQUISITE: SPAN 301 OR CONSENT OF INSTRUCTOR. 3 CREDITS.

**SPAN 331 ADVANCED SPANISH GRAMMAR & COMPOSITION** FOCUSES ON THE REVIEW AND SYNTAX OF THE MORE DIFFICULT GRAMMATICAL STRUCTURES OF THE SPANISH LANGUAGE AND ON WRITING AND CONVERSATIONAL SKILLS AT THE ADVANCED LEVEL. PREREQUISITE: SPAN 301 OR CONSENT OF INSTRUCTOR. 3 CREDITS.

### SPORT & ENTERTAINMENT BUSINESS

**SEM 310 LEGAL AND ETHICAL ISSUES IN SPORT AND ENTERTAINMENT** 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. 3 CREDITS.

**SEM 320 CONTEMPORARY LEADERSHIP BEHAVIOR.** THIS COURSE WILL EXAMINE THE CONCEPTS OF "EFFECTIVE LEADERSHIP" THROUGH EVALUATION OF THE ROLES AND RESPONSIBILITIES OF LEADERS AS COMMUNICATORS AND AGENTS OF CHANGE. THIS COURSE WILL FOCUS ON VARIOUS ISSUES SUCH AS MORAL AND ETHICAL DIMENSIONS OF LEADERSHIP, INTERRELATIONSHIPS AMONG INDIVIDUALS AND ORGANIZATIONS, PROBLEM FINDING AND PROBLEM SOLVING, AND PARTICIPATORY DECISION MAKING. THIS COURSE IS REQUIRED FOR BOTH SPORT & ENTERTAINMENT MANAGEMENT AND HOSPITALITY & EVENT MANAGEMENT MAJORS. 3 CREDITS.

**SEM 330 INTEGRATED PUBLIC RELATIONS 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. 3 CREDITS.

**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. 1 CREDIT.

**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. 1 CREDIT.

**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. 3 CREDITS.

**SEM 420 EVENT PRODUCTION AND 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. 3 CREDITS.

**SEM 430 SALES, CORPORATE SPONSORSHIP AND FUNDRAISING STRATEGIES** THIS COURSE DELIVERS CONCEPTS AND THEORIES SPECIFIC TO THE ROLE OF SALES, SPONSORSHIP, AND FUNDRAISING RELATED TO THE MARKETING AND MANAGEMENT OF PROPERTIES AND BRANDS WITHIN THE SPORT, ENTERTAINMENT AND HOSPITALITY AND EVENT MANAGEMENT INDUSTRIES. EMPHASIS WILL BE PLACED ON DEVELOPING SALES STRATEGIES, PRICE, VALUE, INCENTIVE BASED SALES METHODS, DEVELOPING SPONSORSHIP INVENTORY, AND FUNDRAISING (I.E. CAUSE-MARKETING VS. CAPITAL/MAJOR GIFT CAMPAIGNS, ETC.). THIS COURSE IS REQUIRED FOR BOTH SPORT & ENTERTAINMENT MANAGEMENT AND HOSPITALITY & EVENT MANAGEMENT MAJORS. 3 CREDITS.

**SEM 453 SPORT & ENTERTAINMENT MANAGEMENT POLICY** THIS COURSE IS DESIGNED TO LOOK AT THE TOTAL ENVIRONMENT OF THE SPORT AND ENTERTAINMENT BUSINESS SECTOR. CONCEPTS DEVELOPED IN OTHER BUSINESS AND SPORT AND ENTERTAINMENT MANAGEMENT COURSES WILL BE IMPLEMENTED INTO A CULMINATING RESEARCH PROJECT. ACTUAL SPORT MANAGEMENT ISSUES CURRENTLY BEING ADDRESSED AT AN ORGANIZATION OR INSTITUTION WILL BE STUDIED. 3CREDIT HOURS. PREREQUISITE: SENIOR STANDING IN MAJOR 3 CREDITS

### SPORT MANAGEMENT

**SMA 290 INTRODUCTION TO SPORT AND ENTERTAINMENT MANAGEMENT (W)** 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. 3 CREDITS.

**SMA 300 SOCIAL ASPECTS IN SPORT AND ENTERTAINMENT (W)** 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. 3 CREDITS.

**SMA 310 LEGAL AND ETHICAL ISSUES IN SPORT AND ENTERTAINMENT** 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. 3 CREDITS.

**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. 3 CREDITS.

**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. 3 CREDITS.

**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. 4 - 6 CREDITS.

**SMA 350 SPORT AND ENTERTAINMENT MARKETING (W)** 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. 3 CREDITS.

## 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. FULFILLS THE SOCIAL SCIENCE REQUIREMENT IN THE ELECTIVE CORE. 3 CREDITS.

**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. CROSSLISTED JPP 103. 3 CREDITS.

**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. FULFILLS THE CULTURE REQUIREMENT IN THE NARRATIVE CORE. 3 CREDITS.

**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. 3 CREDITS.

**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. FULFILLS THE CITIZENSHIP REQUIREMENT IN NARRATIVE CORE. 3 CREDITS.

**SOC 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 PSY 312. 3 CREDITS.

**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. 3 CREDITS.

**SOC 343 WOMEN'S HEALTH** REFLECTS BOTH HER INDIVIDUAL BIOLOGY AND HER SOCIOCULTURAL, ECONOMIC, AND PHYSICAL ENVIRONMENTS. A DISCUSSION OF WOMEN'S ISSUES THROUGHOUT THE HISTORY OF WHERE WOMEN WERE, WHAT THEY'VE ACCOMPLISHED, AND WHAT YET NEEDS TO BE DONE IN ORDER FOR WOMEN TO REALIZE THEIR POTENTIAL. TOPICS INCLUDE REPRODUCTIVE RIGHTS, PROFESSIONAL OPPORTUNITIES, WORK AND FAMILY, RACE, AND CRIME AND VIOLENCE AGAINST WOMEN. 3 CREDITS.

**SOC 345 ADULTHOOD & AGING** THIS COURSE FOCUSES UPON MULTIPLE DISCIPLINES IN ORDER TO BETTER UNDERSTAND ADULTHOOD AND AGING IN OUR SOCIETY. CROSSLISTED PSY 345. 3 CREDITS.

### **SOCIAL WORK**

**SW 100 INTRODUCTION TO SOCIAL WORK** IS A SURVEY COURSE DESIGNED TO PROVIDE AN OVERVIEW OF THE PROFESSION OF SOCIAL WORK, ITS HISTORICAL ROOTS, AND ITS CURRENT STRUCTURES AND ISSUES. THE FUNCTIONS OF THE SOCIAL WORK PROFESSION IN RELATION TO OTHER HUMAN SERVICE PROFESSIONS WILL BE DISCUSSED. STUDENTS WILL UNDERSTAND THE KNOWLEDGE, SKILL, AND VALUE BASE OF SOCIAL WORK AS DEVELOPED AND DISCUSSED IN CONTEMPORARY AND HISTORICAL LITERATURE.

**SW 205 INTRODUCTION TO SOCIAL WELFARE** THIS COURSE INTRODUCES THE BASIC CONCEPTS OF THE U.S. SOCIAL WELFARE SYSTEM AND INCLUDES A COMPARATIVE APPROACH TO OTHER COUNTRIES. IT PROVIDES AN OVERVIEW OF GOVERNMENTAL ASSISTANCE PROGRAMS AND THE IMPACT OF THESE PROGRAMS ON INDIVIDUALS AND FAMILIES. THE COURSE INCLUDES A HISTORICAL AND CONTEMPORARY PERSPECTIVE ON SOCIAL WELFARE ISSUES. IT PRESENTS THE IMPACT OF THE ECONOMIC, POLITICAL, EDUCATIONAL, AND RELIGIOUS SYSTEMS ON SOCIAL WELFARE SYSTEMS. SPECIAL ATTENTION IS GIVEN TO SOCIAL WORK VALUES AND PRACTICE, THE STRENGTH-BASED APPROACH, POVERTY AND VULNERABLE POPULATIONS. 3 CREDIT HOURS.

**SW 235 INTRODUCTION TO CHILD WELFARE** THE PURPOSE OF THIS COURSE IS TO FAMILIARIZE THE STUDENT WITH THE HISTORICAL FOUNDATION AND STATUTORY BASIS FOR CHILD WELFARE. THE COURSE EXAMINES ALL COMPONENTS OF THE CHILD WELFARE SYSTEM WHICH WILL INCLUDE DISCUSSION ON CHILD MALTREATMENT AND ABUSE. STUDENTS WILL GAIN A WORKING KNOWLEDGE OF THE DEFINITIONS AND THEORIES OF CHILD ABUSE AND NEGLECT, FAMILY SYSTEMS, AND SOCIAL POLICIES THAT EFFECTS SOCIAL WORK PRACTICE IN CHILD WELFARE. THE VARIOUS TYPES OF CHILD ABUSE AND CHILD MALTREATMENT WILL BE DISCUSSED AND EXAMINED THROUGHOUT THE COURSE. CROSS-LISTED AS PSY 235. 3 CREDIT HOURS.

**SW245 – AGENCY CENTERED VOLUNTEER SOCIAL WORK EXPERIENCE** - THIS COURSE INTRODUCES RESEARCH METHODOLOGY PERTINENT TO THE EVALUATION OF HUMAN SERVICE PROGRAMS, AND DISCUSSES THE RATIONALE FOR CONDUCTING EVALUATIONS. AMONG THE TOPICS DISCUSSED ARE THE RELATIONSHIP OF EVALUATIVE EFFORTS TO PROGRAM DESIGN AND IMPLEMENTATION, THREATS TO VALIDITY OF PROGRAM EVALUATION, CONSTRUCTING A MEASUREMENT PLAN AND DESIGNS FOR PROGRAM AND EVALUATION. PROGRAM EVALUATION KNOWLEDGE, SKILLS AND TECHNIQUES, SUCH AS NEEDS ASSESSMENT, OPERATIONALIZATION OF VARIABLES, LEVELS OF MEASUREMENT, STATISTICAL SIGNIFICANCE, EFFICIENCY AND OUTCOME EVALUATION ARE INTRODUCED. THIS COURSE EMPHASIZES THIS METHODOLOGY WHEN CONDUCTING FORMATIVE EVALUATIONS, I.E., NEEDS ASSESSMENT, PROGRAM DEVELOPMENT, MARKET RESEARCH. PREREQUISITES: SW225, SW235, MATH205. 3 CREDITS.

**SW 306 SOCIAL WELFARE POLICY AND PROGRAMS** THIS COURSE FURTHER DEVELOPS AN UNDERSTANDING OF CONTEMPORARY SOCIAL WELFARE POLICIES AND PROGRAMS, INCLUDING PRIVATE, PUBLIC, AND COMBINED PROGRAMS. EXAMINES THE VARIOUS HISTORICAL, POLITICAL, ECONOMIC, AND SOCIETAL INFLUENCES ON THE DEVELOPMENT OF SOCIAL WELFARE POLICY AND SERVICE DELIVERY AND/OR THE POLICY-MAKING PROCESS. PROVIDES A FRAMEWORK TO ANALYZE AND EVALUATE

**SW 310 SOCIAL WORK RESEARCH METHODS I** THIS COURSE INTRODUCES RESEARCH METHODOLOGY PERTINENT TO THE EVALUATION OF HUMAN SERVICE PROGRAMS, AND DISCUSSES THE RATIONALE FOR CONDUCTING EVALUATIONS. AMONG THE TOPICS DISCUSSED ARE THE RELATIONSHIP OF EVALUATIVE EFFORTS TO PROGRAM DESIGN AND IMPLEMENTATION, THREATS TO VALIDITY OF PROGRAM EVALUATION, CONSTRUCTING A MEASUREMENT PLAN AND DESIGNS FOR PROGRAM AND EVALUATION. PROGRAM EVALUATION KNOWLEDGE, SKILLS AND TECHNIQUES, SUCH AS NEEDS ASSESSMENT, OPERATIONALIZATION OF VARIABLES, LEVELS OF MEASUREMENT, STATISTICAL SIGNIFICANCE, EFFICIENCY AND OUTCOME EVALUATION ARE INTRODUCED. THIS COURSE EMPHASIZES THIS METHODOLOGY WHEN CONDUCTING FORMATIVE EVALUATIONS,

**SW 326 SKILLS & METHODS OF SOCIAL WORK PRACTICE I: STRATEGIES FOR HELPING INDIVIDUALS** THIS COURSE IS THE FIRST IN A SEQUENCE OF THREE REQUIRED SOCIAL WORK PRACTICE COURSES. PRACTICE I FOCUSES ON THE DEVELOPMENT OF SKILLS AND STRATEGIES FOR HELPING INDIVIDUALS WITHIN A VARIETY OF SOCIAL WORK AND HOST SETTINGS. KEY CONCEPTS OF GENERALIST PRACTICE ARE APPLIED TO THE DEVELOPMENT OF RELATIONSHIP BUILDING AND INTERVIEWING SKILLS.

**SW 327 FIELD EDUCATION I** IS TAKEN CONCURRENTLY WITH SW 328, FIELD SEMINAR I. THIS COURSE ENGAGES THE STUDENT IN THE PRACTICE OF BEGINNING SOCIAL WORK SKILLS AND TASKS WITHIN AN AGENCY SETTING OVER A PERIOD OF ONE SEMESTER. IT IS DESIGNED FOR THE SENIOR LEVEL STUDENT AND REQUIRES AN AVERAGE OF 16 HOURS PER WEEK IN THE AGENCY FOR A MINIMUM OF 216 HOURS. PREREQUISITES: SW MAJOR WITH SENIOR STANDING. 4 CREDIT HOURS.

**SW 328 FIELD SEMINAR I** IS TAKEN CONCURRENTLY WITH SW 327, FIELD EDUCATION I . A SEMINAR FORMAT WILL PROVIDE FOR THE SHARING OF PRACTICE EXPERIENCES AND PRACTICE ISSUES THAT OCCUR DURING FIELD PRACTICUM . DISCUSSION TOPICS WILL FOCUS ON AGENCY ORIENTATION, SELF-AWARENESS ISSUES, ENGAGEMENT SKILLS, CRITICAL THINKING SKILLS, ETHICAL DILEMMA AWARENESS AND THE DEVELOPMENT OF THE PROFESSIONAL SELF . THE SEMINAR WILL PROVIDE FOR THE INTEGRATION OF FIELD EXPERIENCE WITH CLASSROOM LEARNING THROUGH DISCUSSION AND ASSIGNMENTS . PREREQUISITES: SW MAJOR WITH SENIOR STANDING . 2 CREDIT HOURS .

**SW 346 HUMAN BEHAVIOR/THE SOCIAL ENVIRONMENT I** THIS COURSE WILL EXAMINE ECOLOGICAL SYSTEMS THEORY . THIS COURSE DEVELOPS THE PERSON- IN-ENVIRONMENT CONCEPT IN SOCIAL WORK . INDIVIDUALS GROW AND DEVELOP WITHIN THE CONTEXT OF FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES . THIS COURSE ALSO EXAMINES THE RELATIONSHIPS AMONG HUMAN BIOLOGICAL, SOCIAL, PSYCHOLOGICAL, AND CULTURAL SYSTEMS AS THEY AFFECT AND ARE AFFECTED BY HUMAN BEHAVIOR WITHIN THE HUMAN LIFE SPAN . PREREQUISITES: SW 100 AND SW 205 . 3 CREDIT HOURS .

**SW 347 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II** THIS COURSE FURTHER DEVELOPS THE PERSON-IN-ENVIRONMENT CONCEPT IN SOCIAL WORK, WITH A SPECIFIC FOCUS ON MACRO SYSTEMS AND THEIR IMPACT ON SOCIETY, AND ON HUMAN DIVERSITY . THE COURSE PROVIDES A FRAMEWORK FOR UNDERSTANDING AND ANALYZING THE FORMS AND MECHANISMS OF OPPRESSION AND DISCRIMINATION . THE COURSE INCLUDES THEORIES USED IN MACRO PRACTICE AND THE DEVELOPMENT OF

**SW 365 DRUGS, SOCIETY, AND HUMAN BEHAVIOR** THIS COURSE INVESTIGATES THE PHYSIOLOGICAL, PSYCHOLOGICAL AND SOCIAL IMPLICATIONS OF DRUG USE AND ABUSE . COMMON DRUGS SUCH AS NICOTINE, CAFFEINE AND ALCOHOL AS WELL AS THE LESS COMMON AND ILLEGAL DRUGS SUCH AS MARIJUANA, LSD AND COCAINE ARE STUDIED . PREREQUISITE: SOC 101 OR PSY 101 . CROSS-LISTED AS SOC 365 . 3 CREDITS HOURS .

**SW 375 UNDERSTANDING DEATH AND DYING** THIS COURSE EXAMINES THE ROLE OF FAMILY, CHURCH AND OTHER SOCIAL INSTITUTIONS IN OUR EXPERIENCES WITH DEATH AND DYING . THE STUDENT WILL STUDY CURRENT THEORIES AND PRACTICES RELATED TO DEATH AND DYING FROM THE STANDPOINT OF DEVELOPMENTAL AND LEARNING THEORY, AND SOCIAL AND CULTURAL ATTITUDES AND PRACTICES . THEORIES REGARDING GRIEF AND LOSS ARE INCLUDED . THE STUDENT WILL LEARN SOCIAL WORK INTERVENTION SKILLS AND METHODS FOR WORKING WITH THE DYING AND SURVIVORS . PREREQUISITES: SOC 101 OR PSY 101 AND SOPHOMORE STANDING . CROSS-LISTED AS SOC 375 . 3 CREDIT HOURS .

**SW 392 AGING AND THE SOCIAL ENVIRONMENT** THIS COURSE INVESTIGATES THE PROCESSES OF HUMAN AGING WITHIN THE SOCIAL ENVIRONMENT . SOCIAL GERONTOLOGY IS CONCERNED WITH THE NONPHYSICAL ASPECTS OF AGING . PARTICULAR EMPHASIS IS PLACED ON ITS SOCIAL, PSYCHOLOGICAL, AND SPIRITUAL ASPECTS,

**SW 410 SOCIAL WORK RESEARCH METHODS II** THIS COURSE BUILDS ON SW 310 AND INTRODUCES RESEARCH METHODOLOGY PERTINENT TO THE EVALUATION OF HUMAN SERVICE PROGRAMS AND INDIVIDUAL PRACTICE, AND DISCUSSES THE RATIONALE FOR CONDUCTING SUCH EVALUATIONS . THE WRITTEN RESEARCH REPORT IS EMPHASIZED WITH STUDENT PARTICIPATION IN A MOCK RESEARCH PROJECT AND WRITTEN PAPER . EACH SECTION OF THE WRITTEN RESEARCH REPORT IS DISCUSSED IN DEPTH WITH CONTINUED KNOWLEDGE BUILDING OF RESEARCH METHODOLOGY . AMONG THE TOPICS DISCUSSED AND PRACTICED THROUGH ASSIGNMENTS AND WRITTEN PAPER ARE WRITING A TITLE, WRITING ABSTRACT, WRITING LITERATURE REVIEW, HYPOTHESIS FORMATION, WRITING METHODOLOGY (INCLUDING OPERATIONALIZATION OF VARIABLES, RESEARCH DESIGN, SAMPLING, DATA COLLECTION TOOLS, PROCEDURES, AND ETHICS), WRITING RESULTS, WRITING DISCUSSION, AND CREATING A REFERENCE LIST . PREREQUISITES: MATH

**SW 426 SKILLS & METHODS OF SOCIAL WORK PRACTICE II: HELPING GROUPS AND FAMILIES** THIS COURSE IS DESIGNED TO HELP STUDENTS FURTHER DEVELOP THEIR SOCIAL WORK PRACTICE SKILLS FOR HELPING GROUPS AND FAMILIES . STUDENTS LEARN HOW GROUP WORK IS UTILIZED AS A METHOD IN SOCIAL WORK PRACTICE . VARIOUS TYPES OF GROUPS ARE EXAMINED INCLUDING TASK GROUPS, INTERDISCIPLINARY TEAM MEETINGS, AND TREATMENT GROUPS . STUDENTS LEARN SKILLS FOR FORMING AND CONDUCTING GROUPS WITH DIFFERENT CLIENT GROUPS . GENERALIST PRACTICE OFTEN REQUIRES VIEWING CLIENT SITUATIONS FROM A FAMILY PERSPECTIVE . STUDENTS LEARN TO APPLY CONCEPTS FROM SYSTEMS THEORY TO UNDERSTANDING THE INTERPERSONAL DYNAMICS OF FAMILY FUNCTIONING . WORKING WITH FAMILIES AND GROUPS UTILIZES A PROFESSIONAL PROBLEM SOLVING PROCESS TO ENGAGE, ASSESS, INTERVENE, AND EVALUATE PRACTICE WITH GROUPS . PREREQUISITES: SW 326 . 3 CREDIT HOURS .

**SW 427 FIELD EDUCATION II** IS TAKEN CONCURRENTLY WITH SW 428, FIELD SEMINAR II . THIS COURSE IS DESIGNED FOR THE SENIOR LEVEL STUDENT AND ENGAGES THE STUDENT IN SUPERVISED DIRECT SERVICE ACTIVITIES WITHIN AN AGENCY SETTING . THIS COURSE PROVIDES PRACTICAL EXPERIENCES IN THE APPLICATION OF THEORY

**SW 428 FIELD SEMINAR II** IS TAKEN CONCURRENTLY WITH SW 427, FIELD EDUCATION II . A SEMINAR FORMAT WILL PROVIDE A CONTINUING FORUM FOR THE INTEGRATION OF FIELD EXPERIENCE WITH CLASSROOM LEARNING THROUGH DISCUSSION AND ASSIGNMENTS . DISCUSSION TOPICS WILL FOCUS ON THE PROFESSIONAL USE OF SELF, THE USE OF SUPERVISION IN PRACTICE, ON AGENCY-SPECIFIC POLICY ANALYSIS, AND AGENCY PROVISION OF SERVICE . PREREQUISITES: SW 327 AND SW 328 . 2 CREDIT HOURS .

**SW 436 SKILLS & METHODS OF SOCIAL WORK PRACTICE III: ADVOCACY & COMMUNITY CHANGE** THIS COURSE FOCUSES ON DEVELOPING AN UNDERSTANDING OF LARGER SYSTEMS, AND SKILLS FOR PRACTICE WITHIN THAT CONTEXT . THE MATERIAL INCLUDES A MACRO LEVEL PERSPECTIVE OF SOCIAL JUSTICE, OPPRESSION AND ADVOCACY, AND A REVIEW OF VARIOUS THEORETICAL PERSPECTIVES, INCLUDING SYSTEMS THEORY AND THE STRENGTHS PERSPECTIVE, AS THEY APPLY TO MACRO LEVEL PRACTICE . DISCUSSION WILL SURROUND AN EXAMINATION OF TRADITIONAL AND NONTRADITIONAL SOCIAL ACTION STRATEGIES, INCLUDING COMMUNITY ORGANIZATION, DEVELOPMENT AND ADVOCACY . STUDENTS LEARN AGENCY AND LEGISLATIVE ADVOCACY SKILLS WITH A SPECIFIC FOCUS ON HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE . SOCIAL WORK VALUES AND ETHICAL PERSPECTIVES RELATED TO SOCIAL CHANGE ARE ANALYZED . PREREQUISITES: SW 326 AND SW 426 . 3 CREDIT HOURS .

**SW 490 SENIOR INTEGRATIVE SEMINAR** THIS COURSE PROVIDES THE STUDENT WITH THE OPPORTUNITY TO INTEGRATE CLASSROOM AND PRACTICUM EXPERIENCE FOR APPLICATION IN THEIR ENTRY LEVEL PROFESSIONAL PRACTICE . THIS COURSE IS THE CULMINATING INTEGRATIVE PROCESS FOR BACCALAUREATE GENERALIST PRACTICE SOCIAL WORK STUDENT TO FURTHER DEVELOP AND REFINE COMMUNICATION AND PROBLEM SOLVING SKILLS, TO EXERCISE PEER SUPPORT AND EVALUATION SKILLS; TO INCREASE SELF-AWARENESS THROUGH GROUP INTERACTION, VALUES CLARIFICATION, AND DISCUSSION AND ANALYSIS OF POLICY AND PRACTICE ISSUES IN THE CONTEXT OF SOCIAL WORK VALUES AND ETHICS . THIS COURSE IS A SELF-DIRECTED READINGS, CRITICAL INQUIRY, AND DISCUSSION SEMINAR . PREREQUISITES: SW 327 AND SW 328 . 3 CREDIT HOURS

### THEATRE

**THTR 120 ORIENTATION TO THEATER** IS AN OVERVIEW OF THEATRE HISTORY, FROM THE ANCIENT CIVILIZATIONS OF EGYPT, GREECE, AND ROME TO THE 21ST CENTURY. STUDENTS WILL GAIN KNOWLEDGE OF THE IMPACT OF THEATRE ON A VARIETY OF CIVILIZATIONS, LEARN THE PRODUCTION PROCESS AND HOW IT HAS EVOLVED THROUGH THE GENERATIONS, AND DEVELOP AN APPRECIATION FOR THEATRE WHILE EXAMINING GENRE, STYLE, STRUCTURE, PURPOSE, AND CULTURAL CONTEXT. 3 CREDITS.

**THTR 231 STAGECRAFT** GIVES THE STUDENT HANDS-ON EXPERIENCE IN THE VARIOUS AREAS OF STAGECRAFT INCLUDING SUCH TOPICS AS SET DESIGN, CONSTRUCTION, PAINTING, AND DECORATING; STAGE LIGHTING; AND THE MAKING AND FINDING OF STAGE PROPERTIES. 3 CREDITS.

**THTR 254 PRODUCING CHILDREN 'S THEATER** EXAMINES THE HISTORY OF CHILDREN'S THEATRE WITH A SPECIAL EMPHASIS ON THE STRUCTURE, STYLE, ORGANIZATION, AND CREATIVE DEVELOPMENT OF THE PRODUCTION PROCESS FOR CREATING QUALITY THEATRE FOR CHILDREN. STUDENTS WILL HAVE THE OPPORTUNITY TO ADAPT SOURCE MATERIAL TO CREATE SHORT SKITS TO BE PERFORMED FOR A CHILDREN'S AUDIENCE, INCLUDING BIBLICAL ADAPTATIONS USED FOR DRAMA MINISTRY OUTREACHES. 3 CREDITS.

**THTR 261 ACTING I** EXPLORES THE HISTORY AND THEORIES OF ACTING; AND THE TECHNIQUES OF VOICE, MOVEMENT, IMPROVISATION, AND CHARACTER DEVELOPMENT FOR THE STAGE. 3 CREDITS.

**THTR 269 MUSICAL THEATRE AND DANCE** TEACHES STUDENTS HOW TO ENHANCE THEIR ACTING ABILITY WHILE PERFORMING ON THE MUSICAL STAGE. SONG SELECTION, VOCAL TRAINING, AUDITION PREPARATION, AND CHOREOGRAPHY ARE EXPLORED TO STRENGTHEN THEIR PERFORMANCE SKILLS. 3 CREDITS.

**THTR 363 ACTING II INTERMEDIATE ACTING** BUILDS ON THE FOUNDATION DEVELOPED DURING THTR 261 AND FURTHER EXPANDS STAGE ACTING SKILLS AND TECHNIQUES THROUGH SCENE WORK AND IMPROVISATIONAL EXERCISES. PREREQUISITE: THTR 261. 3 CREDITS.

**THTR 371 STAGE DIRECTING** EXPLORES THE CREATIVE PROCESS BY WHICH A DIRECTOR TRANSFORMS A LITERARY SCRIPT INTO A LIVE PERFORMANCE FOR THE STAGE. THE COURSE COVERS SUCH TOPICS AS SELECTING AND PREPARING THE SCRIPT, PLANNING REHEARSALS, DEVELOPING STAGE PICTURES, CREATING TENSION, BLOCKING, AND TYPES OF REHEARSALS. PREREQUISITE: THTR 261, OR PERMISSION OF THE INSTRUCTOR. 3 CREDITS.

**THTR 460 ACTORS' WORKSHOP** PROVIDES STUDENT ACTORS WITH OPPORTUNITIES TO EXPAND THEIR TALENTS IN A REHEARSAL ENVIRONMENT AND TO DISPLAY THEM IN PERFORMANCE SITUATIONS. STUDENTS WILL REHEARSE AND PUBLICLY PERFORM SCENES FROM PLAYS. PREREQUISITE: AUDITION OR PERMISSION OF THE INSTRUCTOR. 3 CREDITS.

### 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. FULFILLS THE CULTURE REQUIREMENT IN THE NARRATIVE CORE.