



CONCORDIA
UNIVERSITY
wise • honorable • cultivated



CHRISTIAN VALUES ✦ ACADEMIC EXCELLENCE

GENERAL CATALOG

2010–2011



FAITHFUL TO OUR CALLING

As we begin our 35th academic year, we praise our good and gracious God for His many blessings to Concordia University. Since its founding, Concordia has remained faithful to her calling to serve the church and world by providing excellent academic programs in the context of a Christian, liberal arts education.

We at Concordia remain dedicated to providing all our students opportunities to grow academically and spiritually and to use what they learn to serve faithfully in their respective vocations and to fulfill the Great Commission of Jesus Christ.

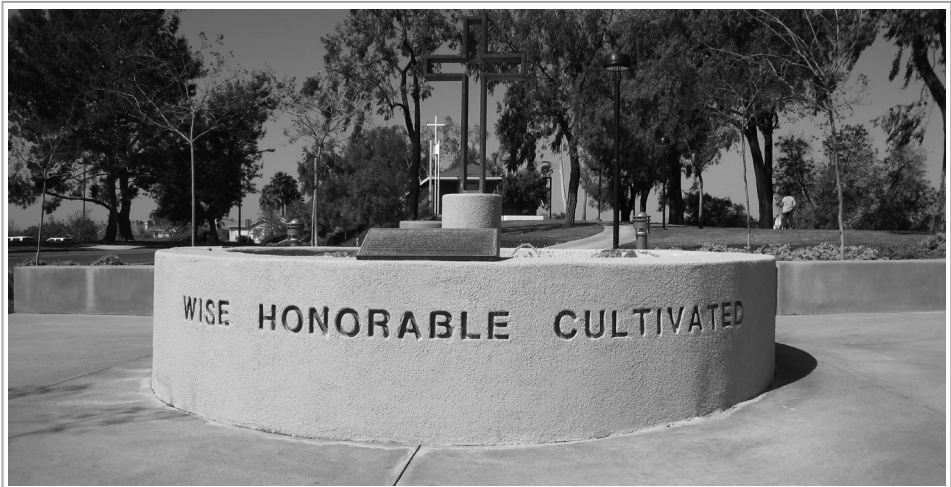
The theme verse chosen by this year's senior class reminds us who ultimately leads us and emphasizes the privilege that is ours to tell everyone about our Leader: "But thanks be to God, who in Christ always leads us in triumphal procession and through us spreads the fragrance of the knowledge of Him everywhere" (2 Corinthians 2:14).

We invite you to use this Catalog to learn more about what a Concordia education has to offer and then to consider becoming a part of the Concordia family, a family dedicated to glorifying God as we learn and work to serve others.

Kurt J. Krueger
President
Concordia University Irvine

OUR MISSION:

Concordia University Irvine, guided by the Great Commission of Christ Jesus and the Lutheran Confessions, empowers students through the liberal arts and professional studies for lives of learning, service and leadership.





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THIRTY-FIFTH ACADEMIC YEAR

2010–2011



The Concordia University Board of Regents operates Concordia University as an institution of higher education.

The statements made in this General Catalog constitute official policies of Concordia University. These policies are subject to change by the president, the Board of Regents and the faculty. Publications which reflect additional policies include the Concordia University Student Handbook, the Concordia University Handbook and the Concordia University Schedule of Classes. Students are expected to confer with their academic advisors for precise information concerning academic programs.

Correspondence regarding these policies should be addressed to:

*Office of the Provost
Concordia University
1530 Concordia West
Irvine, CA 92612*

Concordia University does not discriminate on the basis of race, color, national and ethnic origin, sex or disability in any of its policies, procedures or practices. This includes but is not limited to admission, employment, financial aid, educational services, programs and activities. Inquiries regarding this policy may be directed to:

*Executive Vice President and Provost
Concordia University
1530 Concordia West
Irvine, CA 92612*

The university telephone number is: (949) 854-8002; FAX: (949) 854-6854.
Office Hours: 8:00 a.m. to 4:30 p.m. Monday–Friday.

Concordia University Catalog Contract Disclaimer

Concordia University has established certain academic requirements which must be met before a degree is granted. This catalog summarizes the total requirements which the student must presently meet before academically qualifying for a degree from Concordia University. Advisors, program directors and deans are available to help the student understand and arrange to meet these requirements, but the advisor, program director and deans are not responsible for ensuring that the student fulfills them.

In addition, this catalog and the requirements listed in it for any given degree do not constitute a contract of promise by Concordia University to award the degree upon completion of those requirements by the student. Courses, programs and requirements described in this catalog for the award of a degree may be suspended, deleted, restricted, supplemented or otherwise changed in any manner at any time at the sole discretion of the university and the Board of Regents.

DIRECT CORRESPONDENCE TO DEPARTMENTS LISTED IN THE
INFORMATION DIRECTORY ON PAGE 197





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FALL 2010 SEMESTER

August

- 22 Residence halls open for NEW students
- 22–25 Clearance/Orientation for NEW students
- 24 Residence halls open for RETURNING students
- 24 Clearance for RETURNING students
- 26 Instruction begins
- 26 Opening Service (10:30 am – CU Center)

September

- 3 Last Day to ADD a class without instructor approval
- 3 Last Day to ADD a class in the School of Education
- 6 Labor Day Holiday (observed)
- 10 Last day to ADD a class with instructor approval
- 10 Last day to DROP a class without record of enrollment
- 14 Census Date
- 30 Deadline to apply for Fall 2010 graduation

October

- 4 Advising Appointments (thru November 12)
- 11–13 Mid-term Week
- 14–15 Mid-semester Break (no classes)

November

- 12 Last day to WITHDRAW from class with “W”
- 15–19 Spring Registration
- 22–26 Thanksgiving Break (no classes)

December

- 10 Last day to WITHDRAW from class with “WF”
- 13–17 Final Exam Week
- 17 First Deadline to apply for Spring 2011 graduation
- 23 Semester grades due in Banner Web



SPRING 2011 SEMESTER

January

- 18 Clearance/Orientation for NEW students
- 19 Classes begin
- 26 Last day to ADD a class without instructor approval
- 26 Last day to ADD a class in the School of Education

February

- 2 Last day to ADD a class with instructor approval
- 2 Last day to DROP a class without record of enrollment
- 4 Census Date Reporting
- 28 Mid-semester Break (no classes) thru March 4

March

- 1–4 Mid-semester Break (no classes)
- 7 Advising Appointments (thru April 15)

April

- 13 Last day to WITHDRAW from a class with “W”
- 18–20 Registration for Fall 2011
- 21–25 Easter Break (no classes)*
- 25 *Monday classes after 4:00 p.m. meet

May

- 5 Last day to WITHDRAW from a class with “WF”
- 6–12 Final exam week
- 12 Deadline to apply for Summer 2011 graduation
- 13 Commencement activities
- 19 Semester grades due in Banner Web



EDUCATIONAL TARGETS AND GOALS

SYSTEMATIC INQUIRY

Students will acquire and continue to use systematic skills for encountering knowledge. They will articulate a problem, structure an investigation, gather suitable resources, organize and manipulate qualitative or quantitative data and think critically to reach appropriate conclusions.

CLEAR COMMUNICATION

Students will acquire and continue to use knowledge and skills for sharing thoughts, data and feelings through writing, speaking, selected technical media and information management.

HEALTH AND WELL-BEING

Students will acquire and continue to use knowledge and skills which enhance their physical, economic, psychological and spiritual well-being and environment, laying the groundwork for satisfying and responsible leisure as well as vigorous and purposeful work.

SOCIOCULTURAL RESPONSIVENESS

Students will acquire and continue to use knowledge and skills for effective, respectful and positive interaction with the variety of the world's peoples, cultures, societies and traditions.

AESTHETIC RESPONSIVENESS

Students will acquire and continue to use knowledge and skills for perceiving the elements of human feeling, their synthesis and their expression in artistic media. Students will shape their own affective response through selected media including writing, drama, music and visual arts.

CHRISTIAN LITERACY AND LIFE

Students will acquire knowledge of and appreciation for Christian faith, biblical and confessional principles, God's creation, God's redemption, Christian witness and humanitarian service.

SERVANT LEADERSHIP

Students will acquire and continue to use knowledge and skills to perceive the needs of others, stimulate a vision for positive response and collaborate within communities to achieve the desired result.

HISTORY OF CONCORDIA UNIVERSITY

The story of Concordia University dates back to the mid-1950s when a small group of southern California Lutherans began to plan for a Lutheran college to serve the people of the Pacific Southwest. By 1962 the decision had been made by The Lutheran Church—Missouri Synod (LCMS) to build the new school.

An extensive search for the “perfect” site led to Irvine, California. Construction of the campus began in 1975 and in 1976 classes were held for the first time at Christ College Irvine, the original name of the institution. From a single building and thirty-six students, the school has grown to over twenty buildings and an annual enrollment of more than 2,300.

In February 1993 the Board of Regents of Christ College Irvine, responding to a decision by The Lutheran Church—Missouri Synod to incorporate its ten colleges and universities into the Concordia University System, voted to change the name of Christ College Irvine to Concordia University. This Concordia University System, along with the two seminaries and 108 high schools and 986 elementary schools of The Lutheran Church—Missouri Synod, comprises the second largest church-related school system in the United States.

Concordia University includes the Schools of Arts and Sciences, Business and Professional Studies, Christ College and Education.



LOCATION OF THE CAMPUS

Enjoying a hilltop setting fifty miles south of Los Angeles, eighty miles north of San Diego and six miles inland from the Pacific Ocean, Concordia University is located on a spectacular 70-acre plateau overlooking Orange County.

Concordia is surrounded by civic and cultural opportunities, including museums, galleries, repertory theatres, orchestra and choral groups. The metropolitan attractions of Los Angeles and San Diego are a one to two hour drive from the campus. The University of California, Irvine is only two miles away. The temperate climate offers year-round recreational activities such as surfing, sailing, windsurfing and tide pooling. Local mountains are within easy reach, offering hiking and winter snow-skiing opportunities. Bicycling is popular in the area and the extensive bike trails connect the campus with shopping centers and the waterfront areas of Newport Beach. The Orange County Airport is only five miles from campus.

The city of Irvine is a planned community, primarily residential but including multi-national business and industrial complexes. It is rated one of the safest cities of its size in the United States. The surroundings of the Concordia campus offer an oasis to wildlife and are an ideal setting for the newest of the LCMS universities.

FACULTY, ADMINISTRATION AND STAFF

The faculty of Concordia University are highly qualified experts in their respective fields and teachers who care about their students. They have designed an outstanding array of excellent courses for student selection.

The faculty, administration and staff of Concordia University are dedicated to service in the name of our Lord and Savior, Jesus Christ. The school is committed to fulfilling the Great Commission and to this end seeks to surround students with the love of Christ and His truth and to prepare them to be ambassadors of the Lord God throughout their professional careers.

PHYSICAL FACILITIES

The university, the facilities it occupies and the equipment it utilizes fully comply with federal, state and local ordinances and regulations, including those requirements regarding fire safety, building safety and health. Teaching areas, activity areas and ground level housing are accessible to those who have disabilities.

LIBRARY

Concordia University library contains a collection of 76,000 print volumes, 3,460 online volumes through NetLibrary eBooks, 15,000 24,500 electronic and print journals and access to the holdings of 9,000 academic and public institutions through WorldCat interlibrary loan (ILL). The book collection is strong in religion and theology with an emphasis on Reformation studies. The library also offers extensive collections in a wide range of academic disciplines, and supports and enhances the students' classroom learning.

The library provides access to an outstanding selection of research databases including Academic Search Premier, PsycInfo, and ATLA religion databases with ATLASerials, Business Source Elite, Newspaper Source, JSTOR, LexisNexis, Education Research Complete, Oxford English Dictionary and WorldCat.

The library building is open 70+ hours per week. The electronic catalog, online book collection and research databases are available 24 hours a day (www.cui.edu/library). Research computers, wireless internet access and conference rooms for group study or tutoring are also available. There are individual CD-listening and video-viewing stations as well as a convenient printer/copier room.

Each semester the library offers a series of instructional workshops designed to introduce students and faculty to the wide array of electronic resources available through the library. Reference and research help is available on a walk-in basis, by phone, e-mail or scheduling an appointment with a librarian.



ACCREDITATION

Concordia University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Ave., Suite 100, Alameda, CA 94501, (510) 748-9001 or www.wascweb.org. Students and other interested parties may review accreditation documents by making a request to the Office of the Provost.



ADMISSION CRITERIA

Concordia University admits students of any race, color, national and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, disability, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, athletic and other school-administered programs.

Concordia University stresses sound scholarship, yet realizes that academic achievement is not the sole end in life. It stresses social interaction in its community, yet realizes that individual worth is not always capable of expression in group-oriented terms. Therefore, each applicant will be given careful individual consideration and no one criterion can be identified in advance as the most crucial single factor. Thus, the following admission criteria are flexible guidelines used by the admission committee for the benefit of the student to measure and determine the potential for successful completion of a university education. Factors evaluated in the decision include: academic preparation, scholastic aptitude, recommendations, character, motivation, leadership potential and the ability to benefit from and contribute to the goals and mission of Concordia University. The university reserves the right to deny admission to any applicant. Space limitations may also affect the total number of applicants admitted in a given year.

Furthermore, general admission to the university does not constitute admission to a program of study. Each program has its own admission requirements. Consult the respective program director for specific requirements. (Note: Students desiring admission to a post baccalaureate or graduate program should consult the graduate degree information available at www.cui.edu.)

BASIC REQUIREMENTS FOR GENERAL ADMISSION

Concordia University welcomes applications from students who have demonstrated ability to succeed in college level work. Criteria for selection include the following:

ACADEMIC PREPARATION. All applicants must be high school graduates or have completed the equivalent of the high school level of education. Concordia University accepts some students who have received equivalency certificates or diplomas through the General Educational Development Test (GED) or the California High School Proficiency Exam (CPE).

Applicants for regular admission status must have successfully completed the following high school courses:

English:	4 years
Mathematics:	3 years including algebra 1, algebra 2 and geometry
Science:	3 years including at least two years of laboratory science that includes at least two (2) of the following: biology, physics, chemistry
Social Science:	2 years
Foreign Language:	2 years recommended

SCHOLASTIC APTITUDE. Entrance eligibility is determined by academic, not cumulative, grade point average (GPA) together with SAT (Scholastic Aptitude Test) or ACT (American College Testing) scores and class rank. Other tests may be specified by the university testing program.

CREDIT BY EXAMINATION. Credit by examination at Concordia is available only through AP (Advanced Placement), CLEP (College Level Examination Program), DSSTS (DANTES Subject Standardized Tests) or International Baccalaureate examinations. Concordia's standards for granting credit for these tests are available from the Registrar's Office or the Office of Academic Advising. Students are responsible for providing the registrar with the official AP, CLEP, DSSTS and/or International Baccalaureate examination scores.

PHYSICAL AND MENTAL HEALTH. As a part of the application procedure, each applicant must provide the admission committee with a medical history that gives evidence of a level of physical and mental health commensurate with the demands of a college education and apartment living.

Ordinary means are available on campus to enable those who have moderate physical impairments to fulfill their academic and personal requirements for a degree. If an applicant needs additional assistance beyond what the university is able to offer and can obtain it through his/her own means, regular admission may still be granted.

OTHER FACTORS. Other factors considered in evaluating applications include character, motivation and extracurricular activities in school, in the church and in the community, particularly those involving leadership roles. The university reserves the right to deny admission to any applicant.

FALSIFICATION OF ADMISSION DOCUMENTS. Any student who enters the university using false information or by omitting required information is subject to penalty, including immediate dismissal without refund.

ADMISSION STATUS

REGULAR ADMISSION. Applicants who have fulfilled all of the basic criteria as previously described.

CLOSE ADVISEMENT ADMISSION. The Disability and Learning Resource Center (DLRC) provides a specialized program for students showing evidence of motivation and ability to be successful in college, but who have not met the required academic admission standards. A limited number of students are admitted each year to Concordia University under this program and are enrolled in College Skills INT 098.

COMMITMENT TO SUCCESS ADMISSION. The DLRC provides a specialized program for students showing evidence of motivation and ability to be successful in college, but who have not met the required academic admission standards. A limited number of students are admitted each year to Concordia University under this program and are enrolled in College Skills INT 099.

ADMISSION CLASSIFICATIONS

FIRST-TIME FRESHMAN STUDENT. The first-time freshman student is an applicant who enters with fewer than twenty-four (24) semester or thirty-six (36) quarter units of transferable college credit following high school graduation.

Entering freshmen may submit an application any time after completion of the junior year of high school. Applications are evaluated on a rolling basis. The following must be submitted to the Admission Office to complete an application as a first-time freshman student:

1. Concordia University application form which is available from the Admission Office or online at www.cui.edu.
2. The most recent official high school transcript and evidence of graduation must also be presented when high school work is completed.
3. Official Scholastic Aptitude Test (SAT) (preferred) or American College Test (ACT) score should be sent to the Admission Office. The university's code numbers for the tests are: SAT – 4069; ACT – 0227.

TRANSFER STUDENT. The transfer student is an applicant who transfers from a community, state or private college with twenty-four (24) or more semester or thirty-six (36) or more quarter units completed at an accredited college or university.

The requirements expected of a transfer student:

1. Concordia University application form. The form is available from the Admission Office or online at www.cui.edu.
2. Official final high school transcript.
3. Official transcripts from all institutions attended from which the student plans to transfer units.

Transcript evaluations are made to determine the equivalency of transferred courses. Equivalent credit from institutions on the quarter calendar is determined at a ratio of one and one-half (1.5) quarter units to one semester unit.

Concordia accepts both the Intersegmental General Education Transfer Curriculum (IGETC) and the CSU General Education Breadth Requirements to fulfill most of the university's general education requirements. Upon verification of certification, general education requirements are waived. Please refer to pages XX-XX for more detailed information. Official IGETC or CSU certifications must be submitted upon completion of all certification courses. A total of ninety-six (96) semester units are allowed for transfer, of which a maximum of seventy (70) semester units may be transferred from an accredited community college. Concordia will accept up to six (6) semester units of course work graded "D" completed prior to transferring. These "D" graded courses may apply only towards general education or elective credit and may not be applied towards a major or minor or fulfillment of program requirements for graduation from Concordia.

All transferring students who have completed significantly more than three (3) years of college work are advised that Concordia University requires one (1) year of academic residence of at least thirty-two (32) semester units. Students with more than three (3) years of academic work should realize that the usual period spent in working toward the bachelor's degree may be lengthened.

Transfer students seeking to earn a California teaching credential within their bachelor's degree program should consult with an academic advisor regarding requirements.

HOMESCHOOLED STUDENT. The admission process is similar to that of students entering from a traditional high school background. Concordia requires an official high school transcript at the time of application and evidence of graduation must also be presented when high school work is completed. A stronger emphasis on the student's SAT or ACT scores is considered through the evaluation process. A reference letter must come from someone outside the student's family who is familiar with the student's academic performance.

READMITTED STUDENT. A readmitted student is one who has previously attended Concordia University, but withdrew or transferred to another institution and now desires to re-enroll. All students who are applying for readmission must go through the admission process and should contact the Admission Office for an application for readmission.

The specific categories and requirements are:

1. **READMISSION FOLLOWING DISQUALIFICATION:** the student must show evidence indicating that the deficiency which led to disqualification has been removed.
2. **READMISSION FOLLOWING A LEAVE OF ABSENCE:** the student must show that the situation necessitating the leave of absence has been resolved.
3. **READMISSION FOLLOWING GRADUATION FROM CONCORDIA UNIVERSITY:** application is as follows:
 - a. For an additional undergraduate major, see Undergraduate Admission.
 - b. To enroll in a fifth year or graduate program, see Graduate Admission.

Students must submit official transcripts from all institutions attended during the absence from Concordia. All readmission applications are reviewed by the Admission Office. Just as new students must make a tuition deposit and academic advising appointment, the same is required of readmitted students. Readmission to the university is not guaranteed.

INTERNATIONAL STUDENT. An international student is one who does not hold United States citizenship or lawful permanent residency. International students must fulfill the following special international student admission criteria in addition to the previous stated requirements:

1. Requirements as listed on pages 9-10 for all bachelor's degree students including, but not limited to, an official translated transcript proving evidence of academic achievement that is equivalent to graduation from an American high school; letter of recommendation; and appropriate SAT or ACT score.

2. Knowledge of English as measured by TOEFL (Test of English as a Foreign Language) or comparable instrument. Minimum TOEFL score is 550 paper-based, 213 computer-based or 79 Internet based; or successful completion of an English language school program from a list of approved providers.
3. Evidence of financial arrangements to meet educational costs for the designated period.
4. Evidence of a valid passport.
5. Eligibility for an F-1 Student Visa.
6. International student transfer form (transfers only).
7. Final approval must be secured from the executive director of admission.

Necessary forms for the previous items will be supplied by the Admission Office upon request.

Assistance with obtaining an F-1 visa or maintaining F-1 visa status is available through the Student Services Office. International students are tracked through the Principal Designated School Official (PDSO) in Grimm Hall.

F-1 visa students are not eligible to be part-time students. International transfer students must submit an in-status form signed by the Designated School Official (DSO) at their current school. In addition, students must have maintained F-1 visa status since last entry into the United States. International students are required to attend legal orientation upon arrival at Concordia. They are also required to report to the DSO at Concordia University within fifteen (15) days of arrival in this country.

ANNUAL READMISSION

Full-time undergraduate students at Concordia University who have been accepted through normal admission procedures are required to participate in an on-going evaluation procedure to monitor academic growth, conduct and extracurricular growth. The decision for annual readmission is made at the end of the spring term, while academic disqualification and suspension may occur during any semester.

After examination by the enrollment management committee, the student's status may be:

1. readmission.
2. denial of annual readmission because of:
 - a. academic disqualification.
 - b. unsatisfactory personal development.

Students may appeal to the president, whose action is final. A tuition deposit is required for annual readmission. For more information regarding annual readmission, refer to the *Concordia University Student Handbook*.

CATEGORIES OF STUDENTS

Students will be classified in the following way:

1. **DEGREE AND/OR CERTIFICATE-SEEKING STUDENTS.** These are students who are seeking a degree, certificate or credential at Concordia on either a full-time or part-time basis, including undergraduate, graduate, fifth-year or colloquy. These students must apply for and be accepted to Concordia through the Admission Office.
2. **NON-DEGREE STUDENTS.** These are students attending Concordia on a part-time basis who are not working toward a degree, certificate or credential from Concordia. These students must complete an application for non-degree course work through the Registrar's Office before registering for classes. Before credit for these courses can be applied toward a degree, certificate or credential, these students must complete the application process through the Admission Office.

TUITION 2010–2011

NO OTHER SOURCE SHALL BE USED TO QUOTE UNIVERSITY TUITION OR FEES

BACHELOR'S DEGREE STUDENTS		
	SUMMER '10	FALL '10 / SPRING '11
Application Fee (non-refundable)		\$50
International Application Processing Fee		\$125
Tuition (\$500 deposit required)		\$12,700/semester
Around the World Study Tour		\$12,700/semester
Student Service Fee		\$300/semester
Part Time Tuition	\$445/unit	\$775/unit
CU Accelerate		
• Continuing Students (w/ books)	\$460/unit	\$460/unit
• New Students (w/ books)	\$475/unit	\$475/unit
On-line BA courses (per unit)	\$475/unit	\$475/unit
Accelerated 2nd Degree BSN	\$525/unit	\$525/unit
Nursing		
• Lab Fees		\$350
• Assessment Technologies Institute Fee		\$400
Applied Music		\$525/unit
Student Teaching I Fee (TPA Practicum-SB 2042 Program)		\$200
Student Teaching II Fee (SB 2042 Program)		\$300
Audit Tuition		\$350/unit
Graduation Fee		\$125
Study Tour Courses	\$350/unit	
HOUSING (DORMITORY)		
Quads (fall and spring semesters ONLY)		\$2,600/semester
Sigma/Rho (fall and spring semesters ONLY)		\$2,400/semester
Reservation Fee (non-refundable)		\$300
Summer Housing		
• Non-student employee	\$30/night or \$210/week	
• University student employee	\$25/week	
Students staying on campus during times that do not fall within Fall and/or Spring semesters will have to pay \$30/night.		



MEAL PLAN		
• 5/week		\$1,050/semester
• 10/week		\$1,595/semester
• 14/week		\$1,725/semester
• 19/week	\$1,790/semester	
SUMMER		
• 75 meals	\$690	
• 100 meals	\$750	
• 125 meals	\$790	

GRADUATE/CREDENTIAL STUDENTS		
	SUMMER '10	FALL '10 / SPRING '11
DCE/Internship (flat rate)		\$5,675
Credential	\$500/unit	\$500/unit
Master of Education (M.Ed.)	\$500/unit	\$500/unit
Student Teaching I Fee (TPA Practicum-SB 2042 Program)		\$195
Student Teaching II Fee (SB 2042 Program)		\$300
MA Coaching	\$400/unit	\$400/unit
MA Education on-line	\$400/unit	\$400/unit
Regional Education Cohorts	\$1,200/class	\$1,200/class
MA International Studies	\$550/unit	\$550/unit
MA Theology	\$550/unit	\$550/unit
Cross-Cultural Ministry Center	\$550/unit	\$550/unit
MBA	\$675/unit	\$675/unit
Application Fee (non-refundable)	\$50	\$50
International Application Processing Fee		\$500
Housing (dormitory)	Same as BA/BS Students	
Housing Security Deposit	\$300	\$300
Graduation Fee	\$125	\$125

PAYMENT OF TUITION AND FEES. All tuition and fees are due and payable as stated on the bill for each semester. Tuition and fees may be paid at the Bursar's Office located on the first floor of Grimm Hall North (103/104) or online at www.cui.edu/onlinepayments. Failure to pay fees by the established deadlines may cause the student to be dropped from ALL classes.

FINANCIAL HOLDS ON UNPAID BALANCES AND REGISTRATION. Students who are past due in any debt to the university will have a financial hold on their account. They are not permitted to register in any school or college of the university until the hold is released. A financial hold precludes students from receiving university services, including: registration, dropping or adding classes, grades, transcript requests, diploma, graduation.



No transcripts, official or unofficial, will be issued for a student who has an outstanding student account balance. Transcripts and diplomas will be released when the account is paid in full.

Upon withdrawal from the university, accounts with outstanding balances will be transferred to the Bursar for collection. Failure to pay past-due balances will result in the account being turned over to a collection agency. When the university is forced to turn the account to collections, the student shall be responsible for all additional costs of collection including attorney fees and costs. In the event of court action to enforce this agreement, the student shall be responsible for paying all court costs and fees, including attorney fees and costs.





FINANCIAL AID

RETURN OF TITLE IV FEDERAL FINANCIAL AID POLICY. This policy is in effect as a result of the Higher Education Amendments of 1998 (HEA 98). The Federal Title IV programs covered under this policy include Federal Pell Grant, ACG, SMART Grant SEOG, Federal Stafford Loan and Federal Plus and Grant Grad Plus Loans. A student withdrawing from Concordia University during a semester must file an Official Withdrawal Form with the Registrar's Office. If a student is not able to visit the office, he/she may contact a staff person in the Registrar's Office regarding the withdrawal date. The student's official withdrawal date will be determined by the university as: 1) the date the student began the university's withdrawal process; 2) the midpoint of the semester, if the student withdraws without notifying the university; or 3) the student's last date of attendance at an academically related activity, as documented by the university.

If the student begins the withdrawal process and then later decides to continue attendance at Concordia University, the student must indicate this in writing to the Registrar's Office and indicate that his/her intention is to complete the semester.

If the student withdraws during a semester, the portion of the federal grants and loans a student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days that the student completed before he/she withdrew. If the percentage earned is sixty percent (60%) or greater, the student is considered to have earned one hundred percent (100%) of eligibility. This policy does not affect the student's charges. The university's withdrawal policy will be used to determine the reduction, if any, in the student's tuition, room and board charges. If it is determined that a portion of the financial aid received on the student's behalf is unearned, the university shares with the student the responsibility of returning those funds. Any grants and loans that a student is required to return to the federal programs are considered an overpayment. The student must either repay the amount in full or make satisfactory payment arrangements with the Department of Education to repay the amount. **If the student fails to repay or make arrangements to repay an overpayment, the student will lose his/her eligibility to receive future federal financial aid at any institution.**

PAYMENT OF TUITION AND FEES

All tuition and fees are due and payable as stated on the bill for each semester. Tuition and fees may be paid at the Bursar's Office located on the first floor of Grimm Hall North (Rooms 103/104) or online at www.cui.edu/onlinepayments. Failure to pay fees by the established deadline may cause the student to be dropped from ALL classes.

FINANCIAL HOLDS ON UNPAID BALANCES AND REGISTRATION

A student who is past due in any debt to the university will have a financial hold on his/her student account. The student is not permitted to register in any school or college of the university until the hold is released. A financial hold precludes students from receiving university services including: registration, dropping or adding classes, grades, transcripts, diploma and/or graduation. No transcripts, official or unofficial, will be issued for a student who has an outstanding student account balance. Transcripts and diplomas will be released when the account is paid in full.

Upon withdrawal from the university, accounts with outstanding balances will be transferred to the Bursar for collection. Failure to pay past-due balances will result in the account being turned over to a collection agency. When the university is forced to turn the account to collections, the student shall be responsible for all additional costs of collection including attorney fees and costs. In the event of court action to enforce this agreement, the student shall be responsible for paying all court costs and fees, including attorney fees and costs.

REFUND POLICY

CANCELLATION OF ENROLLMENT. A student may terminate enrollment prior to the beginning of the semester by mailing such notice by **CERTIFIED MAIL**. The effective date of cancellation is the date postmarked.

INSTRUCTIONAL MATERIALS. Information about refund and book buy back policies is available in Founders Bookstore.

THREE-DAY REFUND PERIOD. An enrollee may cancel enrollment within three (3) working days following registration and receive a refund of all monies paid except the tuition deposit, provided no classes have been attended.

REFUND AFTER CLASSES BEGIN. Students who withdraw from school after classes begin may apply in the Bursar's Office for refunds (i.e., tuition, room, board). The student is responsible to pay any outstanding charges to the university. For further information, please contact the Bursar's Office.

TITLE IV FEDERAL FUNDS: TUITION, FEES, ROOM AND BOARD.

1. **TUITION AND FEES**

Through Title IV, the university takes the responsibility, on behalf of the student, to credit the student's account with federal funds to satisfy current charges for tuition and fees.

2. **ROOM AND BOARD**

Through Title IV, excess federal funds creating a credit balance after tuition and fees are paid in full can be used to pay for room and board charges.

NOTE: THE STUDENT BECOMES IMMEDIATELY RESPONSIBLE FOR THE ENTIRE OUTSTANDING BALANCE ON HIS/HER ACCOUNT THAT IS NOT COVERED BY FINANCIAL ASSISTANCE.

The Federal Title IV refund policy operates independently of the Concordia University refund policy. A student who has received Title IV funds and withdraws from school may owe the university for expenses no longer covered by returned federal aid.

Any excess funds from disbursements of Title IV funds create a credit balance on the student's account. The university must pay this final credit balance directly to the student or parent borrower as soon as possible, but no later than fourteen (14) days after one of the following, as agreed to on the Budgetary Agreement form:

1. the beginning of the semester.
2. after loan disbursement causing a credit balance.
3. the date the school received notice from the student or parent borrower to cancel his/her authorization on a Budgetary Agreement form to have the school manage a credit balance.

FINANCIAL AID AVAILABLE

Obtaining a quality education today represents not only an investment of time and energy, but a substantial financial commitment as well. While the responsibility for financing university costs belongs to students and their families, the university will assist in meeting this financial obligation. Concordia University helps its students discover every possible source of aid. Every effort is made to identify the student's needs and to create a financial aid package to meet those needs.



Concordia University participates in many excellent programs of financial aid to college students which have been developed nationally, within the state of California and within the church. Included in the various sources of aid are:

- Cal Grant A and B
- Federal Pell Grant
- Academic Competitiveness Grant (ACG)
- National Science and Mathematics Access to Retain Talent Grant (SMART)
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal Direct Stafford Student Loan
- Federal Direct Parent PLUS Loan for Undergraduate Students
- Federal Direct Grad PLUS Loan for Graduate Students
- Federal College Work Study
- Veterans Benefits
- LCMS District Grants
- Assumption Program of Loans for Education (APLE)

CONCORDIA UNIVERSITY AWARDS, GRANTS AND AID

- | | | |
|-----------------------------------|--------------------------|----------------------------|
| • Presidential Honors Scholarship | • Regents Scholarship | Music Award |
| • Provost's Scholarship | • Dean's Scholarship | Friends of Concordia Grant |
| • Phi Theta Kappa Scholarship | • Christ College Grant | Athletics Award |
| • Lutheran Student Award | • First Generation Grant | |
| • Theatre Award | • Forensics Award | |

HOW TO APPLY FOR FINANCIAL AID

To apply and be considered for federal, state or institutional aid programs, the following documents must be completed. For academic scholarship, the Admission Office will determine your academic award at the time of acceptance and the Financial Aid Office will automatically award it to you.

- **FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA):** FAFSA is available on the Web at www.fafsa.ed.gov www.fafsa.gov. All students applying for need based aid (including federal and state aid) MUST complete a FAFSA. The FAFSA must be received by the federal processor on or before March 2 (received, not postmarked). Concordia University's federal school code is 013885.
- **CALIFORNIA GRANT PROGRAM:** California residents only must request their high school counselor to submit their GPA Verification Form, postmarked by March 2. Transfer students should request/submit this form to their last attended college.
- **STUDENT AID REPORT (SAR):** All FAFSA applicants will receive a Student Aid Report (SAR) summarizing the information reported on the FAFSA along with the calculated expected family contribution (EFC) toward educational costs. Check all the SAR information for accuracy. Make sure Concordia University is listed on the SAR. Make necessary corrections on the web.
- **INSTITUTIONAL FORMS:** Students must complete and return applicable scholarship and activity award applications to the department or professor as indicated on the form (please refer to the checklist for listed forms).

VERIFICATION: The federal government randomly selects students to verify reported FAFSA information. The selected student will be required to submit the Verification Worksheet (provided by the Financial Aid Office) and completed and signed federal tax returns (first and second) from parents and/or student.

AWARDING OF FINANCIAL AID

Financial aid is awarded to eligible applicants after the following requirements have been fulfilled:

1. Acceptance for admission or readmission to Concordia University.
2. Completion of all application procedures including the completion of the FAFSA.
3. Submission of all supporting or requested documents to the Financial Aid Office.

Once all the requirements above have been met, the university will begin to make financial aid offers to eligible students in the order that files are completed.

Applicants can avoid delay in receiving financial aid offers by filing all necessary forms by deadline dates and by applying early for admission to Concordia University.

All financial aid is awarded on a year-to-year basis and is dependent upon sufficient funding. Therefore, it is advisable to apply early and adhere to deadline dates. Awards are made on a first-come, first-served basis to all eligible applicants as funds are available.

Students must complete their financial aid files by March 2 in order to receive maximum institutional aid to which they are entitled the following academic year. Returning students who complete their financial aid file after June 1 will receive \$1000 less in institutional aid. Returning students who complete their financial aid files after July 31 will receive fifty percent (50%) less in institutional aid. **For all students:** FAFSA's received after September 10 will not be eligible for any need-based institutional aid.

Federal law requires financial aid recipients be in good academic standing and make satisfactory academic progress in their degree or certificate program in addition to meeting other eligibility criteria. All funds administered by Concordia University require that a student be enrolled full-time to receive full funding.

Good Academic Standing

- Undergraduate students must maintain minimum cumulative 2.0 grade point average (GPA) for federal, state, and institutional aid.
- Undergraduate students must maintain a minimum cumulative 2.5 GPA for institutional academic scholarships. GPAs are reviewed at the end of the spring semester.

Qualitative Measure of Progress

- Students requesting aid must maintain a minimum cumulative 2.0 GPA, with the exception of academic scholarship, which requires a minimum cumulative 2.5 GPA.
- GPAs are reviewed at the end of the spring semester.
- Students who fail to maintain the minimum GPA will be given one semester of "aid probation" in which they must earn the above listed cumulative GPA or they will be suspended from the aid programs.
- Students entering with a GPA lower than 2.0 will not be eligible for aid until a 2.0 cumulative GPA is attained.

Quantitative Measure of Progress

- Students requesting aid must make progress toward their degrees as follows:
FULL TIME: 12 units per semester/24 units per academic year
3/4 TIME: 11.5-9 units per semester or 23-18 units per academic year
1/2 TIME: 8.5-6 units per semester or 17-12 units per academic year
- Students who enroll in fewer than six (6) units per semester or twelve (12) units per academic year will be expected to complete all units attempted.
- Unit completion is reviewed at the end of each academic year. For this purpose, the academic year is considered end of August to the beginning of August the following year. Official transcripts must be received by September 1 to be considered for the unit completion requirement.



- Students who fail to complete the required number of units per academic year will be suspended from financial aid until the deficit units are completed. Deficit units may be made up in the summer and/or by petitioning for a semester of “aid probation” by submitting a written appeal letter to the Financial Aid Office.

Quantity of Progress

- Students requesting aid are expected to complete their academic program within a reasonable time frame (including transfer units) as follows:
FULL TIME: 6 academic years
PART TIME: 8 academic years
- The time frame is reviewed when the application is submitted.
- Students may petition for extended time by submitting a written appeal letter to the Financial Aid Office.

Institutional financial aid eligibility is dependent upon timely payment of the portion of tuition and fees due from the students. Non-payment of the balance due by the due date may result in the cancellation of the institution financial aid awarded. Please refer to the Concordia University website (www.cui.edu) for specific information about eligibility requirements for institutional aid.

Each student is encouraged to investigate other resources available for financial aid. Numerous civic clubs, congregations, organizations, employers and state and federal agencies offer assistance to university students.

Concordia University realizes that financial aid can be a very complex matter and that every family’s financial situation is different. For further information regarding Concordia’s financial aid program—the application process, submission of forms, determination of need, eligibility requirements and award process, rights and responsibilities of recipients—please go to www.cui.edu.

*Financial Aid Office
Concordia University
1530 Concordia West
Irvine, CA 92612
(949) 854-8002, ext. 1136*

The Financial Aid Office may be contacted by e-mail at fnaid@cui.edu.

PLEASE NOTE: CONCORDIA UNIVERSITY CONSIDERS FINANCES AND FINANCIAL AID AS
PERSONAL MATTERS AND ALL RELATED INFORMATION IS HELD IN THE STRICTEST
CONFIDENCE BY THE UNIVERSITY.

STUDENT LIFE AT CONCORDIA UNIVERSITY

STUDENT ACTIVITIES AND LEADERSHIP DEVELOPMENT

Concordia University offers rich opportunities for student involvement. The Center for Student Leadership and Development (CSLD) is the home to several leadership and co-curricular programs that include the Associated Students of Concordia University Irvine (ASCU), Leadership Education and Development (LEAD) scholars, student senate, clubs and organizations, servant leadership, peer advising and first-year experience programs and initiatives.

SPIRITUAL LIFE

Recognizing that worship life is an integral part of the student's total growth, Concordia University facilitates structured worship services, devotions and Bible studies in residence halls.

Under the auspices and with the support of area churches of The Lutheran Church—Missouri Synod (LCMS), Concordia has established a congregation on the campus of the university to minister to the spiritual needs of students and to offer them fellowship with other Christians. Students who come to Concordia without membership in a church are encouraged to become members of this congregation, called abbey west. Those LCMS students with an active membership in a congregation outside the immediate area are encouraged to become associate members of the campus congregation. The campus pastor is available for spiritual counseling.

ACADEMIC SUPPORT SERVICES

ACADEMIC ADVISING. The academic advising staff assists students in planning their degree program by developing an individualized graduation plan. Staff and/or faculty advisors are available to meet with students each semester for course selection, sequencing, online enrollment and referral to campus resources.

CAREER AND DEVELOPMENT SERVICES. Career and Development Services offers a variety of assessment instruments, research techniques and occupation information to assist students with academic major, career and graduate school decisions as well as job search strategies. In addition, students are encouraged to attend various occupational seminars, skill workshops and the annual Career Fair.

INTERNATIONAL STUDENT SERVICES. The Office of Student Development and Leadership works with other units on campus to assist international students in their transition into the university and local communities. Programs and events through this office and abbey west campus ministry are offered to help students get involved, meet other students and share their culture with our campus community as well.

DISABILITY AND LEARNING RESOURCE CENTER. Concordia University is committed to equal educational opportunity for all students. Inclusion and diversity are valued priorities of the university. The Disability and Learning Resource Center (DLRC) is the office charged with advancing the vision of full inclusion. We work to achieve welcoming, equitable campus environments through the provision of reasonable accommodations, consultation, collaboration, and system change. The DLRC is the resource center for students, as well as faculty and staff. We provide a variety of services aimed at supporting students in their social and academic experiences here at Concordia University.

ACADEMIC APPEALS RE-ADMIT AND ACADEMIC PROBATION. The DLRC assists students who are on Academic Probation (earned a semester GPA below 2.0) and students that have been granted Academic Appeal Re-Admit status by the appeal board (GPA of less than 1.0 in a semester is dismissed immediately, but allowed one academic appeal).

CLOSE ADVISEMENT (INT 098) AND COMMITMENT TO SUCCESS (INT 099). The DLRC provides a specialized program for students showing evidence of motivation and ability to be successful in college, but have not met the required academic admission standards. A limited number of students are admitted each year to Concordia University under this program and are enrolled in College Skills.



DOCUMENTED DISABILITIES. The DLRC is committed to ensuring equal access to students with disabilities, offering students reasonable accommodations in accordance with federal guidelines. Disabilities include, but are not limited to, orthopedic, visual, hearing, learning, chronic health, and psychological disabilities. To qualify for services students must provide verifiable documentation by a licensed professional completed within the last three years. Students must register with the DLRC each semester to continue receiving these services. The DLRC serves as a resource for the entire university community and supports students with disabilities so that they may maximize their educational potential and can freely and actively participate in all facets of university life.

RESIDENTIAL EDUCATION SERVICES

DINING SERVICES. The university contracts with Bon Appétit Management Company to provide food services on campus. Bon Appétit will cooperate with students who, for medical reasons, require special diets. The meal plan is regarded as a very important aspect of the university's social and intellectual life. It is here that informal interchange between cultures and ideas takes place. Therefore, the university requires that all freshman students living in residence halls subscribe to at least a fourteen (14)-meal plan which provides two meals each day, seven days a week. All students living in residence halls are required to participate in a meal plan. Contact University Services for more information.

RESIDENCE HALLS. Because Concordia University is concerned about the total welfare of its students, it seeks to ensure that full-time students have housing accommodations which promote academic, social and spiritual growth. Unmarried students twenty-two (22) years old or younger who do not live with their parents or close relative(s) are required to live on campus. Students living on campus will be assigned to a two (2)-bedroom apartment that will accommodate four (4) or possibly five (5) students. Please be aware that private bedrooms are not available in any of Concordia's residence halls. Residence halls are under the direction of the Associate Dean of Students, Residential Education and Services.

Occupants of the residence halls are responsible for rooms and equipment supplied by the university. Students must maintain full-time status while living in university housing.

WELLNESS SERVICES

The developmental needs of students are among the highest priorities of the university. Although students are free to seek guidance or counseling from any faculty member, the university provides several avenues to meet the total needs of the students.

COUNSELING SERVICES. The Wellness Center provides on-campus psychological counseling through individual therapy and crisis counseling. Counseling services are confidential. Referrals are available for off-campus groups and other psychiatric services as needed.

HEALTH SERVICES. The Wellness Center can diagnose and treat common illnesses and injuries. Students are referred to physicians if off campus medical care is needed. The Wellness Center is not equipped for emergency care, which is available at local hospitals and walk-in clinics.

Each student must provide a health history, immunization information and evidence of health insurance coverage at the time of registration. Students who do not have health insurance must purchase coverage offered through the university.

Concordia University assumes no liability for student illness or injury and no responsibility for medical services contracted for by individual students.

AUTOMOBILES, MOTORCYCLES AND OTHER MODES OF TRANSPORTATION

All vehicles driven on Concordia University property must be operated and/or parked in the appropriate parking spaces and in accordance with university regulations and the laws of the State of California. It is the student's responsibility to adhere to these regulations. The university cannot assume liability for loss or damage by theft or accident involving automobiles or motorcycles, the owners of which are ad-

vised to provide adequate insurance protection. Persons operating bicycles on university property must also comply with university regulations.

All vehicles parked on university property must be registered with the Office of Campus Safety showing proof of vehicle liability insurance and displaying a valid parking permit. All vehicles not displaying a valid parking permit are subject to citation. Temporary parking permits are also available at the Office of Campus Safety and Security. Visitor parking permits are available at the gatehouses.

STUDENT CONDUCT AND PERSONAL DEVELOPMENT

The faculty and staff of Concordia University expect that all students will exhibit personal evidence of development in all aspects of their lives. Assistance in promoting such growth is provided through academic programs, co-curricular activities and individual consultation involving regular evaluation.

Students are expected to conduct themselves in a responsible manner in all aspects of their daily living. Students are present on campus by privilege accorded annually to those who contribute to the achievement of the objectives of the university and not by right. At the discretion of the administration, a student may be dismissed from school for serious misconduct. For further details on student conduct, student records and disciplinary matters, consult the Concordia University Student Handbook which can be obtained from the Office of the Dean of Student or www.cui.edu.

STUDENT RECORDS

Pursuant to federal law, all student records, including evaluations, transcripts, letters and descriptions of individual students are open to review by the student to whom they pertain. Student records are the property of the university. Should any student believe records maintained in the university file to be inaccurate or unjust, that student is entitled to prepare a disclaimer or a reply to that student's record. One copy of such a disclaimer will be stapled to each copy of the student record.

Officers of the federal and state government and representatives of accreditation agencies may have legal access to these files, as well as Concordia University officials who are required to perform duties which necessitate having access to these files. No official is permitted to make any use of the information contained in personal files other than what is required by that official's normal duties.

LEAVE OF ABSENCE

Concordia University may grant a leave of absence for university purposes. However, any leave of absence longer than 180 days or where a terminated course must be retaken upon the student's return is not official for U.S. Department of Education purposes. Federal policies relating to leave of absence do not apply at Concordia University. A leave of absence will be treated as a withdrawal. Students may request a leave of absence by requesting a withdrawal form from the Registrar's Office and having it approved by the Office of Student Services. Students wishing to return to Concordia University after a leave of absence must go through the readmission process and should contact the Admission Office for an application.

PLACEMENT ASSISTANCE

Concordia University provides placement assistance to Lutheran Church—Missouri Synod (LCMS) church career candidates in conjunction with the Board for University Education in St. Louis, MO. Services include maintenance of a candidate information file (sometimes called a "placement" file) which is sent to calling bodies upon request of the calling body. While these services are often referred to as "placement" services, no guarantees are expressed nor implied that Concordia University will find employment for candidates, and Concordia University does not assume responsibility for finding such employment. All candidates are responsible for providing and submitting the necessary paperwork for their information file to the Placement Office (housed in the School of Theology) prior to deadlines set forth by that office. Students from all other programs are assisted by Career Services.



ACADEMIC INFORMATION

BACHELOR'S DEGREE

All students seeking the bachelor's degree are required to complete all general education requirements, an academic major and additional courses to fulfill a minimum of 128 semester units for graduation. Additional courses may lead to a professional program or a minor.

GENERAL EDUCATION

General Education is the foundation for all academic work at Concordia University. Composed of core and distribution courses in the liberal arts, General Education provides the essential knowledge an educated person is expected to possess, and the habits of mind needed to master this knowledge and use it well in every arena of life. Through this broad intellectual experience, students pursue the General Education learning outcomes that Concordia faculty have identified as crucial for achieving excellence in academics and in one's vocations in society and the Church.

CORE CURRICULUM

The Core Curriculum component of General Education fosters common, sequential, and interdisciplinary learning. It provides a shared intellectual foundation that will be drawn on and developed in students' distribution courses, majors, minors, and (pre-)professional programs. Taken in the first four semesters at Concordia, Core courses in theology and biology, philosophy and math, and history and literature are paired to facilitate holistic learning. Giving attention to the close reading of great works from around the globe, each Core course also emphasizes wrestling with life's enduring questions and ideas, developing one's ability to think critically and write cogently, and the interaction of faith and academics.

General Education Learning Outcomes

DEVELOPING WISE, HONORABLE, AND CULTIVATED CITIZENS

- Students will reflect and articulate what it means to be a "wise, honorable, and cultivated citizen."

CHRISTIAN LITERACY AND LIFE

- Students will demonstrate knowledge of and appreciation for the Christian faith and life.

SYSTEMATIC INQUIRY

- Students will apply systematic thought to learning and life.
- Clear Communication
- Students will demonstrate competency in written and oral communication.

SOCIO-CULTURAL RESPONSIVENESS

- Students will demonstrate knowledge from multiple perspectives of and sensitivity to social and cultural diversity.

AESTHETIC RESPONSIVENESS

- Students will develop aesthetic comprehension and sensitivity through engagement with the arts and broader human experience.

HEALTH AND WELLBEING

- Students will recognize and distinguish healthy behaviors in their lives.

SERVANT LEADERSHIP

- Students will identify and practice meaningful ways to serve and lead others.

GENERAL EDUCATION REQUIREMENTS**55-58 UNITS**

(for students enrolling with 29 or fewer semester units)

* Courses required for Liberal Studies Major

▲ Writing Across the Curriculum component included

+ If not taken under Global Perspective

Core Courses: 25 Units

Truth, Goodness and Beauty		6
CMth 101	The Nature of Mathematics ▲	3
CPhi 101	Introduction to Philosophy ▲	3
God and Life		7
CBio 101	Integrated Biology ▲	4
CThl 101	Foundations of Christian Theology ▲	3
Civilization to Reformation		6
CEng 201	World Literature to the Renaissance ▲	3
CHst 201	The West and the World ▲	3
Colonialism to Globalism		6
CEng 202	World Literature from the Enlightenment ▲	3
CHst 202	America and the World ▲	3

Distribution Courses: 30-33 Units

Interdisciplinary		
Int 100	Freshman Seminar	2
Theology		6
Thl 201	History and Literature of the Old Testament	3
Thl 202	History and Literature of the New Testament	3
Exercise and Sport Science		3
ESS 101	Education for Healthful Living *	2
ESS ___	Activity Courses (select two different)	1
Communication (select one)		3
Com 111	Public Speaking	3
Com 211	Introduction to Argumentation and Debate	3
Fine Arts (select two courses in different areas)		3-6
Art 101	Experiences in Art *	1.5
Art 200	Elements of Art	3
Mus 101	Experiences in Music *	1.5
Mus 201	Music Theory I	3
Thr 101	Experiences in Theatre *	1.5
Thr 251	Introduction to Theatre	3
Global Perspective (select one)		3
	Foreign Language (2nd semester)	3
Ant 210	Cultural Anthropology	3
Eco 201	Macroeconomics	3
Eng 382	Postcolonial Literature	3
Mus 451	Music Cultures of the World: Emerging Nations	3



Mus 452	Music Cultures of the World: The Silk Road	3
Pol 308	Comparative Political Systems	3
Thl 321	World Religions	3
Physical Science (select one)		4
Che 221	Chemistry I	4
Phy 211	Physics I	4
Sci 115	Physical Science *	4
Social Science (select one)		3
Ant 210	Cultural Anthropology +	3
Psy 101	Introduction to Psychology	3
Soc 101	Introduction to Sociology	3
Writing (select one)		3
Wrt 102	Writing and Research	3
Wrt 201	The Art of the Essay	3

GENERAL EDUCATION REQUIREMENTS

47-50 UNITS

(for students enrolling with 30 or more semester units in 210-2011 and 2011-2012)

* Courses required for Liberal Studies Major

Area A: Mathematics and Science		11
1. <i>Life Science (select one of the following)</i>		4
Bio 101	Principles of Biology *	4
Bio 111	General Biology I (required for biology majors)	
2. <i>Physical Science (select one of the following)</i>		4
Che 221	Chemistry I	4
Phy 211	Physics I	4
Sci 115	Physical Science*	4
3. <i>Mathematics (select one of the following)</i>		3
Mth 201	Principles of Mathematics *	3
Mth 211	The Nature of Mathematics	3
Mth 221	Nature of Business Mathematics (required for business majors)	3
Mth 251	Pre-calculus	3
Mth 271	Calculus I	3
Area B: Humanities and Fine Arts		12-15
1. <i>Communication</i>		3
Com 111	Public Speaking *	3
Com 211	Introduction to Argumentation and Debate	3
2. <i>Writing</i>		3
Wrt 102	Writing and Research *	3
3. <i>Literature</i>		3
Eng 201	Themes in Literature*	3
4. <i>Fine Arts (select two courses in different areas)</i>		3-6
Art 101	Experiences in Art *	1.5
Art 200	Elements of Art	3
Mus 101	Experiences in Music *	1.5
Mus 201	Music Theory I	3
Thr 101	Experiences in Theatre *	1.5
Thr 251	Introduction to Theatre	3

Area C: Social Sciences	9
1. <i>Introduction to Social Sciences (select one of the following)</i>	3
Ant 210 Cultural Anthropology *	3
Psy 101 Introduction to Psychology	3
Soc 101 Introduction to Sociology	3
2. <i>Western Civilization (select one of the following)</i>	3
Hst 201 Western Civilization 1*	3
Hst 202 Western Civilization 2	3
3. <i>Civilization: Non-western Perspective (select one of the following)</i>	3
Ant 210 Cultural Anthropology (if not taken above)	3
Ant 314 Native Peoples of North America	3
Hst 301 Eastern Civilization *	3
Hst 371 Islamic Civilization	3

Area D: Exercise and Sport Science	3
1. <i>Health and Healthy Lifestyle</i>	2
ESS 101 Education for Healthful Living *	2
2. <i>ESS Activities (choose two different activity courses)</i>	1
See courses available under Exercise Sport Science	.5

Area E: Theology and Critical Thinking	12
1. <i>Foundations (select one of the following)</i>	3
Thl 101 Foundations of Christian Theology	3
Thl 371 Christian Doctrine I	3
Thl 463 Readings in Classical Christian Thought	3
2. <i>Old Testament History</i>	3
Thl 201 History and Literature of the Old Testament	3
3. <i>New Testament History</i>	3
Thl 202 History and Literature of the New Testament	3
4. <i>Critical Thinking</i>	3
Phi 201 Critical Thinking	3

OTHER ACADEMIC REQUIREMENTS **75 UNITS**

1. Academic Major	(see page 37)
2. Professional Program (if applicable)	(see page 38)
3. Graduation Requirements	(see below)
4. Minor and/or Electives	(to reach 128 units)

Total: 128 units



GRADUATION REQUIREMENTS

Bachelor's degree students must meet the following criteria:

- A. Complete at least 128 units or the equivalent. Only four (4) units of physical education and/or applied music or ensemble, and two (2) units of practicum in any one subject field may be counted towards the requirement, unless the specific major or program in which the student is enrolled requires additional units in the above categories.
- B. Complete all general education curriculum courses or the equivalent.
- C. Complete a single subject or broad field major.
- D. Complete a minimum of three (3) theology (Thl) units at Concordia University during each year of residence until the general education curriculum theology requirement (nine units) is met. Transfer students must complete a minimum of six (6) of the general education curriculum theology units, nine (9) if the student's degree program requires more than four (4) semesters of residency for completion.
- E. Maintain a grade point average (GPA) of 2.0 in all academic work, transferred or in residence, and a minimum GPA of 2.0 in major, minor and program course work unless the major, minor or program requirement is higher than 2.0.
- F. Complete a minimum of one (1) year residence (the last 32 semester units) as a student at Concordia.
- G. Complete a minimum of eighteen (18) upper-division units in the major and nine (9) upper-division units in the minor (if applicable) at Concordia.
- H. Complete thirty-nine (39) units in upper-division (300-400 numbered) courses, of which at least twenty-seven (27) are taken at Concordia.
- I. Demonstrate competency in a second language or successfully complete a full year of instruction in one modern foreign or biblical language at the university level or have successfully completed ("C" average or better) two years of foreign language instruction in the same foreign language in high school. Bilingual students are exempt from this requirement.
- J. Complete Int 100 (Freshman Seminar) entering Concordia with fewer than twenty-four (24) semester units of university credit.
- K. File an Application for Graduation form with the Registrar's Office by November 30 for the spring semester and April 30 for the following summer and fall semester graduation.
- L. Complete payment of all fees and tuition due Concordia.
- M. Have faculty approval.

Normally, students will not be allowed to take part in graduation ceremonies until ALL requirements are completed.



ASSOCIATE IN ARTS DEGREE FOR INTERNATIONAL STUDENTS

International students who are not seeking to complete a baccalaureate bachelor's degree have the option of completing the associate in arts (A.A.) degree once they have demonstrated language competence and have met the other requirements for entrance to Concordia University. To receive an A.A. degree, the student must complete an academic minor and A.A. general education requirements.

The A.A. program requires students to complete at least thirty (30) units of general education and enough units in a minor and electives for a total minimum of sixty-four (64) units.

Applicants for the degree of Associate in Arts for International Students must also meet the following requirements:

1. Complete three (3) theology units each year of residence until the six-unit core theology requirement is met.
2. Complete a minimum of two (2) academic semesters in the associate's degree program (at least twenty-four [24] semester units) at Concordia University.
3. Maintain a GPA (grade point average) of at least 2.00 in all academic work.
4. File an Application for Graduation with the Registrar by November 30 of the academic year in which they plan to graduate.
5. Receive faculty approval.
6. Complete payment of all fees and tuition due Concordia University.

International students interested in pursuing this degree should contact an academic advisor for specific requirements for the degree.

GRADUATE DEGREE PROGRAMS

Information pertaining to graduate programs in any school may be found at the Academic Programs link at www.cui.edu. *The Teacher Credential Program Handbook* and *Master's Degree Programs* are also available online.



ACADEMIC POLICIES

ACADEMIC ADVISING

Faculty and staff academic advisors will assist in course selection with attention to degree requirements, course prerequisites and other academic matters. **It is the responsibility of the student to maintain normal progress, to select the proper courses and to meet all graduation requirements.**

ACADEMIC HONESTY

The university expects all members of its community to act with responsibility. As an accredited institution of higher learning dedicated to the transmission of knowledge and the free inquiry after truth, Concordia strives to maintain the highest standards of academic honesty and seeks to heed the commands for honesty found in the Scriptures.

The university's definition of academic honesty and disciplinary procedures may be found in the Student Handbook.

ACADEMIC PROBATION AND DISQUALIFICATION

A student having a semester grade point average (GPA) below 2.0 will be placed on probation for the following semester. Students on probation may register for no more than thirteen (13) academic units. Any student whose GPA has fallen below 2.0 for two (2) semesters and whose institutional cumulative GPA is below 2.0 will be academically disqualified as a degree student. A student who earns a GPA of less than 1.0 in a semester will be dismissed immediately. Subsequent reinstatement may be granted by the appeal board only. Each student is allowed one (1) academic appeal.

ASSESSMENT PROGRAM

Student development is the focus of Concordia's mission. Therefore, achievement of the academic goals as stated on page 6 is assessed throughout the student's time at Concordia in ways that go far beyond the grades achieved in the classes taken. Knowledge, skills and attitudes are assessed at various points in the academic program in the areas of Systematic Inquiry, Clear Communication, Health and Well-being, Sociocultural Responsiveness, Aesthetic Responsiveness, Christian Literacy and Life, and Servant Leadership. Some assessments occur within specified courses; others occur outside regular course activity.

AUDITING

Students who wish to enroll in a course without receiving credit may choose to audit the course until the last day to add each semester. Exams and papers assigned to students taking the course for credit do not apply to audit students; all other expectations are the same. A notation of "Audit" will be assigned upon satisfactory completion of the course. Audited courses do not count toward graduation requirements. Application forms and additional information may be obtained in the Registrar's Office.

CLASS ATTENDANCE

Every student is expected to attend all regularly scheduled classes. Absences for participation in university activities should be cleared with the instructor in advance and appropriate work completed. Each instructor determines his/her own attendance policy for the course.

CONCURRENT REGISTRATION

Students who wish to broaden their coursework beyond the courses offered at Concordia University may register concurrently at other accredited institutions (such as the University of California, Irvine or others in the area) after consulting with an academic advisor and obtaining permission. It is the policy of the university to pay the tuition for such a course if it fulfills a requirement in the student's program that cannot reasonably be completed at Concordia University. Students must pay for the course, though, if they choose not to take it when it is offered at Concordia or if it is taken for enrichment or personal interest. Normally, students who apply for concurrent registration must maintain a minimum of nine (9) units at Concordia unless special permission is obtained from the provost. Students wishing to drop a course being taken concurrently must follow regular drop procedures and repay any costs Concordia University has paid. Application forms and additional information may be obtained in the Registrar's Office.

COURSE: ADD—DROP—CHANGES

A course may be added during the first week of the semester without instructor approval. During the second week of the semester, a course may be added with instructor approval.

A course may be dropped during the first two (2) weeks of a semester without being recorded on the permanent record, with the approval of the instructor or dean/department chair.

A student who does not attend the first day of class may be dropped at the prerogative of the instructor. A course may be dropped from week three through eleven (3-11) with a grade of "W" with the approval of the instructor or dean/department chair.

A course may be dropped from week twelve (12) through the last day of classes with a grade of "WF" with the approval of the instructor or dean/department chair. An administrative fee will be assessed at the time of withdrawal. A course may not be dropped during finals week.

Failure to follow the official procedures outlined above will result in credit not being granted for courses not officially added or the assigning of the grade of "F" for courses not officially dropped. Non-attendance does not constitute withdrawal from a class.

Add/drop forms and additional information may be obtained in the Registrar's Office.

COURSE REGISTRATION AND LOAD

To be considered full-time, an undergraduate student must be registered for a minimum of twelve (12) units each semester. However, an average of sixteen (16) units per semester is required to reach 128 units within eight (8) semesters (four [4] years).

Only students with a cumulative grade point average (GPA) of 3.0 or higher may register for more than eighteen (18) units in one (1) semester. No student may receive credit for more than twenty-one (21) units in a semester, including units from regular courses taken on campus, courses taken off campus, individualized study courses and correspondence courses. Students who wish to take more than eighteen (18) units must file an application for overload with the Registrar's Office prior to enrolling in the additional units each semester. Students taking more than eighteen (18) units per semester at Concordia University will be assessed an overload fee in most cases. Contact Student Accounts for more details.

Undergraduate students are required to pre-enroll each year for the following academic year. Pre-enrollment generally takes place during April for the following academic year. Specific dates are published yearly through the Registrar's Office, and each undergraduate will be sent a pre-enrollment packet to explain the procedure. Pre-enrollment reserves classes for the following academic year.

Fall and spring registrations occur shortly before the beginning of each semester and are required to confirm the classes selected during the pre-enrollment process. Specific registration dates are published yearly through the Registrar's Office and each undergraduate is sent a registration packet to explain the procedure.

Registration is not complete until satisfactory financial arrangements have been made. A late charge of \$100 will be assessed to those students who do not complete pre-enrollment, fall registration or spring registration by the deadline. The deadline dates are published in the university's academic calendar, available through the Registrar's Office.

COURSE REPEATS

Selected courses—usually those dealing with the development of a skill rather than with the assimilation of information—may be repeated for credit. All other classes may not be repeated for credit, but may be repeated for purposes of raising the grade. In such cases, both grades are entered on the transcript, but only the higher grade is used in computation of the cumulative grade point average (GPA).

DEAN'S LIST

A full-time student whose semester grade point average (GPA) is 3.75 or higher is recognized as an outstanding student and is placed on the Dean's List. A full-time student whose semester GPA is between 3.50 and 3.74 is recognized for Academic Commendation. Students must carry a minimum of twelve (12) units to be considered for recognition.

GRADING SYSTEM

The grade point average (GPA) at Concordia University is computed on a 4-point scale and determined on the basis of the scale below. Specific grading requirements for each course will vary greatly and the letter grades cannot be defined here other than in a general manner.

A	Excellent	4.0 grade points
A-		3.7 grade points
B+		3.3 grade points
B	Good	3.0 grade points
B-		2.7 grade points
C+		2.3 grade points
C	Satisfactory	2.0 grade points
C-		1.7 grade points
D+		1.3 grade points
D	Barely Passing	1.0 grade points
D-		0.7 grade points
F	Failure	0.0 grade points

Au Audit Assigned for classes attended for no credit and for the purpose of gaining information without the requirement of tests or papers.

I Incomplete Assigned when a student, with the consent of the instructor, postpones the submission of certain work because of extenuating circumstances. Incompletes must be removed within seven (7) weeks from the beginning of the next semester excluding summer sessions unless an extension is granted by the instructor with an approval from the dean. Incompletes incurred during summer sessions must be removed within seven (7) weeks from the beginning of the fall semester with the same stipulation. Failure to remove an



incomplete will result in the automatic change to the alternate grade given at the same time as the incomplete. Students with incomplete grades are subject to academic probation and academic dismissal based on the default grade.

IP	In Progress	Assigned when an educational experience (e.g., student teaching, practicum or internship) is designed to extend beyond a single grading period. Students have one (1) calendar year to complete the requirements for the course. The calendar year begins on the first day of the beginning of the semester the student enrolled in the course. The “IP” grade will default to the grade of “F” after the one (1)-year period.
P	Passing	Assigned when a course is graded on a Pass/Fail basis as opposed to a letter grade (A through D-). Since no grade points may be assigned for a “P” grade, the course will not affect the GPA but will be counted for credit. Only specific courses may be graded using this option (i.e., TVIC 501-508, CEEd 490, Thl 390, Edu 400, all labs). A complete list of these courses may be obtained from the Registrar’s Office.
W	Withdrawal	Assigned when a student officially withdraws from a class after census date and through week eleven (11).
WF	Withdrawal-Fail	Assigned when a student officially withdraws from a class after week eleven (11) through the last week of instruction.

It is the student’s responsibility to bring any error in grades to the attention of the instructor within one (1) semester following the issued grade. Grade changes are made only because of computation or recording errors and must be corrected no later than the last day of classes of the next full semester. Submission of extra work after a semester is completed will be permitted only when a grade of “Incomplete” was assigned.

HONORS AT GRADUATION

The following honors are awarded to qualified recipients of the bachelor’s degree at the annual commencement ceremony. These honors are determined on the basis of the cumulative grade point average (GPA) of all coursework taken at Concordia University and at all other colleges and universities attended. Honors recognition for the graduation ceremony is based on GPA and credits completed through the fall semester, but the student’s permanent record will designate honors including the final semester’s GPA.

Cum laude (with distinction):

Awarded to students whose cumulative GPA is between 3.70 and 3.799.

Magna cum laude (with high distinction):

Awarded to students whose cumulative GPA is between 3.80 and 3.899.

Summa cum laude (with highest distinction):

Awarded to the students whose cumulative GPA is 3.90 or above.

HONORS PROGRAM

The university offers a general education and electives Honors Program for students meeting the honors admission requirements. Admission to the program for freshman is offered upon acceptance to the university based on standardized test scores in combination with the high school

grade point average (GPA). Admission to the program for other students or transfer students may be requested by petition and with faculty recommendations. Concordia's Honors Program makes available a variety of courses and activities that enhance learning and challenge highly motivated students. Each semester certain sections of the general education curriculum, both required and elective courses, are identified in the schedule for honors credit, and some are restricted to honors students only. These courses are designed to provide depth as well as breadth in an academic area, thus challenging and motivating Concordia's best student scholars. Honors courses employ primary-source readings, a seminar format, collaborative activities, field trips, alternative assessment techniques and/or an integrative approach to topics. Typically, honors students enjoy lower class sizes to enhance learning. Honors courses provide depth and/or breadth in an academic area. Focused research and writing activities, like The President's Academic Showcase for Undergraduate Research (Academic Showcase) or approved study abroad programs, provide good occasions for close mentoring from professors and for individualized, directed learning. To remain an honors student in good standing, each must maintain a cumulative GPA of 3.5 or higher.

Students in good standing who complete the requisite number of honors courses (including the program's required year of a new-to-you language) receive recognition at graduation as Honors Associate or Honors Scholar. Honors Associates will successfully complete four to six (4-6) honors courses, and Honors Scholars will successfully complete seven or more (7+). Participation in the Academic Showcase competition at least one (1) year of a student's undergraduate career is highly recommended for a student wishing to graduate as Honors Associate or Honors Scholar.

INDIVIDUALIZED STUDY

Students may apply for individualized study when a required course or honors course is not offered at an appropriate time. There are two (2) categories of individualized study.

- **SUPERVISED STUDY** is a course in the General Catalog that is not offered at the time a student needs to take it.
- **HONORS COURSE** is a special academic experience not offered as a regular class. All additional fees for these courses are determined by the dean of the school.

Only three (3) units of individualized study may be taken during the same semester. These units will be counted as part of a student's course load and will be subject to course overload fees if the course load exceeds eighteen (18) units. No more than fifteen (15) units of individualized study may be counted toward graduation. Application forms and additional information may be obtained in the Registrar's Office.

SPECIAL REQUIREMENTS FOR MAJORS, MINORS AND EMPHASES

Students may complete a major, minor or emphasis at Concordia University by completing the required units. However, the following rules apply with regard to major/minor relationships and multiple majors and emphases.

7. Each major must contain a minimum of twenty-eight (28) units unique to that major.
8. Each minor may contain no more than nine (9) units or three (3) courses that are included in the student's major or in another minor.
9. To obtain more than one (1) emphasis in any given major, each emphasis must have a minimum of nine (9) units unique to that emphasis.

RIGHT TO PETITION

Students may petition for the review of certain university academic policies when unusual circumstances exist. After action has been taken on the petition, the student will be notified of the decision. A copy of the action will be placed in the student's permanent file. Petition forms and additional information may be obtained in the Registrar's Office. The missing of deadlines is not subject to petition.

SECOND DEGREES

Students who have graduated from other institutions may also earn a bachelor's degree from Concordia University if they fulfill the following requirements:

1. They complete their final thirty-two (32) units in residence at Concordia University Irvine.
2. They complete all university general education graduation requirements.
3. They complete all the courses for a major, including a minimum of eighteen (18) units of the major in residence.

Students who have received a bachelor's degree from Concordia University and return to complete the requirements for another major will not be given a second diploma, nor will their transcripts reflect a second degree. They will, however, be certified as having completed an additional major.

SIMULTANEOUS ENROLLMENT

Students who wish to broaden their educational experiences may enroll for one (1) or two (2) semesters at another Concordia University System (CUS) institution in another part of the country. The Simultaneous Enrollment Program (SEP) is made possible through a process by which students may enroll at Concordia Irvine and at another college or university in the CUS. Academic credits earned at another CUS institution are recorded as if students earned those credits at Concordia University Irvine. Because the number of participants is limited each year, interested students are encouraged to contact an academic advisor well in advance of their intended stay.

STATEMENT OF COMPLETION

Students who will graduate with more than 128 units and will continue on into Concordia University's teaching credential program may be eligible to count a portion of their final semester's units in their undergraduate degree toward their credential through a Statement of Completion. Only eligible credential courses will be counted, and at least six (6) units must still be used toward the undergraduate degree. Application forms and additional information may be obtained from academic advising or the Registrar's Office.

STUDENT CLASSIFICATION

For various purposes on campus (i.e., registration, financial aid) students are classified into levels based on completed semester units. The following levels are applicable to bachelor degree students:

Freshman	0—29.99 units
Sophomore	30—59.99 units
Junior	60—89.99 units
Senior	90 units and above

STUDENT RIGHTS AND PRIVACY

Each student of Concordia University has a right to:

1. review the official educational records, files, documents and other materials which contain information directly related to him/her, and
2. challenge such records that are inaccurate, misleading or otherwise inappropriate.

It is the policy of the university that unless excluded by state or federal law, no record, files, documents, materials or personally identifiable information contained therein shall be released to any individual, agency or organization without the express written consent of the student/alumnus.



Any student desiring to review his/her official educational records should contact the Registrar's Office to determine procedures for such review.

While the university does not provide general directory services, it may by law, under special circumstances, release the following information about a student: name, address, telephone number, date and place of birth, major field of study, class schedule, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degree and awards received, and the most recent previous public or private school of attendance. Any student who does not wish such information to be released about his/her participation or status should notify the Registrar's Office, in writing, at the beginning of each semester. The university is required to comply with all federal regulations governed by the Family Educational Right and Privacy Act (FERPA).

STUDY ABROAD

Concordia University has international exchange student programs with *Korea University* in Seoul; *Leuphana University* in Luneburg, Germany; *École Supérieure Libre des Sciences Commerciales Appliquées* in Paris, France; University of Ghana, in Accra, Ghana; Università Cattolica del Sacro Cuore (USCS), Milan, Italy; and Hannam University, Daejeon, Korea.

The university encourages study abroad by providing information to students about a variety of study abroad programs and through its disbursement of non-university financial aid to organizations sponsoring study abroad. Pre-approval of all course work and all programs must be made with the provost. Application forms and additional information may be obtained in the Registrar's Office. Students who have their application approved will be assessed a \$100 administrative fee.

Study abroad programs may have different academic and financial requirements (i.e., additional expenses may be incurred for travel, tuition, meals, housing, etc.) For information regarding requirements for the International Studies Major, please refer to page 75.

TRANSCRIPTS OF RECORD

Students may obtain an official transcript of their academic record by filing a written request with the Registrar's Office. A fee is charged for transcripts and must be paid in advance. Ten (10) working days should be allowed for processing and mailing of the transcript. Official transcripts will not be released until all fees have been paid. Transcripts from other academic institutions are the property of Concordia University and, as such, are under the control of the Registrar's Office. Under federal policy, students have the right to view the documents in their file; the university will not make copies of these documents. Transcripts submitted to Concordia University for admission or credit transfer become property of Concordia and will not be returned to students or forwarded to other institutions.

WITHDRAWAL FROM SCHOOL

Undergraduate students who will no longer continue their enrollment at Concordia University must withdraw formally from the university. Withdrawal from all courses may take place through the last day of the semester. **Non-attendance does not constitute withdrawal from classes** and will result in grades of "F." Please contact Student Accounts to learn about the refund policy and Financial Aid regarding your eligibility after withdrawal. Withdrawal forms are available in the Registrar's Office. Students who return to the university after withdrawing, regardless of the reason, must be readmitted by the admissions department before they will be allowed to register for classes.



MAJORS AND MINORS

Majors and minors are offered through the departments of the Schools of Arts and Sciences, Business and Professional Studies, Christ College and Education.

SINGLE SUBJECT MAJORS

Art	Music
Christian Education Leadership	Political Science
Communication	Psychology
English	Theatre
History	Theology
Mathematics	

BROAD FIELD MAJORS

Behavioral Science	Exercise and Sport Science
Biblical Languages	Humanities and Fine Arts
Biology (Bachelor of Arts and Bachelor of Science)	International Studies
Business Administration	Liberal Studies
Chemistry	Theological Studies

MINORS

Accounting	Graphic Design
American Studies	History
Anthropology	Marketing
Art	Mathematics
Biblical Languages	Missiology
Biblical Studies	Music
Biology	Musical Theatre
Business	Philosophy
Chemistry	Political Science
Christian Education Leadership	Psychology
Communication	Sociology
Creative Writing	Spanish
Cross Cultural Studies	Theatre
Early Childhood	Theology
English	Worship Arts Leadership
Exercise and Sport Science	Youth Ministry

NOTE: COMPLETION OF A MAJOR DOES NOT CONSTITUTE COMPLETION OF PROFESSIONAL PROGRAM REQUIREMENTS. SEE INDIVIDUAL DEPARTMENTS FOR SPECIFIC PROGRAM REQUIREMENTS.



PROFESSIONAL PROGRAMS

Concordia University offers a variety of professional programs designed to prepare students for either full-time church or secular vocations. Each professional program is built upon an academic major and requires additional professional courses and experiences which serve to prepare students for entrance into a profession and/or for graduate education that will further serve to equip students for their chosen vocation.

General admission to the university does not constitute admission to a professional program. Students are not required to enter a professional program and may choose to graduate with a “Liberal Arts” designation. Until they apply to a program, all students are designated as liberal arts students. Students may apply to a professional program at any time and, if they meet entry standards, will be classified as “Conditional” or “Accepted” in that program, depending on their qualifications. Should students not be admitted to a program or not continue in a program for whatever reason, they are returned to the liberal arts status. The following professional programs are available:

SCHOOL OF ARTS AND SCIENCES

Undergraduate Programs

- Athletic Training
- Pre-Engineering (non-degree)
- Pre-Law
- Medical Science Professions
 - Medical Science
 - Physical Therapy

Graduate Program

- Master of Arts in Coaching and Athletic Administration

SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES

Undergraduate Programs

- Adult Degree Completion
 - Bachelor of Arts in Applied Liberal Arts
 - Bachelor of Arts in Business Administration
 - Second Degree Accelerated Bachelor of Science in Nursing Program

Graduate Programs

- Master of Arts in International Studies
- Master of Business Administration

Certificate Program

- Early Childhood Certificate in Lutheran Teaching

CHRIST COLLEGE

Undergraduate Programs (LCMS Church Vocation Certification)

- Lutheran Teaching Ministry
 - Elementary Education
 - Secondary Education

- Director of Christian Education
- Director of Parish Music
- Pre-Deaconess Studies
- Pre-Seminary Studies

Graduate Programs

Cross-Cultural Ministry Center
(LCMS Pastoral Ministry Certification)

Master of Arts in Theology

- Christian Leadership
- Theology and Culture
- Research in Theology

SCHOOL OF EDUCATION

Undergraduate Programs

Elementary Education/Multiple Subject Credential

Secondary Education/Single Subject Credential

Post Baccalaureate Programs

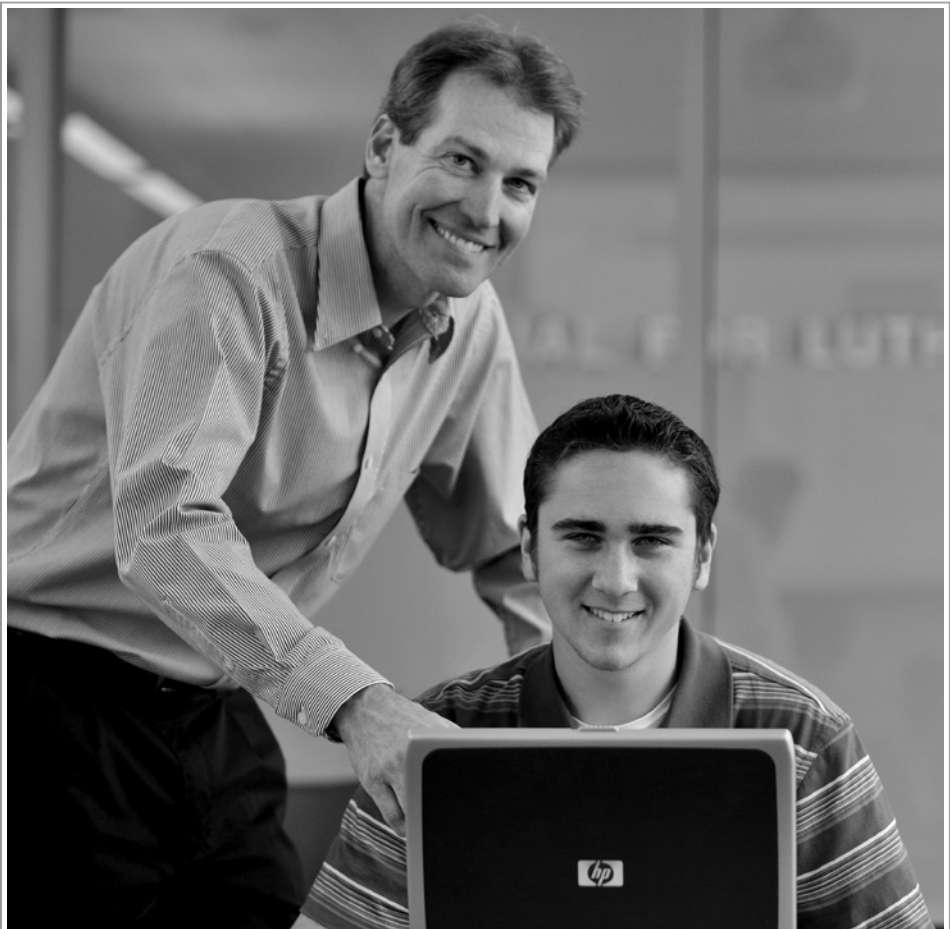
Teacher Credential Program (Multiple and Single Subject)

Credential and Master of Education Program (M.Ed.)

Master of Arts in Curriculum and Instruction

Master of Arts in Administration

- Preliminary Administrative Services Credential





SCHOOL OF ARTS AND SCIENCES

DR. TIMOTHY L PREUSS, DEAN

DR. SUSAN O. BACHMAN, ASSISTANT DEAN

The School of Arts and Sciences strives to educate its students within the multi-faceted context of the liberal arts. Firmly rooted in the Christian tradition of Concordia University, the School confidently and freely explores both the riches of the past and the knowledge of today. The School cultivates within all students a disciplined and coherent worldview to prepare them to be active and effective leaders in today's world.

Along with Christ College, the School is responsible for the general education offerings of the university and monitors the courses, majors, minors, and professional programs through its different departments.

ART DEPARTMENT

Prof. Gretchen Beck, Chair

BEHAVIORAL SCIENCE DEPARTMENT

Dr. Buddy Mendez, Chair

BIOLOGY DEPARTMENT

Dr. Rod Soper, Chair

CHEMISTRY DEPARTMENT

Dr. John Kenney, Chair

COMMUNICATION DEPARTMENT

Dr. Martin Schramm, Chair

ENGLISH, WRITING AND MODERN LANGUAGES DEPARTMENT

Dr. Susan Bachman, Chair

EXERCISE AND SPORT SCIENCE DEPARTMENT

- Athletic Training Education Program
Dr. Vance Tammen, Chair
- Sport Management Program (see School of Business and Professional Studies Business Administration major, Sport Management emphasis)
Dr. Curt Cattau
- Master of Arts in Coaching and Athletic Administration
Prof. Tom White, Director

HISTORY AND POLITICAL SCIENCE DEPARTMENT

Dr. Daniel van Voorhis, Chair

HONORS PROGRAM

Dr. Susan Bachman, Director

MATHEMATICS DEPARTMENT

Dr. Bret Taylor, Chair

MUSIC DEPARTMENT

Dr. Herbert Geisler, Chair

PSYCHOLOGY DEPARTMENT

Dr. Buddy Mendez, Chair

THEATRE DEPARTMENT

Prof. Lori Siekmann, Chair

SCHOOL OF ARTS AND SCIENCES

ART DEPARTMENT

Professor Gretchen Beck, Chair

GRETCHEN J. BECK

Professor of Art, MFA, University of Iowa, Iowa City, 1999

NICLAS T. KRÜGER

Assistant Professor of Art, MFA, California State University, Fullerton, 2002

RACHEL L. SOO

Associate Professor of Graphic Design, MFA, Iowa State University, Ames, 2004

THE ART DEPARTMENT offers a major in art that has emphases in art education, graphic design or studio art. In each emphasis, students create art that utilizes the elements and principles of design, strong drawing skills and composition, while they also build aesthetic and communication capabilities. The relationship of technique and content is further explored while students are introduced to art history, contemporary practices and a distinct cultural awareness. Each emphasis empowers students to follow an exciting vocational path in the visual arts. Students leave the program equipped for a successful future in their chosen field.

Learning Outcomes

AESTHETIC RESPONSIVENESS*Development of Original Artwork*

- Establish an artistic process to produce distinct projects.
- Exhibit quality artwork that explores Christianity, diversity and multicultural themes.

Learn Technical Skills

- Utilizing a variety of media, employ elements and principles of art in projects.
- Acquire skills with art and design techniques.

CLEAR COMMUNICATION*Critique Artists' Work*

- Articulate aesthetic points of view of artists who work within a variety of media.
- Write proficient essays, discussing the artwork of professional artists.

Conduct Research

- Demonstrate how art history can serve as a valuable tool to enhance one's own art production by conducting library and internet research.
- Engage in theoretical and philosophical discussions about art and culture.

**MAJOR****ART****45 UNITS****Core: 24 Units**

Art 200	Elements of Art	3
Art 201	Drawing 1	3
Art 251	Design	3
Art 301	Drawing 2	3
Art 311	Art History 1	3
Art 312	Art History 2	3
Art 321	Painting 1	3
<i>Choose one of the following courses:</i>		3
Art 331	Sculpture 1	3
Art 341	Hand Building Ceramics 1	3
Art 351	Printmaking 1	3

Emphasis: 21 Units*Choose one of the following:***ART EDUCATION**

Art 315	The History of Contemporary Art	3
Art 391	Art in the Schools	3
Art 480	Secondary Art Methods	3
Art 498	Senior Art Seminar	3
<i>Choose three of the following courses:</i>		9
Art 401	Figure Drawing	3
Art 421	Painting 2	3
Art 431	Sculpture 2	3
Art 441	Hand Building Ceramics 2	3
Art 451	Printmaking 2	3
Art 471	Video Art	3
Art 481	Digital Photography	3

GRAPHIC DESIGN

Art 261	Graphic Design 1	3
Art 270	Digital Publishing	3
Art 271	Digital Image Manipulation	3
Art 272	Digital Illustration	3
Art 360	Typography	3
Art 361	Graphic Design 2	3
Art 461	Graphic Design 3	3

STUDIO ART

Art 315	The History of Contemporary Art	3
Art 401	Figure Drawing	3
Art 421	Painting 2	3
Art 498	Senior Art Seminar	3
<i>Choose three of the following courses:</i>		9
Art 431	Sculpture 2	3



Art 441	Hand Building Ceramics 2	3
Art 451	Printmaking 2	3
Art 471	Video Art	3
Art 481	Digital Photography	3

MINORS

ART 18 UNITS

Art 200	Elements of Art	3
Art 201	Drawing I	3
Art 321	Painting I	3
Art 351	Printmaking I	3
<i>Choose one of the following courses:</i>		3
Art 311	Art History 1	3
Art 312	Art History 2	3
<i>Choose one of the following courses:</i>		3
Art 331	Sculpture I	3
Art 341	Hand Building Ceramics I	3

GRAPHIC DESIGN 18 UNITS

Art 261	Graphic Design I	3
Art 361	Graphic Design 2	3
Art 461	Graphic Design 3	3
<i>Choose two of the following courses:</i>		6
Art 270	Digital Publishing	3
Art 271	Digital Image Manipulation	3
Art 272	Digital Illustration	3
<i>Choose one of the following courses:</i>		3
Art 315	The History of Contemporary Art	3
Art 390	Graphic Design Practicum	3
Art 471	Video Art	3





SCHOOL OF ARTS AND SCIENCES

BEHAVIORAL SCIENCE DEPARTMENT

Dr. Buddy Mendez, Chair

BROOKE BENDA

Resident Faculty in Sociology, MS, Vanguard University, CA, 2000

JENNIFER S. COSGROVE

Professor of Psychology, PhD, U.S. International University, San Diego, CA, 1991

BUDDY MENDEZ

Professor of Psychology, PhD, Fuller Seminary Graduate School of Psychology, Pasadena, CA, 1992

JACK M. SCHULTZ

Professor of Anthropology, PhD, University of Oklahoma, Norman, 1995

THE BEHAVIORAL SCIENCE DEPARTMENT helps students develop their capacity to explore, conceptualize, explicate and interpret human experience by means of the disciplines of anthropology, sociology and psychology.

Learning Outcomes

SYSTEMATIC INQUIRY

- Recognize, describe and implement a variety of research methods and skills common to the behavioral sciences.
- Articulate the key elements of content within a wide variety of areas in the behavioral sciences.

CLEAR COMMUNICATION

- Write and speak in genres appropriate to the academic disciplines of the behavioral sciences.

SOCIO-CULTURAL RESPONSIVENESS

- Recognize, understand and respect the complexity of socio-cultural and international diversity.

CHRISTIAN LITERACY AND LIFE

- Recognize and articulate how a Christian world-view interrelates with and complements the scientific study of human behavior.

SERVANT LEADERSHIP

- Acquire and continue to use knowledge and skills to perceive the need of others, stimulate a vision for positive response and collaborate within communities to achieve the desired result.
- Creatively and effectively apply behavioral science principles, knowledge and skills to promote positive change in one's community.

MAJOR

BEHAVIORAL SCIENCE

54 UNITS

Core: 36 Units

Ant 210	Cultural Anthropology	3
BSc 220	Qualitative Research Methods	3
BSc 265	Statistics for the Behavioral Sciences	3
BSc 296	Introduction to Research Methods	3
Psy 361	Abnormal Psychology	3
Soc 321	Social Problems	3
Soc 331	Marriage and the Family	3

<i>Choose one of the following course pairings:</i>		6
BSc 301	Topics in the Behavioral Sciences	3
and Psy 202	Human Sexuality	3
or		
Psy 381	Advanced Research Methods 1	3
and Psy 382	Advanced Research Methods 2	3
<i>Choose one of the following courses:</i>		3
Ant 364	Culture and Self	3
Psy 351	Personality Theory	3
<i>Choose one of the following courses:</i>		3
Ant 314	Native Peoples of North America	3
Soc 316	Ethnic and Minority Relations	3
<i>Choose one of the following courses:</i>		3
Psy 313	Developmental Psychology: Childhood	3
Psy 314	Developmental Psychology: Adolescence	3
Psy 315	Developmental Psychology: Adulthood/Aging	3

Emphasis: 18 Units

Choose one of the following:

ANTHROPOLOGY

Students who choose the anthropology emphasis must take Psy 351 and Soc 316 in the core.

Ant 241	Field Anthropology	3
Ant 314	Native Peoples of North America	3
Ant 364	Culture and Self	3
Ant 435	Anthropology of Religion	3
<i>Choose two of the following courses:</i>		6
Hst 265	Ethnic History and Issues	3
Hst 371	Islamic Civilization	3
Mus 451	Music Cultures of the World: Emerging Nations	3
Mus 452	Music Cultures of the World: The Silk Road	3

GENERAL

Ant 435	Anthropology of Religion	3
Psy 371	Cognition	3
Soc 461	Social Theory	3
<i>Choose one of the following courses:</i>		3
Ant 314	Native Peoples of North America*	3
Ant 364	Culture and Self*	3
* If Ant 314 and 364 are taken in the core, then Psy 351 must be substituted in the general emphasis.		
<i>Choose one of the following courses:</i>		3
Psy 340	Introduction to Biopsychology	3
Psy 345	Social Psychology	3
Psy 403	Health Psychology	3



<i>Choose one of the following courses:</i>		3
Soc 320	Social Stratification	3
Soc 325	Women and Gender Issues	3
Soc 355	Social Gerontology	3

PSYCHOLOGY

Students who select the psychology emphasis are encouraged to take Psy 101 in general education.

Psy 340	Introduction to Biopsychology	3
Psy 345	Social Psychology	3
Psy 371	Cognition	3
Psy 403	Health Psychology	3
Psy 441	Clinical and Forensic Psychology	3
Psy 466	Principles of Counseling	3

SOCIOLOGY

Students who select the sociology emphasis are encouraged to take Soc 101 in general education.

Soc 229	Criminology	3
Soc 320	Social Stratification	3
Soc 325	Women and Gender Issues	3
Soc 332	Child, Family and Community	3
Soc 355	Social Gerontology	3
Soc 461	Social Theory	3

MINORS

ANTHROPOLOGY 18 UNITS

Ant 210	Cultural Anthropology	3
Soc 316	Ethnic and Minority Relations	3
<i>Choose four of the following courses:</i>		12
Ant 241	Field Anthropology	3
Ant 314	Native Peoples of North America	3
Ant 364	Culture and Self	3
Ant 435	Anthropology of Religion	3
Hst 371	Islamic Civilization	3
Mus 451	Music Cultures of the World: Emerging Nations	3

CROSS CULTURAL STUDIES 18 UNITS

Ant 210	Cultural Anthropology	3
BSc 220	Qualitative Research Methods	3
Soc 316	Ethnic and Minority Relations	3
Soc 320	Social Stratification	3
<i>Choose two of the following courses:</i>		6
Ant 241	Field Anthropology	3
Ant 314	Native Peoples of North America	3
Ant 364	Culture and Self	3
Mus 451	Music Cultures of the World: Emerging Nations	3
Mus 452	Music Cultures of the World: The Silk Road	3

SOCIOLOGY

18 UNITS

Students who select the sociology minor must take Soc 101 in general education.

Soc 229	Criminology	3
Soc 331	Marriage and the Family	3
Soc 332	Child, Family and Community	3
Soc 461	Social Theory	3
<i>Choose two of the following courses:</i>		6
Soc 320	Social Stratification	3
Soc 325	Women and Gender Issues	3
Soc 355	Social Gerontology	3



SCHOOL OF ARTS AND SCIENCES

BIOLOGY DEPARTMENT

Dr. Roderick Soper, Chair

KENNETH K. EBEL

Professor of Biology, DA, University of North Dakota, Grand Forks, 1989

LINDSAY E. KANE BARNESE

Assistant Professor of Biology and Chemistry, PhD Candidate, University of California, Los Angeles, 2007

RODERICK B. SOPER

Associate Professor of Biology PhD, Curtin University, Perth, Western Australia, 2009

MICHAEL E. YOUNG

Assistant Professor of Biochemistry, PhD, Washington University, St. Louis, MO, 2004

THE BIOLOGY DEPARTMENT endeavors to develop students' numerical and analytical abilities to investigate, formulate, analyze and articulate solutions to scientific, environmental and health problems within the disciplines of biology and other sciences.

Learning Outcomes

CLEAR COMMUNICATION

- Demonstrate competency in written and oral communication.

SYSTEMATIC INQUIRY

- Demonstrate competency of content in cell biology, molecular biology, genetics, and organismal biology.
- Apply appropriate mathematical and statistical analysis to data.
- Read, analyze and critique primary scientific literature.
- Demonstrate competency in basic scientific laboratory techniques.

CHRISTIAN LITERACY AND LIFE

- Articulate a Christian worldview from a Lutheran perspective on various scientific topics.

MAJOR

BIOLOGY: BACHELOR OF ARTS DEGREE

41-51 UNITS

Core: 19 Units

Students who select the Bachelor of Arts biology major must take Bio III in general education.

Bio 112	General Biology 2	4
Bio 308	Genetics	4
Bio 350	Molecular and Cellular Biology	4
Bio 496	Research in Biology	4
Sci 455	History and Philosophy of Science	3

Emphasis: 22-32 Units

Choose one of the following:

BIOLOGICAL RESEARCH (31-32 UNITS)

Che 222	Chemistry 2	4
Che 321	Organic Chemistry 1	4
Che 322	Organic Chemistry 2	4

Che 421	Introduction to Biochemistry	4
Phy 211	Physics I	4
Phy 212	Physics 2	4
<i>Choose two of the following courses:</i>		7-8
Bio 247	Human Anatomy and Physiology 2	4
Bio 317	Ecology	3
Bio 341	Plant Biology	4
Bio 345	Evolutionary Zoology	4
Bio 351	General Microbiology	4
Che 431	Physical Chemistry I	4

LIBERAL ARTS (22 UNITS)

<i>Choose a combination of courses below to equal 22 units or more:</i>		22
Bio 247	Human Anatomy and Physiology 2	4
Bio 317	Ecology	3
Bio 341	Plant Biology	4
Bio 345	Evolutionary Zoology	4
Bio 351	General Microbiology	4
Che 421	Introduction to Biochemistry	4
Sci 103	Safety Seminar	1
Sci 318	Ocean Science	3

MEDICAL SCIENCE (27-28 UNITS)

Bio 246	Human Anatomy and Physiology 1	4
Bio 247	Human Anatomy and Physiology 2	4
Bio 351	General Microbiology	4
Che 222	Chemistry 2	4
Che 321	Organic Chemistry I	4
Che 421	Introduction to Biochemistry*	4
or ESS 406	Physiology of Exercise**	3
Phy 211	Physics I	4

* for students intending on medical school

** for students intending on physical therapy school

BIOLOGY: BACHELOR OF SCIENCE DEGREE

67 UNITS

Students who select the Bachelor of Science biology major must take Bio 111, Che 221 and Mth 271 in general education.

Bio 112	General Biology 2	4
Bio 308	Genetics	4
Bio 350	Molecular and Cellular Biology	4
Bio 496	Research in Biology	4
Sci 455	History and Philosophy of Science	3
Bio 246	Human Anatomy and Physiology 1	4
Bio 247	Human Anatomy and Physiology 2	4
Bio 345	Evolutionary Zoology	4
Bio 351	General Microbiology	4
Che 222	Chemistry 2	4
Che 321	Organic Chemistry I	4
Che 322	Organic Chemistry 2	4
Che 421	Introduction to Biochemistry	4
Mth 265	Introduction to Statistics	3



Mth 272	Calculus 2	5
Phy 211	Physics 1	4
Phy 212	Physics 2	4

MINOR

BIOLOGY

26-28 UNITS

Students who select the biology minor must take Bio III in general education.

Bio 112	General Biology 2	4
Bio 350	Molecular and Cellular Biology	4
Bio 345 or Sci 455	Evolutionary Zoology History and Philosophy of Science	3-4
<i>Choose four of the following courses:</i>		14-16
Bio 246	Human Anatomy and Physiology 1	4
Bio 247	Human Anatomy and Physiology 2	4
Bio 308	Genetics	4
Bio 317	Ecology	3
Bio 341	Plant Biology	4
Bio 351	General Microbiology	4
Bio 496	Research in Biology	4
Bio 345	Evolutionary Zoology*	4
Sci 455	History and Philosophy of Science*	3

* one not taken above





PRE-PROFESSIONAL PROGRAMS

MEDICAL SCIENCE PROFESSIONS

Dr. Michael Young, Director

Medical schools do not normally require a specific undergraduate major as a prerequisite for entrance, but most do require an emphasis in the biological and physical sciences. Students need to check with the medical school to determine if additional courses and/or a specific major should be selected. Students who enter the Medical Science Professions Program at Concordia University will be assigned a faculty advisor who will work closely with them to assure they take those courses most appropriate for medical science preparation, including preparation for the Medical College Admission Test (MCAT). The MCAT, offered in April and August, should be taken at the end of the junior year. Additional courses and a major should be selected on the basis of the information received from medical schools to which the students are planning to apply.

Learning Outcomes

Students will demonstrate competency of content for appropriate pre-professional exams (MCAT, DAT, OAT, GRE, PCAT, etc) and for admission to the respective programs.

PROGRAM REQUIREMENTS

NOTE: COMPLETING A SPECIFIC PROGRAM IS NOT A REQUIREMENT FOR GRADUATION.

- A. **GENERAL EDUCATION:** (pages 24-27) 47-58
It is recommended that students take Bio III, Che 22I and, Psy 10I in their general education.
- B. **MAJOR REQUIREMENT:** Completion of any approved major, normally biology with a medical science emphasis. A student hoping to enter medical, dental, veterinary, chiropractic, physician's assistant, or nursing school is not required to complete a biology major. If a major other than biology is completed, it is suggested that the student complete the Medical Science Program requirements. This will prepare the student for taking the Medical College Admissions Test (MCAT), Dental Admissions Test (DAT), or Graduate Record Exam (GRE) – Biology.
- C. **ADDITIONAL COURSE REQUIREMENTS:** 73
* 17 units with Bachelor of Arts degree, biology major, medical science emphasis
- | | | |
|---------|---------------------------------|---|
| Bio III | General Biology 1* | 4 |
| Bio II2 | General Biology 2* | 4 |
| Bio 246 | Human Anatomy and Physiology 1* | 4 |
| Bio 247 | Human Anatomy and Physiology 2* | 4 |
| Bio 308 | Genetics * | 4 |
| Bio 350 | Molecular and Cellular Biology* | 4 |
| Bio 351 | General Microbiology * | 4 |
| Bio 496 | Research in Biology* | 4 |
| Che 22I | Chemistry 1* | 4 |
| Che 222 | Chemistry 2* | 4 |
| Che 32I | Organic Chemistry 1* | 4 |
| Che 322 | Organic Chemistry 2 | 4 |
| Che 42I | Introduction to Biochemistry* | 4 |
| Mth 265 | Introduction to Statistics | 3 |
| Mth 27I | Calculus I | 5 |
| Phy 2II | Physics 1* | 4 |
| Phy 2I2 | Physics 2* | 4 |
| Psy 10I | Introduction to Psychology | 3 |
| Sci 390 | Practicum | 2 |

D. **RECOMMENDED COURSES:**

ESS 310	General Medicine/Pharmacology	2
Wrt 329	Creative Non-Fiction	3

E. **ADDITIONAL INFORMATION:** As medical science schools look at experience in addition to grade point average (GPA) and Medical College Admission Test (MCAT) [DAT, GRE] scores, students should pursue jobs or volunteer work in the medical field prior to making medical school application. Maintenance of a high GPA is imperative. Students enrolling with a GPA lower than probationary status will be removed from the Medical Science Professions Program and refused enrollment in upper level science courses until reaching junior or senior status.

PHYSICAL THERAPY PROGRAM

Dr. Michael Young and Dr. Vance Tammen, Co-directors

Learning Outcomes

Students will demonstrate competency of content for admission to physical therapy programs.

PROGRAM REQUIREMENTS

It should be noted that completing a specific program is not a requirement for graduation.

A. **GENERAL EDUCATION:** (pages 24-27) 47-58

It is recommended that students take Bio III, Che 221 and Psy 101 in general education.

B. **MAJOR REQUIREMENT:** Completion of any approved major, normally biology major with medical science emphasis or ESS major with a rehabilitation emphasis. A person hoping to enter a graduate physical therapy program (either MPT or DPT) is not required to complete the biology major. If another major other than biology is completed, it is suggested that the person complete the physical therapy program requirements. This will prepare the person for most graduate programs in physical therapy.

C. **ADDITIONAL COURSE REQUIREMENTS:** 53

* 14 units over biology major, medical science emphasis

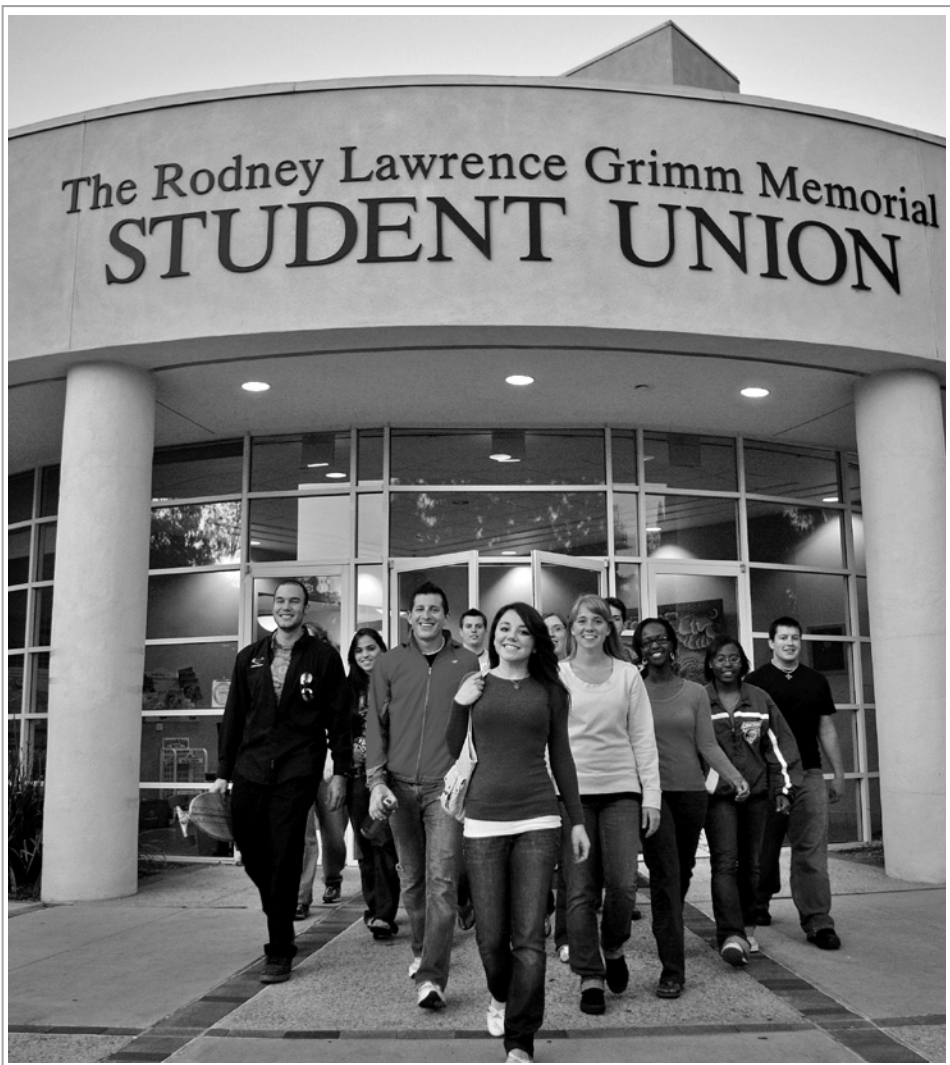
Bio III	General Biology 1*	4
Bio III2	General Biology 2*	4
Bio 246	Human Anatomy and Physiology 1*	4
Bio 247	Human Anatomy and Physiology 2*	4
Che 221	Chemistry 1*	4
Che 222	Chemistry 2*	4
Che 321	Organic Chemistry 1*	4
ESS 406	Physiology of Exercise*	3
Mth 265	Introduction to Statistics	3
Mth 251	Pre-Calculus (primarily for Physics 1)	3
Phy 211	Physics 1*	4
Phy 212	Physics 2*	4
Psy 101	Introduction to Psychology	3
Psy 314	Developmental Psychology: Adolescence	3
or Psy 315	Developmental Psychology: Adulthood/Aging	
or Psy 361	Abnormal Psychology	
Sci 390	Practicum	2



D. **RECOMMENDED COURSES:**

ESS 310	General Medicine/Pharmacology	2
	Medical Terminology (not presently offered at Concordia)	1

- E. **ADDITIONAL INFORMATION:** Most schools with a doctorate in physical therapy (DPT) look at experience in the physical therapy field in addition to GPA (grade point average) and GRE (Graduate Record Exam) scores. For example, 50-75 observation or employment hours are required by some programs in three different areas of clinical practice prior to program admission. Therefore, students should actively pursue jobs or volunteer work beginning in the freshman or sophomore year. These hours can be applied toward Sci 390 Practicum. Also, additional upper division biology, chemistry, and ESS courses are recommended to give students an opportunity to increase their overall value in the application.



SCHOOL OF ARTS AND SCIENCES

CHEMISTRY DEPARTMENT

Dr. John Kenney, Chair

GLENN A. CROSBY

Visiting Professor of Chemistry/Chemical Physics, PhD, University of Washington, Seattle

LINDSAY E. KANE BARNESE

Assistant Professor of Biology and Chemistry, PhD Candidate, University of California, Los Angeles, 2007

JOHN W. KENNEY

Professor of Chemistry/Chemical Physics, PhD, University of Utah, Salt Lake City, 1979

THE CHEMISTRY DEPARTMENT endeavors to develop students who possess high-level numerical, computational, experimental and analytical abilities. The department seeks to prepare students to formulate, investigate, analyze and articulate solutions to major scientific, technological, environmental and health problems in chemical context. In concert with the Great Commission, the Chemistry Department embraces the idea that its curricula should actively encourage and prepare students to develop theologically sound and scientifically solid connections between the Christian faith and the discipline.

Learning Outcomes

SYSTEMATIC INQUIRY

Data Collection and Analysis

- Learn how to acquire scientific data in the laboratory and investigate, formulate, analyze and solve scientific problems using appropriate data.

Numerical Calculations

- Learn necessary facts and information within the chemical sciences and be able to perform appropriate calculations to solve numerical problems in chemistry.

Problem Solving

- Learn the necessary strategies for effective problem solving and to synthesize chemical concepts in problem solving situations.

Analyzing Chemistry Concepts

- Learn to use multiple ways (Rule of Three) to represent chemical ideas [i.e., graphs, numerical data and mathematical/symbolic notation].

CLEAR COMMUNICATION

Chemistry Writing

- Become acquainted with the necessary library and electronic resources and scientific style and terminology and have the necessary skills to properly prepare a written scientific argument in chemistry.

Chemistry Presentation

- Communicate effectively a thorough and succinct oral presentation on a topic in chemistry with the knowledge and use of the latest technology.



MAJOR

CHEMISTRY

50 UNITS

Core: 37 Units

Students who select the chemistry major must take Che 221 in general education.

Che 222	Chemistry 2	4
Che 321	Organic Chemistry I	4
Che 322	Organic Chemistry 2	4
Che 354	Inorganic Chemistry	4
Che 421	Introduction to Biochemistry	4
Che 424	Analytical Chemistry	4
Che 431	Physical Chemistry I	4
Mth 271	Calculus I	5
Phy 211	Physics I	4

Emphasis: 13 Units

Choose one of the following:

CHEMICAL RESEARCH

Che 418	Molecular Spectroscopy	4
Che 432	Physical Chemistry 2	4
Che 496	Research in Chemistry	2
Sci 455	History and Philosophy of Science	3

PRE-MEDICAL

Bio 350	Molecular and Cell Biology	4
Che 432	Physical Chemistry 2	4
Che 496	Research in Chemistry	2
ESS 306	Sports Nutrition	3

SECONDARY TEACHER EDUCATION

Che 401	Chemistry/Lab Safety for the Secondary Teacher	3
Mth 265	Introduction to Statistics	3
Phy 212	Physics 2	4
Sci 455	History and Philosophy of Science	3

MINOR

CHEMISTRY:

20 UNITS

Students who select the chemistry minor must take Che 221 in general education.

Che 222	Chemistry 2	4
Che 321	Organic Chemistry I	4
Che 322	Organic Chemistry 2	4
Che 421	Introduction to Biochemistry	4
Che 424	Analytical Chemistry	4

SCHOOL OF ARTS AND SCIENCES

COMMUNICATION DEPARTMENT

Dr. Martin Schramm, Chair

KONRAD W. HACK

Assistant Professor of Communication, MA, San Diego State University, CA, 1999

PATRICIA S. OLLRY

Resident Faculty in Communication, MA, University of California, Santa Barbara, 1982

MARTIN G. SCHRAMM

Professor of Communication, PhD, University of Southern California, L.A., 1993

CHERYL E. WILLIAMS

Professor of Communication, PhD, Florida State University, Tallahassee, 1997

THE COMMUNICATION DEPARTMENT sees its mission as preparing students as leaders in their communities and careers by developing their understanding of communication theory and research methodologies, as well as their proficiency in oral, written and mediated communication. The department offers a varied curriculum that includes both the classical courses associated with the discipline and those that reflect contemporary developments in the field. Courses are designed to prepare students for communication-related professions in such fields as business, industry, public relations, mass media, pre-law, pre-seminary and education.

Learning Outcomes

Students will:

- know and be able to apply basic communication theories.
- be able to write grammatically, structurally and mechanically correct pieces.
- be able to deliver effective verbal and nonverbal audience-centered messages.
- know the origins and trends of the communication discipline.
- be able to demonstrate job entry-level computer skills.

MAJOR

COMMUNICATION

42 UNITS

Core: 24 Units

Com 216	Interpersonal Communication	3
Com 280	Theories of Human Communication	3
Com 311	Advanced Public Speaking	3
Com 321	Mass Communication	3
Com 324	Intercultural Communication	3
Com 485	Communication Criticism	3
Com 488	Communication Research Methods	3
ITP 261	Information Technology	3

Emphasis: 18 Units

Choose one of the following:

GENERAL COMMUNICATION STUDIES

<i>Choose six of the following courses:</i>		18
Com 211	Introduction to Argumentation and Debate	3
Com 222	Theory and Practice of Journalism	3
Com 328	Small Group Communication	3
Com 335	Nonverbal Communication	3
Com 344	Theory and Practice of Interviewing	3
Com 412	Writing for the Broadcast Media	3
Com 422	Studies in Public Relations	3
Com 451	Organizational Communication	3

MASS COMMUNICATION

Com 222	Theory and Practice of Journalism	3
Com 344	Theory and Practice of Interviewing	3
Com 412	Writing for the Broadcast Media	3
Com 422	Studies in Public Relations	3
<i>Choose two of the following courses:</i>		6
Com 328	Small Group Communication	3
Com 335	Nonverbal Communication	3
Com 451	Organizational Communication	3

SPEECH COMMUNICATION

<i>Choose six of the following courses:</i>		18
Com 211	Introduction to Argumentation and Debate	3
Com 222	Journalism	3
Com 328	Small Group Communication	3
Com 412	Writing for the Broadcast Media	3
Com 422	Studies in Public Relations	3
Com 451	Organizational Communication	3
Thr 330	Performance Studies and Readers Theatre	3

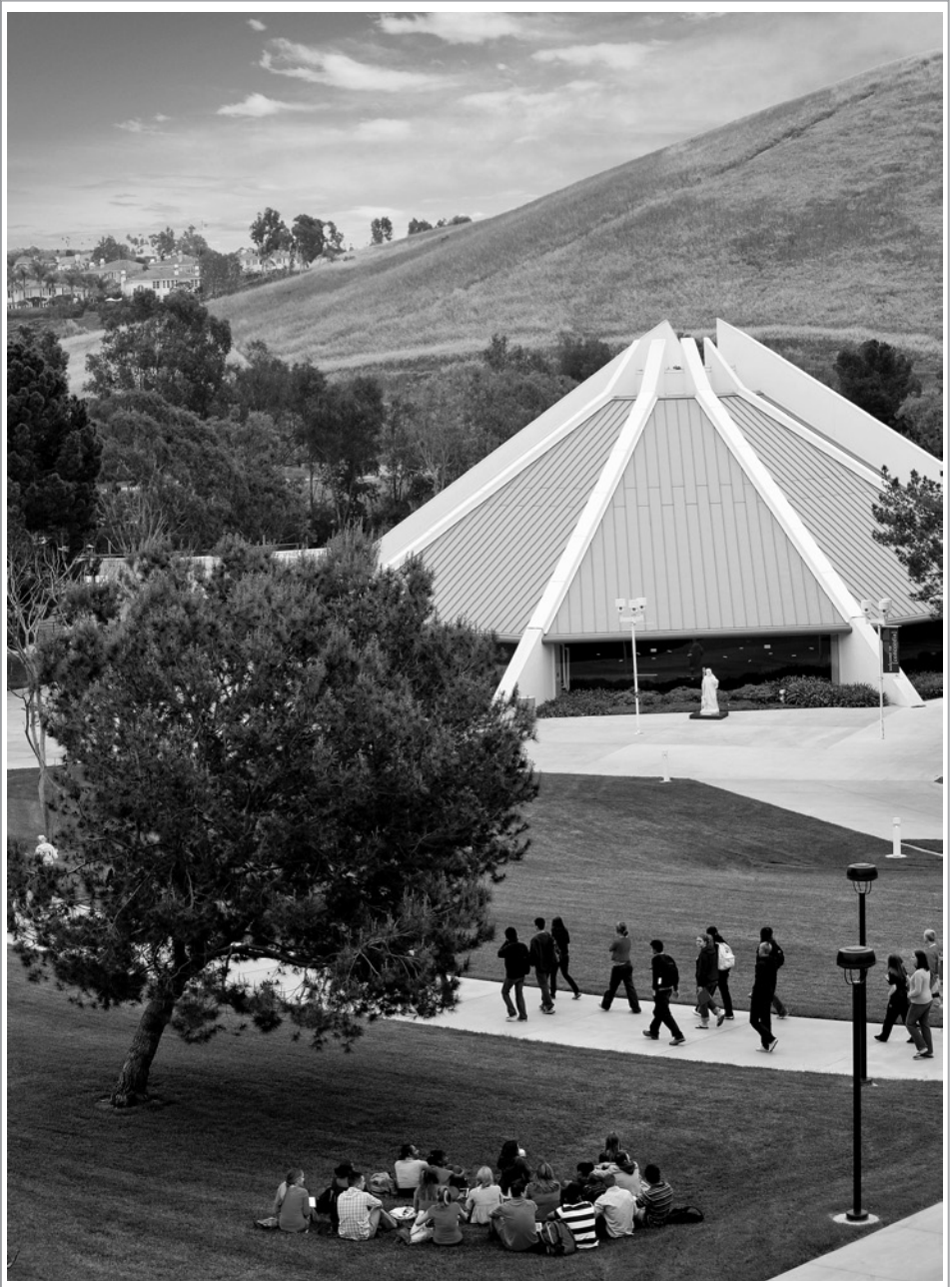
MINOR

COMMUNICATION 18 UNITS

Com 311	Advanced Public Speaking	3
ITP 261	Information Technology	3
<i>Choose four of the following courses:</i>		12
Com 216	Interpersonal Communication	3
Com 222	Theory and Practice of Journalism	3
Com 280	Theories of Human Communication	3
Com 321	Mass Communication	3
Com 324	Intercultural Communication	3
Com 328	Small Group Communication	3
Com 335	Nonverbal Communication	3



Com 344	Theory and Practice of Interviewing	3
Com 412	Writing for the Broadcast Media	3
Com 422	Studies in Public Relations	3
Com 451	Organizational Communication	3
Com 485	Communication Criticism	3



SCHOOL OF ARTS AND SCIENCES

ENGLISH, WRITING AND MODERN LANGUAGES DEPARTMENT

Dr. Susan Bachman, Chair

SUSAN O. BACHMAN

Professor of Rhetoric, PhD, Florida State University, Tallahassee, 1996

KATHARINE F. M. BORST

Assistant Professor of English, MA, St. Louis University, MO, 1996

THEA GAVIN

Associate Professor of English, MFA, Spalding University, Louisville, KY, 2005

KURT J. KRUEGER

Professor of English, PhD, Indiana University of Pennsylvania, 1996

ADAM R. LEE

Assistant Professor of English, MA, University of St. Thomas, St. Paul, MN, 1994

JOHN J. NORTON

Assistant Professor of English, PhD, Sheffield Hallam University, UK, 2008

KRISTEN A. SCHMIDT

Associate Professor of English, MFA, Chapman University, Orange, CA, 2007

KERRI L. TOM

Professor of English, PhD, University of MA, Amherst, 1994

THE ENGLISH, WRITING AND MODERN LANGUAGES DEPARTMENT, guided by the Great Commission and inspired by the traditions of the liberal arts, empowers students to cultivate their God-given gifts for human thought and expression. Students of all backgrounds are welcomed into the study and practice of the aesthetic, cultural and mechanical excellences of literature, writing and language(s) for lives of leadership and service.

Learning Outcomes

The successful student will cultivate and pursue the university's targets, especially aesthetic responsiveness, clear communication, systematic inquiry and sociocultural responsiveness via the following outcomes:

CLEAR COMMUNICATION

- Use writing as a process of discovery, exploration, articulation and testing of ideas, making judicious style and mechanics choices appropriate to the writing purpose.
- Understand, identify and evaluate linguistic features, grammatical structures, and rhetorical figures.

SOCIO-CULTURAL RESPONSIVENESS

- Demonstrate familiarity with major writers (in native languages and/or in translation), distinguishing and comparing literary movements, genres, styles, and critical theories.
- Recognize characteristics of literary types and forms, elements of literature and figurative language.
- Thoughtfully question and evaluate the cultural context of a work and a work's impact on culture.

SYSTEMATIC INQUIRY

- Employ a variety of research tools and methods to investigate and articulate a sustained argument using standard or appropriate English genres and conventions.
- Acquire vocabulary, grammar, syntax, and cultural milieu of a modern foreign language sufficient for the appropriate level of speaking, listening, reading, and writing.



MAJORS

ENGLISH 42 UNITS

Eng 271	Literary Criticism	3
Eng 281	World Literature	3
Eng 341	American Literature 1	3
Eng 342	American Literature 2	3
Eng 361	English Literature 1	3
Eng 362	English Literature 2	3
Eng 451	Senior Seminar in English	3
Eng 466	Shakespeare	3
Eng 471	Literary Theory	3
Eng 477	History and Development of the English Language	3
<i>Choose two of the following courses:</i>		6
Eng 383	Modern and Contemporary Poetry	3
Eng 385	Modern Novel	3
Eng 387	Modern and Contemporary Drama	3
Eng 389	Film as Literature	3
<i>Choose one of the following courses:</i>		3
Eng 441	Major American Writers	3
Eng 461	Major English Writers	3
<i>Choose one of the following courses:</i>		3
Eng 380	Women's Literature	3
Eng 382	Postcolonial Literature	3

HUMANITIES AND FINE ARTS 43-45 UNITS

THE HUMANITIES AND FINE ARTS MAJOR is rooted in the tradition of the liberal arts, allowing students to study the best of human thought and creativity, across time and across cultures. In addition, the major encourages students to combine disciplines in a unique way, asking them to view their education as an intertwined, rather than a compartmentalized, experience.

Learning Outcomes

CLEAR COMMUNICATION

- Acquire the ability to articulate a sustained argument using standard English genres and conventions.
- Acquire the ability to use and incorporate a variety of research tools and methods.

UNDERSTANDING OF CULTURAL DIVERSITY

- Demonstrate familiarity with major religions, philosophies, and artistic movements of a variety of world cultures.

UNDERSTANDING OF CULTURAL UNITY

- Formulate connections among the cultures of the world.

UNDERSTANDING OF CULTURAL DEVELOPMENT IN THE WESTERN WORLD

- Recognize the hallmarks of the major eras of Western civilization.

CROSS-DISCIPLINARY THINKING

- Formulate connections among the disciplines associated with the Humanities and Fine Arts.

Core: 25-27 Units

Art 311	Art History 1	3
or Art 312	Art History 2	
Com 324	Intercultural Communication	3

Eng 281	World Literature	3
Hst 201	Western Civilization 1*	3
or Hst 202	Western Civilization 2*	
Hum 495	Senior Project (individualized study)	1-3
Mus 451	Music Cultures of the World: Emerging Nations	3
or Mus 452	Music Cultures of the World: The Silk Road	
Phi 210	Introduction to Philosophy	3
Thl 321	World Religions	3
Thr 251	Introduction to Theatre	3

*one not taken as part of General Education requirements

Emphasis: 18 Units

Choose one of the following:

ART

Art 200	Elements of Art	3
Art 201	Drawing I	3
Art 311	Art History 1*	3
or Art 312	Art History 2*	
or Art 315	The History of Contemporary Art*	
Art 321	Painting I	3
Art 331	Sculpture I	3
or Art 341	Hand Building Ceramics I	
Art 351	Printmaking I	3

*the one not taken in core

COMMUNICATION

Com 216	Interpersonal Communication	3
Com 311	Advanced Public Speaking	3
<i>Choose four of the following courses:</i>		12
Com 321	Mass Communication	3
Com 412	Writing for the Broadcast Media	3
Com 451	Organizational Communication	3
Com 280	Theories of Human Communication	3
Com 485	Communication Criticism	3

CREATIVE WRITING

Wrt 323	Introduction to Genre and Craft in Creative Writing	3
<i>Choose five of the following courses:</i>		15
Wrt 324	Writing for Children & Teenagers	3
Wrt 327	Creative Writing; Fiction	3
Wrt 328	Creative Writing; Poetry	3
Wrt 329	Creative Nonfiction	3
Wrt 333	Topics in Creative Writing	3
Wrt 337	Writing for the Stage and Screen	3
Wrt 427	Advanced Creative Writing	3



HISTORY

<i>Choose three non-duplicated courses from the following:</i>		9
Hst 226	United States History	3
Hst 251	The Enlightenment	3
Hst 334	Medieval History	3
Hst 336	Renaissance and Reformation	3
Hst 338	Modern European History	3
<i>Choose three non-duplicated courses from the following:</i>		9
Hst 301	Eastern Civilization	3
Hst 321	History of Popular Culture	3
Hst 371	Islamic Civilization	3
Hst 410	Mythology, Theology and Philosophy	3

LITERATURE

Eng 341	American Literature 1	3
Eng 342	American Literature 2	3
or Eng 362	English Literature 2	
Eng 361	English Literature 1	3
Eng 380	Women's Literature	
or Eng 382	Postcolonial Literature	
or Eng 385	Modern Novel	
or Eng 387	Modern & Contemporary Drama	3
Eng 441	Major American Writers	3
or Eng 461	Major English Writers	
Eng 466	Shakespeare	3

MUSIC

Mus 201	Music Theory 1	3
Mus 202	Music Theory 2	3
Mus 211	Aural Skills 1	1
Mus 331	Music History 1	3
Mus 332	Music History 2	3
Mus —	Upper Division Elective	3
Mu —	Applied Music (200 or 300 level)	2

SPANISH

Spa 201	Intermediate Spanish 1	3
Spa 202	Intermediate Spanish 2	3
Spa 301	Advanced Conversation	3
Spa 302	Advanced Grammar/Reading	3
Spa 311	Survey of Spanish Literature	3
or Spa 312	Survey of Spanish American Literature	
Pol 304	International Relations	3
or Soc 316	Ethnic Minorities and Relations	

THEATRE

Thr 261	Acting 1	3
Thr 262	Acting 2	3
Thr 311	Stagecraft	3
or Thr 321	Introduction to Theatrical Design	
Thr 351	Play Direction 1	3
Thr 441	Theatre and Culture 1	3
or Thr 442	Theatre and Culture 2	
<i>Choose one of the following courses (not duplicated above):</i>		3
Eng 387	Modern and Contemporary Drama	3
Eng 466	Shakespeare	3
Thr 441	Theatre and Culture 1	3
or Thr 442	Theatre and Culture 2	





MINORS

CREATIVE WRITING

18 UNITS

Wrt 323	Introduction to Genre and Craft in Creative Writing	3
Wrt 427	Advanced Creative Writing	3
<i>Choose two of the following courses:</i>		6
Wrt 327	Creative Writing: Fiction	3
Wrt 328	Creative Writing: Poetry	3
Wrt 329	Creative Nonfiction	3
<i>Choose one of the following courses:</i>		3
Wrt 324	Writing for Children and Teens	3
Wrt 333	Topics in Creative Writing	3
Wrt 337	Writing for Stage and Screen	3
<i>Choose one of the following courses:</i>		3
Eng 342	American Literature 2	3
Eng 383	Modern and Contemporary Poetry	3
Eng 385	Modern Novel	3
Eng 387	Modern and Contemporary Drama	3

ENGLISH

18 UNITS

Eng 271	Literary Criticism	3
Eng 281	World Literature	3
Eng 341	American Literature 1	3
or Eng 342	American Literature 2	
Eng 361	English Literature 1	3
or Eng 362	English Literature 2	
or Eng 382	Postcolonial Literature	
Eng 477	History and Development of the English Language	3
<i>Choose one of the following courses (not taken above):</i>		3
Eng 341	American Literature 1	3
Eng 342	American Literature 2	3
Eng 361	English Literature 1	3
Eng 362	English Literature 2	3
Eng 380	Women's Literature	3
Eng 382	Postcolonial Literature	3
Eng 383	Modern and Contemporary Poetry	3
Eng 385	Modern Novel	3
Eng 387	Modern and Contemporary Drama	3
Eng 389	Film as Literature	3
Eng 391	Children's Literature	3
Eng 441	Major American Writers	3
Eng 461	Major English Writers	3
Eng 466	Shakespeare	3

SPANISH

18 UNITS

Spa 201	Intermediate Spanish 1	3
Spa 202	Intermediate Spanish 2	3
Spa 301	Advanced Conversation	3
Spa 302	Advanced Grammar/Readings	3
Spa 311	Survey of Spanish Literature	3
Spa 312	Survey of Spanish American Literature	3

SCHOOL OF ARTS AND SCIENCES

EXERCISE AND SPORT SCIENCE DEPARTMENT

Dr. Vance Tammen, Chair

DAVID B. BIRELINE

Resident Faculty in ESS, MEd, Seattle Pacific University, WA, 1987

CURT W. CATTAU

Associate Professor of ESS, PhD, University of NM, Albuquerque, 2006

DAVID COWAN

Resident Faculty in ESS, MA, Azusa Pacific University, Azusa, CA 1975

ETHAN M. KREISWIRTH

Resident Faculty in ESS, PhD Candidate, Rocky Mountain University of Health Professions, Provo, UT, 2011

TIMOTHY L. PREUSS

Professor of ESS, PhD, University of Nebraska, Lincoln, 2000

JENNIFER L. RIZZO

Assistant Professor of ESS, MBA, Concordia University, Irvine, CA, 2005

MARY K. SCOTT

Professor of ESS, EdD, Pepperdine University, Malibu, CA, 1996

VANCE V. TAMMEN

Professor of ESS, PhD, University of Illinois, Urbana, 1996

THOMAS A. WHITE

Resident Faculty in ESS, MA, California State University, Fullerton, 1982

THE GOAL OF THE EXERCISE AND SPORT SCIENCE DEPARTMENT is to develop student's cognitive, affective, and psychomotor abilities as preparation for a lifetime of learning. The department presents conceptual and applied content that includes the areas of athletic training, teacher education, exercise science, rehabilitation, wellness, coaching, and sport management.

Learning Outcomes

SYSTEMATIC INQUIRY

Skill in Scholarship

- Use scholarly resources and related material appropriate for the discipline to understand new and useful information in the field of Exercise and Sport Science.

Critical Thinking

- Recognize problems and through investigation and critical thinking achieve an appropriate response.

CLEAR COMMUNICATION

Professional and Interpersonal Communication

- Communicate effectively with colleagues, parents, students, and peers using correct language skills and appropriate verbal and non verbal techniques.

HEALTH AND WELL-BEING

Balanced Lifestyle

- Relate healthy life choices to spiritual development.
- Assess physical needs and develop a personal fitness and nutrition program.
- Articulate an understanding of lifestyle choices and techniques related to development of healthy practices for the individual.



SOCIO-CULTURAL RESPONSIVENESS

Concern for all People

- Demonstrate a sensitivity and ability to adapt to special needs, populations, gender, and multicultural environments.

AESTHETIC RESPONSIVENESS

Artful Comprehension

- Demonstrate awareness of the elements of movement as artistic expression.

Artful Sensitivity

- Discern emotion and feeling in movement experiences.

CHRISTIAN LITERACY AND LIFE

Ethical Decision-Making

- Be guided by biblical principles when encountering human problems that require decisions to be made.
- Servant Leadership

PROFESSION AND SERVICE ATTITUDE

- Respond to the needs of people and the profession from a spiritual perspective and seek opportunities to fulfill those needs in their private and professional lives.

MAJOR

EXERCISE AND SPORT SCIENCE

48-64 UNITS

Core: 30 Units

Bio 246	Human Anatomy and Physiology 1	4
Bio 247	Human Anatomy and Physiology 2	4
ESS 110	CPR / First Aid	1
ESS 304	Motor Learning and Control	3
ESS 320	Historical, Social and Cultural Foundations	3
ESS 350	Sport Law	3
ESS 365	Sport Psychology	3
ESS 406	Physiology of Exercise	3
ESS 407	Kinesiology	3
ESS 410	Measurement and Evaluation of Exercise	3

Emphasis: 18-34 Units

Choose one of the following:

ATHLETIC TRAINING (34 UNITS)

ESS 238	Observational Clinical Coursework 1	1
ESS 239	Observational Clinical Coursework 2	1
ESS 306	Sports Nutrition	3
ESS 308	Care and Prevention of Athletic Injuries	3
ESS 310	General Medicine/Pharmacology	2
ESS 338	Beginning Clinical Coursework 1	1
ESS 339	Beginning Clinical Coursework 2	1
ESS 348	Recognizing and Evaluating Athletic Injuries 1	3
ESS 349	Recognizing and Evaluating Athletic Injuries 2	3
ESS 358	Therapeutic Exercise	3
ESS 368	Therapeutic Modalities	3

ESS 388	Intermediate Clinical Coursework 1	1
ESS 389	Intermediate Clinical Coursework 2	1
ESS 408	Advanced Athletic Training	3
ESS 428	Athletic Training Administration	3
ESS 438	Advanced Clinical Coursework 1	1
ESS 439	Advanced Clinical Coursework 2	1

COACHING (18 UNITS)

ESS 222	Organization and Management of Sport	3
ESS 225	Principles of Weight Training & Cross Training	3
ESS 306	Sports Nutrition	3
ESS 308	Care and Prevention of Athletic Injuries	3
ESS 360	Principles of Coaching	3
ESS 394	Coaching Practicum	3

EXERCISE SCIENCE (18 UNITS)

ESS 222	Organization and Management of Sport	3
ESS 225	Principles of Weight Training & Cross Training	3
ESS 306	Sports Nutrition	3
ESS 325	Advanced Personal Training	3
ESS 358	Therapeutic Exercise	3
ESS 393	Exercise Science Practicum	3

REHABILITATION (20 UNITS)

ESS 306	Sports Nutrition	3
ESS 308	Care and Prevention of Athletic Injuries	3
ESS 310	General Medicine/Pharmacology	2
ESS 348	Recognizing and Evaluating Athletic Injuries 1	3
ESS 349	Recognizing and Evaluating Athletic Injuries 2	3
ESS 358	Therapeutic Exercise	3
ESS 368	Therapeutic Modalities	3

TEACHER EDUCATION (18 UNITS)

ESS 303	Health	3
ESS 340	Elementary Physical Education	3
ESS 355	Individual Activities	3
ESS 357	Team Activities	3
ESS 370	Adaptive Physical Education	3
ESS 376	Physical Education Management	3

MINORS

COACHING

18 UNITS

ESS 304	Motor Learning and Development	3
ESS 320	Historical and Sociocultural Foundations	3
ESS 360	Principles of Coaching	3
<i>Choose three courses from the following:</i>		9
ESS 225	Principles of Weight Training and Cross Training	3
ESS 306	Sports Nutrition	3
ESS 308	Care and Prevention of Athletic Injuries	3
ESS 350	Sport Law	3
ESS 365	Sport Psychology	3
ESS 394	Coaching Practicum	3

EXERCISE SCIENCE

18 UNITS

ESS 225	Principles of Weight Training & Cross Training	3
ESS 304	Motor Learning and Development	3
ESS 320	Historical and Sociocultural Foundations	3
ESS 325	Advanced Personal Training	3
<i>Choose two courses from the following:</i>		6
ESS 222	Organization and Management of Sport	3
ESS 306	Sports Nutrition	3
ESS 350	Sport Law	3
ESS 365	Sport Psychology	3
ESS 393	Exercise Science Practicum	3

PHYSICAL EDUCATION

18 UNITS

ESS 303	Health	3
ESS 304	Motor Learning and Development	3
ESS 320	Historical and Sociocultural Foundations	3
ESS 376	Physical Education Management	3
<i>Choose two courses from the following:</i>		6
ESS 340	Elementary Physical Education	3
ESS 355	Individual Activities	3
ESS 357	Team Activities	3
ESS 370	Adaptive Physical Education	3
ESS 392	Teacher Education Practicum	3

PROFESSIONAL PROGRAMS

ATHLETIC TRAINING EDUCATION

Dr. Vance Tammen, Chair

ETHAN M. KREISWIRTH

Resident Faculty in ESS, PhD Candidate, Rocky Mountain University of Health Professions, Provo, UT, 2011

TIMOTHY L. PREUSS

Professor of ESS, PhD, University of Nebraska, Lincoln, 2000

JENNIFER L. RIZZO

Assistant Professor of ESS, MBA Concordia University, Irvine, CA, 2005

VANCE V. TAMMEN

Professor of ESS, PhD, University of Illinois, Urbana, 1996

ADMISSION CRITERIA

THE ATHLETIC TRAINING EDUCATION PROGRAM (ATEP) is designed to educate undergraduate students who are interested in pursuing a career in the field of athletic training. The mission is to provide a didactic and clinical education program that will prepare students for professional careers as Certified Athletic Trainers (ATC).

ATEP is a selective admissions program, which culminates in a bachelor's degree. After completing the observation period, the student will have the opportunity to apply to the program. Students are admitted to the program in April and will begin the program the following fall. The application date will be set by the director of athletic training.

Admission to ATEP is competitive and based on the following:

1. Application
2. Attendance during the observation phase
3. Grade point average during the observation phase
4. Skill acquisition during the observation phase
5. First Aid and CPR certification
6. HBV vaccination
7. Personal interview
8. Staff evaluations

The application form can be obtained from the director of athletic training and must be submitted with all materials by April 1 to the director's office.

Transfer students need to meet the same admission criteria as entering freshmen and should plan on taking three years to complete the program, regardless of their academic status upon admission to the program.

For a student to remain in the program, the following criteria must be met:

1. Maintain a cumulative 2.75 grade point average in all coursework.
2. Attend all scheduled ATEP meetings.
3. Meet all clinical requirements.

Concordia's ATEP is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).



TECHNICAL STANDARDS

The Athletic Training Education Program at Concordia University Irvine is a rigorous and intense program that places specific requirements that challenge the student intellectually, physically and psychologically. The technical standards are set forth by the Athletic Training Program to establish the abilities that an athletic trainer must have to practice safely and are described by the National Athletic Trainer's Association to meet the expectations of the program's accrediting agency (CAATE). The following abilities and expectations must be met by all students admitted to ATEP. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodations (see below) the student will not be admitted to the program.

OBSERVATION

- The student must have the ability to use vision, hearing and somatic sensations; be able to participate in lectures and laboratory demonstrations; and be able to observe and palpate a patient accurately.

COMMUNICATION

- The student must have the ability to communicate effectively and sensitively with patients and colleagues, including members of the health care and athletic communities, as well as individuals from different cultural, social and religious backgrounds. Students must be able to convey information effectively and be able to read, understand and speak the English language at a level consistent with competent professional practice.

MOTOR AND SENSORY FUNCTION

- The student must have sufficient postural and neuromuscular control, sensory function and coordination to perform and elicit information from the patient examination. The student must be able to safely and efficiently use equipment and materials during the assessment, treatment and rehabilitation of patients and be able to perform appropriate skills requiring the coordination of both fine and gross motor muscular movement and equilibrium.

INTELLECTUAL ABILITIES

- The student must be able to measure, calculate, reason, analyze and integrate information in a timely fashion, as well as formulate assessment and therapeutic judgment and be able to distinguish deviations from the norm.

BEHAVIORAL AND SOCIAL ATTRIBUTES

- The student must have the capacity to maintain composure and continue to function well during periods of high stress and have the flexibility and the ability to adjust to changing situations and uncertainty in clinical situations. The student must have the perseverance, diligence and commitment to complete the athletic training program as outlined and sequenced.

REASONABLE ACCOMMODATIONS

A student must demonstrate the above skills and abilities, but may do so with or without reasonable accommodations. Concordia University will provide reasonable accommodations to qualified students to enable them to meet these technical standards. Whether or not an accommodation is reasonable will be determined on an individual basis by the director of athletic training, the exercise and sports science division chair, a Learning Center representative, and the dean of arts and sciences.

Students seeking academic accommodations must provide medical documentation of their disability and comply with the procedures of Concordia University and the Learning Center.



MASTER OF ARTS IN COACHING AND ATHLETIC ADMINISTRATION

Prof. Tom White, Director

PURPOSE STATEMENT

The School of Arts and Sciences offers a **Master of Arts degree in Coaching and Athletic Administration**. The program is designed to equip the student with knowledge and advanced skills that provide excellence in coaching and athletic administration for sport in the 21st century.

Critical elements of the curriculum include:

- coaching philosophy
- ethics in sport
- Christian values
- sport psychology
- legal issues pertaining to sport
- sport pedagogy
- leadership training and application
- effective utilization of technology in sport
- injury prevention, care, and management
- professional growth and development
- application of sound administrative principles





Learning Outcomes

ATHLETE-CENTERED PHILOSOPHY

- Graduates will have written their coaching philosophy which aligns with their organization's mission and goals.

SKILLS, TECHNIQUES AND TECHNOLOGIES

- Graduates will utilize the latest skills, techniques and technologies for diagnosing and treating athletic injuries

PROPER NUTRITION

- Graduates will teach and encourage proper nutrition for optimal physical and mental performance and overall good health

RESPONSIBILITY AND LEADERSHIP

- Graduates will provide athletes, coaches, and athletic administrators with responsibility and leadership opportunities as they develop professionally.

CONTEMPORARY METHODS

- Graduates will use contemporary methods for planning practice, game preparation and game analysis.

ORGANIZATION AND ADMINISTRATION

- Graduates will utilize appropriate and effective communication to properly promote their athletic program to the community, media, students and school personnel.

EVALUATION

- Graduates will design an objective and effective process for evaluation of self and staff.

KNOWLEDGE AND UNDERSTANDING

- Graduate will know and understand the contemporary legal aspects of sport.

COACHING AND ADMINISTRATION

- Graduates will make decisions reflecting awareness of the moral and ethical dimensions of issues encountered in sport.

STRENGTH, POWER AND CARDIOVASCULAR CONDITIONING

- Graduates will analyze and evaluate the principles, of strength, power and cardiovascular conditioning.

List of courses is available online at www.cui.edu.

SCHOOL OF ARTS AND SCIENCES

HISTORY, POLITICAL SCIENCE AND INTERNATIONAL STUDIES DEPARTMENT

Dr. Daniel van Voorhis, Chair

CLINTON J. ARMSTRONG

Assistant Professor of History, PhD Candidate, University of California, Irvine, 2008

JACQUELINE Y. BROWN

Associate Professor of History, PhD, Claremont McKenna College, CA, 2007

ADAM S. FRANCISCO

Associate Professor of History, DPhil, University of Oxford, UK, 2006

DANIEL R. VAN VOORHIS

Assistant Professor of History, PhD, University of St. Andrews, UK, 2007

THE HISTORY, POLITICAL SCIENCE AND INTERNATIONAL STUDIES DEPARTMENT endeavors to equip students to “see life steadily and see it whole.” The interdisciplinary nature of the courses required for these majors attempts to look at the human experience both communally and individually and in both the past and present. All three majors are approached from the liberal arts tradition of learning for the sake of learning. The courses cover a broad range of topics, generally include the works particular to the course subject, and have rigorous reading and writing expectations. The graduate of Concordia University with one of these majors will not only have a mind well filled, but well trained.

Learning Outcomes

SYSTEMATIC INQUIRY

Empirical Inquiry

- Explain and conduct empirical research to study human experience and behavior, both past and present.
- Utilize primary and secondary sources to demonstrate knowledge of past and present cultures of the world and issues affecting the global community.

Theoretical Cognizance

- Examine major concepts, models and theories to interpret human experience within the context of historical, political, sociocultural and economic life.

CLEAR COMMUNICATION

Articulate Expression

- Conceptualize and articulate important elements of selected disciplines within the social sciences through persuasive written and oral communication.

HEALTH AND WELL-BEING

Historical and Existential Awareness

- Gain an appreciation and understanding of the social sciences by which students recognize that “While we do not live in the past, the past lives in us.”

SOCIO-CULTURAL RESPONSIVENESS

Cultural Understanding

- Recognize and explain that documents and artifacts are art forms that record cultural change and serve as a moralizing influence.

AESTHETIC RESPONSIVENESS

Artistic Appreciation

- Develop and appreciation of the fine arts through an interdisciplinary approach to the social sciences.

CHRISTIAN LITERACY AND LIFE

Christian/Western Worldview



- Critique the role of the Christian church in molding western thought and law, as well as instances when other regional world-views were adopted, embraced or discarded by the church.

SERVANT LEADERSHIP*Historical and Existential Awareness*

- Apply examples from the social sciences of heroic actions, humility and grace to their own lives.

MAJORS**HISTORY****39 UNITS****Core: 24 Units**

Hst 226	United States History	3
Hst 241	Early Modern England	3
Hst 332	Ancient Greece and Rome	3
Hst 334	Medieval History	3
Hst 336	Renaissance and Reformation	3
Hst 338	Modern European History	3
<i>Choose two of the following courses:</i>		6
Hst 301	Eastern Civilization	3
Hst 371	Islamic Civilization	3
Hst 431	Women's History	3
Hst 478	History of California	3

Emphasis: 15 Units*Choose one of the following:***GENERAL**

<i>Choose five of the following courses:</i>		15
Hst 251	The Enlightenment	3
Hst 321	History of Popular Culture	3
Hst 361	Propaganda and Persuasion	3
Hst 410	Mythology, Theology and Philosophy	3
Hst 412	Origins of the American Political System	3
Hst 416	Contemporary Global Issues	3
Hst 491	Advanced Topics in Social History	3

HISTORY OF IDEAS

Art 311	Art History 1	3
Art 312	Art History 2	3
Hst 251	The Enlightenment	3
Hst 410	Mythology, Theology and Philosophy	3
Sci 455	The History and Philosophy of Science	3

POLITICAL HISTORY

Pol 412	Origins of the American Political System, 1763-1803	3
Hst 416	Contemporary Global Issues	3
Pol 301	Political Theory	3
Pol 304	International Relations	3
Pol 413	Religion and Politics in America	3

SOCIAL HISTORY

Hst 321	Popular Culture	3
Hst 361	Propaganda and Persuasion	3
Hst 491	Advanced Topics in Social History	3
Soc 316	Ethnic Minorities and Relations	3
Soc 321	Social Problems	3

INTERNATIONAL STUDIES

46-49 UNITS

Ant 241	Field Anthropology	3
Com 324	Intercultural Communication	3
Hst 416	Contemporary Global Issues	3
Pol 304	International Relations	3

Modern Foreign Language 7-10

Greek, Hebrew, and Latin may not be used to fulfill this requirement

Study Abroad Courses (see note below) 12

Fine Arts

Choose two of the following courses: 6

Art 311	Art History 1	3
Art 312	Art History 2	3
Eng 281	World Literature	3
Mus 451	Music Cultures of the World: Emerging Nations	3
or Mus 452	Music Cultures of the World: The Silk Road	
Thr 441	Theatre and Culture 1	3
Thr 442	Theatre and Culture 2	3

History

Choose two of the following courses: 6

Hst 202	Western Civilization*	3
Hst 301	Eastern Civilization*	3
Hst 338	Modern European History	3
Hst 371	Islamic Civilization*	3
Thl 321	World Religions	3

* This course cannot have been previously taken as a general education requirement

Social Science

Choose one of the following courses: 3

Ant 435	Anthropology of Religion	3
Ant 364	Culture and Self	3
Pol 301	Political Theory	3
Pol 308	Comparative Political Systems	3

NOTE: FINANCIAL AID FUNDS (OTHER THAN LOANS AND PELL/CAL GRANTS) ARE NOT AVAILABLE TO FUND THE SEMESTER OF STUDY ABROAD THAT THIS MAJOR REQUIRES. IF THE STUDENT CHOOSES AN INSTITUTION NOT PART OF CONCORDIA UNIVERSITY'S INTERNATIONAL EXCHANGE PROGRAM (SEE PAGE 36), ADDITIONAL COSTS FOR TUITION AND FEES FOR THE ALTERNATE INSTITUTION ARE THE RESPONSIBILITY OF THE STUDENT. ADDITIONAL EXPENSES FOR TRAVEL, MEALS, HOUSING, ETC., MAY BE INCURRED.

Fine Arts

<i>Choose two of the following courses:</i>		6
Art 311	Art History 1	3
Art 312	Art History 2	3
Eng 281	World Literature	3
Mus 451	Music Cultures of the World: Emerging Nations	3
or Mus 452	Music Cultures of the World: The Silk Road	
Thr 441	Theatre and Culture 1	3
Thr 442	Theatre and Culture 2	3

History

<i>Choose two of the following courses:</i>		6
Hst 202	Western Civilization*	3
Hst 301	Eastern Civilization*	3
Hst 338	Modern European History	3
Hst 371	Islamic Civilization*	3
Thl 321	World Religions	3

* This course cannot have been previously taken as a general education requirement

Social Science

<i>Choose one of the following courses:</i>		3
Ant 435	Anthropology of Religion	3
Ant 364	Culture and Self	3
Pol 301	Political Theory	3
Pol 308	Comparative Political Systems	3

POLITICAL SCIENCE

36 UNITS

BSc 265	Statistics for the Behavioral Sciences	3
BSc 296	Introduction to Research Methods	3
Pol 211	U.S. History and Government	3
Pol 241	Early Modern England	3
Pol 301	Political Theory	3
Pol 304	International Relations	3
Pol 308	Comparative Political System	3
Pol 312	Constitutional Law	3
Pol 412	Origins of the American Political System, 1763-1803	3
<i>Choose three of the following courses:</i>		9
Com 324	Intercultural Communication	3
Com 422	Studies in Public Relations	3
Eco 201	Macroeconomics	3
Eco 202	Microeconomics	3
Pol 413	Religion and Politics in America	3
Pol 490	Internship in Political Science	3
Soc 229	Criminology	3

Soc 316	Ethnic and Minority Relations	3
Soc 320	Social Stratification	3
Soc 321	Social Problems	3
Soc 325	Women and Gender Issues	3

MINORS

AMERICAN STUDIES

18 UNITS

Hst 226	United States History I	3
Hst 321	A History of Popular Culture	3
Pol 211	U.S. History and Government	3
Soc 316	Ethnic and Minority Relations	3
<i>Choose two of the following courses:</i>		6
Eng 341	American Literature 1	3
Eng 342	American Literature 2	3
Eng 441	Major American Writers	3
Hst 412	Origins of the American Political System, 1763-1803	3

HISTORY

18 UNITS

Hst ____	Elective	3
<i>Choose one of the following courses:</i>		3
Hst 226	United States History	3
Hst 241	Early Modern England	3
<i>Choose four of the following courses:</i>		12
Hst 251	The Enlightenment	3
Hst 321	A History of Popular Culture	3
Hst 332	Ancient Greece and Rome	3
Hst 334	Medieval History	3
Hst 336	Renaissance and Reformation	3
Hst 338	Modern European History	3
Hst 361	History of Propaganda and Persuasion	3
Hst 371	Islamic Civilization	3
Hst 410	Mythology, Philosophy and Theology	3
Hst 412	Origins of the American Political System, 1763-1803	3
Hst 431	Women's History	3
Hst 491	Advanced Topics in Social History	3

POLITICAL SCIENCE

18 UNITS

Pol 211	U.S. History and Government	3
Pol 301	Political Theory	3
Pol 304	International Relations	3
Pol 308	Comparative Political Systems	3
Pol 312	Constitutional Law	3
Pol 412	Origins of the American Political System, 1763-1803	3



PRE-PROFESSIONAL PROGRAM

PRE-LAW

Dr. Daniel van Voorhis, Director

THE PRE-LAW PROGRAM is designed to assist those students who have interests in pursuing a legal career with planning their coursework, arranging legal apprenticeships and preparing for the Law School Admissions Test (LSAT).

All law schools require that their applicants have a bachelor's degree, but most do not specify a certain major, minor or program of study. These schools stress breadth of preparation rather than narrow focus on one or two areas of study and they strongly urge their applicants to have a wide range of involvement in campus activities from athletics to music to student government.

Law schools expect a high undergraduate GPA and value volunteer or apprentice work in a law office. All law school applicants are required to submit their LSAT scores when they apply. Most students take the test late in their junior year and apply and interview during their final undergraduate year.

PROGRAM REQUIREMENTS

- A. **GENERAL EDUCATION** (pages 24-27): Normally completed during the first two years of attendance.
- B. **MAJOR REQUIREMENTS:** Completion of any approved major.
- C. **PROGRAM REQUIREMENTS:** No specific courses required, but students should select courses from a variety of fields that will best prepare them for the LSAT toward the end of their junior year.
- D. **ADDITIONAL INFORMATION:** Students are advised to take additional writing and speaking courses, to possess basic computer skills, to become involved in on-campus activities, and to do volunteer/apprentice work in a law firm.





SCHOOL OF ARTS AND SCIENCES

MATHEMATICS DEPARTMENT

Dr. Bret Taylor, Chair

KENNETH R. CLAVIR

Assistant Professor of Mathematics, MAEd, Concordia University, Irvine, CA, 2004

JULIA A. MELBERG

Resident Faculty in Mathematics, MA, California State University, Fullerton, 2000

MELINDA S. SCHULTEIS

Associate Professor of Mathematics, PhD, University of California Irvine, 2004

BRET A. TAYLOR

Professor of Mathematics, PhD Curtin University, Perth, Western Australia, 2004

THE MATHEMATICS DEPARTMENT endeavors to develop students' numerical and analytical abilities to investigate, formulate, analyze and articulate solutions to problems within the discipline of mathematics.

Learning Outcomes

SYSTEMATIC INQUIRY

Data Collection and Analysis

- Investigate, formulate, analyze and solve scientific problems using appropriate data.

Numerical Calculations

- Learn necessary facts and information and perform appropriate calculations to solve problems in areas such as algebra, geometry, calculus and discrete mathematics.

Problem Solving

- Learn the strategies for effective problem solving and to synthesize math concepts in problem solving situations.

Analyze Math Concepts

- Learn to use multiple ways (Rule of Three) to represent mathematical ideas [i.e. graphs, numerical data and symbolic notation].

CLEAR COMMUNICATION

Mathematical Writing

- Become acquainted with the necessary library resources and scientific style and terminology and have the necessary skills to properly prepare a written scientific argument in mathematics or mathematics education.

Mathematics Presentation:

- With the knowledge and use of the latest in technology, students will effectively communicate orally a thorough and succinct presentation on a topic in mathematics or mathematics education.

Mathematical Proofs

- Students will learn to write, interpret and critique forms of mathematical proof.

**MAJOR****MATHEMATICS****44 UNITS**

Mth 265	Introduction to Statistics	3
Mth 271	Calculus 1	5
Mth 272	Calculus 2	5
Mth 295	Mathematical Notation and Proof	3
Mth 373	Calculus 3	4
Mth 387	Theory of Probability	3
Mth 471	Linear Algebra	3
Mth 473	Modern Algebra	3
Mth 484	Differential Equations	3
Mth 489	Real Analysis	3
Mth 495	Topics in Mathematics	3
<i>Choose two of the following courses:</i>		6
Mth 376	Discrete Mathematics	3
Mth 380	Modern Geometry	3
Mth 388	Mathematical Statistics	3
Mth 420	Number Theory	3

MINOR**MATHEMATICS****16-18 UNITS**

Students who select the mathematics minor must take Mth 271 in general education.

Mth 265	Introduction to Statistics	3
Mth 272	Calculus 2	5
<i>Choose three of the following courses:</i>		8-10
Mth 295	Mathematical Notation and Proof	3
Mth 373	Calculus 3	4
Mth 376	Discrete Mathematics	3
Mth 380	Modern Geometry	3
Mth 387	Theory of Probability	3
Mth 420	Number Theory	3
Mth 425	History of Math	2
Mth 471	Linear Algebra	3
Mth 473	Modern Algebra	3
Mth 489	Real Analysis	3

PRE-PROFESSIONAL PROGRAM

PRE-ENGINEERING

Dr. Bret Taylor, Acting Director

THE PRE-ENGINEERING PROGRAM is designed to enable students to complete their general education and foundational mathematics and science requirements prior to enrollment in a recognized school of engineering. Concordia's three-year, non-degree, Pre-Engineering Program will allow students to receive the necessary transfer units in a personalized and caring environment.

While there are many foundational courses that are appropriate for any engineering field, the student's area of specialization should be considered when registering for classes. Assistance in the selection and transfer process to a school of engineering will be offered.

PROGRAM REQUIREMENTS

A. **GENERAL EDUCATION:** (pages 24-27)

The following courses are recommended:

Life Science

Bio 101	Principles of Biology (any pre-engineering program)	4
Bio 111	General Biology I (Bio-Medical/Environmental Engineering)	4

Physical Science

Che 221	Chemistry I	4
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Mathematics

Mth 271	Calculus I	5
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B. **MAJOR REQUIREMENTS:** Since pre-engineering is a non-degree program and is designed for transfer to an established engineering school for conferral of degree, there are no requirements for completion of an approved major.

C. **COURSE REQUIREMENTS:** 43-60

Core: 27 Units

Che 222	Chemistry 2	4
Mth 272	Calculus 2	5
Mth 373	Calculus 3	4
Mth 471	Linear Algebra	3
Mth 484	Differential Equations	3
Phy 211-H	Physics 1: Honors (calculus-based)	4
Phy 212-H	Physics 2: Honors (calculus-based)	4

Emphasis: 16-35 Units

Choose one of the following:

BIO-MEDICAL: PRE-MEDICAL (35 UNITS)

Bio 112	General Biology 2	4
Bio 308	Genetics	4
Bio 345	Evolutionary Zoology *	4
Bio 350	Microbiology	4
Bio 496	Research in Biology	4
Che 321	Organic Chemistry 1	4
Che 322	Organic Chemistry 2	4
Che 421	Introduction to Biochemistry	4
Sci 455	History and Philosophy of Science *	3

CHEMICAL (31 UNITS) OR MATERIALS SCIENCE (27 UNITS)

Che 321	Organic Chemistry 1	4
Che 322	Organic Chemistry 2	4
Che 354	Inorganic Chemistry *	4
Che 421	Introduction to Biochemistry *	4
Che 424	Analytical Chemistry *	4
Che 431	Physical Chemistry 1	4
Che 432	Physical Chemistry 2 (Chemical)	4
Sci 455	History and Philosophy of Science *	3

CIVIL (22 UNITS), ENVIRONMENTAL (33 UNITS), MECHANICAL (16 UNITS) OR AEROSPACE (16 UNITS)

Bio 112	General Biology (Environmental)	4
Che 321	Organic Chemistry 1 (Environmental)	4
Eco 201	Macroeconomics (Civil & Environmental)	3
Eco 202	Microeconomics (Civil & Environmental)	3
Mth 265	Introduction to Statistics	3
Mth 295	Mathematical Notation and Proof *	3
Mth 387	Theory of Probability (Civil, Mechanical, Aerospace)	3
Mth 473	Modern Algebra *	3
Mth 489	Real Analysis *	3
Mth 495	Topics in Mathematics *	3
Sci 211	Geology (Environmental)	3
Sci 318	Ocean Science (Environmental)	3

* Courses suggested to strengthen competencies in a given area

SCHOOL OF ARTS AND SCIENCES

MUSIC DEPARTMENT

Dr. Herbert Geisler, Chair

MICHAEL L. BUSCH

Professor of Music, DMA, University of Colorado, Boulder, 1999

Herbert G. Geisler, Jr.

Professor of Music, PhD, University of Michigan, Ann Arbor, 1990

JEFFREY M. HELD

Assistant Professor of Music, MA, Southern Oregon University, Ashland, 2002

MARIN R. T. JACOBSON

Assistant Professor of Music, DMA Candidate, University of Iowa, Iowa City, 2009

CAROL R.S. MCDANIEL

Resident Faculty in Music, DWS, The Institute for Worship Studies, Orange Park, FL, 2007

THE MUSIC DEPARTMENT empowers students to cultivate and articulate human thought and feeling through involvement with the mechanical, cultural, and aesthetic elements of music.

Learning Outcomes

AESTHETIC RESPONSIVENESS

Artful Comprehension

- Graduates are aware of the elements of music and are sensitive to the interaction of each as significant parts of a whole.

Artful Participation

- Graduates are skilled in active musical experience including the literary, oral, dramatic, musical, and visual.

Artful Sensitivity

- Graduates discern emotion and feeling in musical experience.

SOCIO-CULTURAL RESPONSIVENESS

Heritage Consciousness

- Graduates are knowledgeable of and sympathetic to significant musical works of others past and present in more than one culture.

Thoughtful Valuing

- Graduates discern what is lasting and valuable from that which is ephemeral and trite.

CLEAR COMMUNICATION

Articulate Imagination

- Graduates use musical media descriptively, accurately, precisely, and with imagination.

Eloquent Engagement

- Graduates interact with collegiate peers, mentors, and lay people in meaningful discussion of musical experiences.

Mastery of Form

- Graduates use conventional forms of organizing musical insights such as term papers, essays, speeches, musical compositions, dramas, and visual objects.

**MAJOR****MUSIC****54-55 UNITS****Core: 35-36 Units**

Mus 201	Music Theory 1	3
Mus 202	Music Theory 2	3
Mus 211	Aural Skills 1	1
Mus 212	Aural Skills 2	1
Mus 221	Beginning Conducting	2
Mus 303	Music Theory 3	3
Mus 304	Music Theory 4	3
Mus 323	Aural Skills 3	1
Mus 324	Aural Skills 4	1
Mus 331	Music History: Antiquity to Bach	3
Mus 332	Music History: Bach to Modernity	3

PERFORMANCE

Mu____	Applied Music	9+
		5+

(Every semester on a principal instrument at least to Level 401)

PIANO COMPETENCE. All music majors who select a principal instrument other than piano or organ MUST also achieve the equivalent of MUKP 201 either by completing the course or passing the music department piano proficiency examination.

VOICE COMPETENCE. All music majors MUST also pass either MUVO 100 or pass one semester of applied voice lessons or participate for at least one year in a department choral ensemble.

MuE____	Ensemble	4
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Four credits of ensemble are counted toward graduation within the major, but each music major MUST participate in at least one department ensemble each term of attendance; two ensembles are encouraged. Additional credits may be petitioned against general electives as described in the General Catalog.

SENIOR RECITAL OR PROJECT

Mu____ 498	Senior Recital	2-3
	Replaces applied music for the semester leading to the recital.	2
or Mus 498	Senior Project in Music	2-3
	Composition, field study, or research project.	

Emphasis: 19 Units

Choose one of the following:

CHURCH MUSIC

This emphasis is intended for students preparing for careers in music leadership in churches. Director of Parish Music certification is optional and requires additional credits; consult Christ College.

Mus 222	Intermediate Conducting	2
Thl 382	Corporate Worship	3
Mus/Thl 482	Musical Heritage of the Church	3
Mus/Thl 483	Survey of Christian Hymnody	3
Mus/Thl 484	Planning Music for Christian Worship	2

Choose a minimum of seven units from the following: 7

Thl 381	Worship Arts Ministry	3
Mus 441	Handbell Methods and Repertoire	2-3
Mus 461	Music for Children	2-3
Mus 471	Choral Methods and Repertoire	3

LIBERAL ARTS OR PERFORMANCE

This emphasis is intended for students with a strong interest in solo performance, composition, musicology, ethnomusicology or ensemble leadership but not pursuing a professional program such as church music or music education. With careful selection of courses the liberal arts or performance emphasis can prepare a student for specialized graduate studies in such sub-disciplines as music history/musicology, music theory, composition, ethnomusicology, vocal or instrumental performance. See your advisor for details.

Performance Enrichment 3

Choose a minimum of three units from the following:

Mu___	Applied Music: primary instrument or composition up to 3 units (in addition to Performance requirements)	3
Mu___	Applied Music: secondary instrument and/or instrumental techniques courses	2
Mu___ 398	Junior Recital	2
Mus 215	Music Technology	1
Mus 222	Intermediate Conducting	2
Mus 312	Brass Techniques	1
Mus 313	Percussion Techniques	1
Mus 314	Woodwind Techniques	1
Mus 315	String Techniques	1

History and Theory 3

Choose a minimum of three units from the following:

Mus 401	Advanced Studies in Music	3
Mus 402	Orchestration	2
Mus 451	Music Cultures of the World: Emerging Nations	3
Mus 452	Music Cultures of the World: The Silk Road	3
Mus/Thl 482	Musical Heritage of the Church	3
Mus/Thl 483	Survey of Christian Hymnody	3

Methodology and Leadership 3

Choose a minimum of three units from the following:

Thl 381	Worship Arts Ministry	3
Mus 412	Instrumental Methods and Repertoire	2-3
Mus 441	Handbell Methods and Repertoire	1-3
Mus 461	Music for Children	2-3
Mus 471	Choral Methods and Repertoire	3
Mus/Thl 484	Planning Music for Christian Worship	3

Electives 10

Select ten additional units from Mus courses listed in the three groups above.



MUSIC EDUCATION

The **Music Education** emphasis provides a foundation for teaching in public and private schools and for taking the California Subject Examination for Teachers in Music. Completing a single subject teaching credential (K-12) in the state of California is optional and requires additional credits in and application to the School of Education. Up to twenty-four (24) units is encouraged for this emphasis.

Mus 222	Intermediate Conducting	2
Mus 261	Introduction to Music Education	1
Mus 451	Music Cultures of the World: Emerging Nations	3
or Mus 452	Music Cultures of the World: The Silk Road	
Mus 461	Music for Children	3
Mus 462	Music in Secondary Schools	2
<i>Choose a minimum of three units from the following:</i>		3

A secondary instrument may be substituted for one techniques course upon petition.

Mus 312	Brass Techniques	1
Mus 313	Percussion Techniques	1
Mus 314	Woodwind Techniques	1
Mus 315	String Techniques	1
<i>Choose a minimum of five units from the following:</i>		5
Mus 215	Music Technology	1
Mus 402	Orchestration	2
Mus 412	Instrumental Methods and Repertoire	2-3
Mus 441	Handbell Methods and Repertoire	2-3
Mus 471	Choral Methods and Repertoire	3

MINORS

MUSIC

24 UNITS

Core: 11-17 Units

Mus 201	Music Theory 1	3
Mus 202	Music Theory 2	3
Mus 211	Aural Skills 1	1
Mus 212	Aural Skills 2	1
<i>Choose one to three of the following courses:</i>		3-9
Mus 331	Music History 1	3
Mus 332	Music History 2	3
Mus 451	Music Cultures of the World: Emerging Nations	3
Mus 452	Music Cultures of the World: The Silk Road	3

Performance		6
MuE ___	Ensemble	2
Mu ___	Applied Music	
<i>(one instrument, achieving 300 level)</i>		4

Electives **1-7**

Choose one to seven units from any 300-400 level Music and/or Conducting courses to bring total units for minor up to 24.

WORSHIP ARTS LEADERSHIP

22-23 UNITS

With Music Education, Liberal Arts or Performance emphasis in the Music Major Students should take Thl 371 as part of general education

Thl 281	Introduction to Worship Arts	1
Thl 372	Doctrine II	3
Thl 381	Worship Arts Ministry	3
Thl 382	Corporate Worship	3
Mus/Thl 482	Musical Heritage of the Church	3
Mus/Thl 483	Survey of Christian Hymnody	3
Mus/Thl 484	Planning Music for Christian Worship	2
Mus/Thl 485	Contemporary Christian Song	2
Mu__ 102-409	Applied Music instruction (in voice, piano, worship piano or guitar)	1
<i>Choose two to three units from the following:</i>		2-3
Art 270	Digital Publishing	3
Art 271	Digital Image Manipulation	3
Mus 382	Contemporary Worship Ensemble Leadership	3
Mus 221	Beginning Conducting	2
Mus 215	Music Technology	1
Mus 441	Handbell Methods and Repertoire	1-3
Mus 461	Music for Children	2-3
Mus 471	Choral Methods and Repertoire	3
Thr 261	Acting I	3

WORSHIP ARTS LEADERSHIP

19-20 UNITS

With Church Music emphasis in the Music Major Students should take Thl 371 as part of general education

Thl 281	Introduction to Worship Arts	1
Thl 372	Doctrine II	3
Thl 381	Worship Arts Ministry	3
Thl 382	Corporate Worship	3
Mus/Thl 484	Planning Music for Christian Worship	2
Mus/Thl 485	Contemporary Christian Song	2
Thl 429	Biblical Theology	3
<i>Choose two to three units not taken for Church Music emphasis in Music Major:</i>		2-3
Art 170	Digital Publishing	3
Art 171	Digital Image Manipulation	3
Mus 382	Contemporary Worship Ensemble Leadership	3
Mus 221	Beginning Conducting	2
Mus 215	Music Technology	1
Mus 441	Handbell Methods and Repertoire	1-3
Mus 461	Music for Children	2-3
Mus 471	Choral Methods and Repertoire	3
Thr 261	Acting I	3

SCHOOL OF ARTS AND SCIENCES

PSYCHOLOGY DEPARTMENT

Dr. Buddy Mendez, Chair

JENNIFER S. COSGROVE

Professor of Psychology, PhD, U.S. International University, San Diego, CA, 1991

ROBERTO FLORES DE APODACA

Professor of Psychology, PhD, University of Rochester, NY, 1979

JOHN LU

Assistant Professor of Psychology, PhD, University of California, Irvine, 2007

BUDDY MENDEZ

Professor of Psychology, PhD, Fuller Seminary Graduate School of Psychology, Pasadena, CA, 1992

THE PSYCHOLOGY DEPARTMENT'S purpose is to develop its students' capacities to explore, conceptualize, explicate and interpret past and present human experience by understanding truth as it is revealed in God's word (Scripture) and God's world (the sophisticated scientific study and well-reasoned theoretical understanding of humans).

Learning Outcomes

SYSTEMATIC INQUIRY

- Understand basic research methods in psychology including research design, data analysis and interpretation of research results.
- Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings and historical trends in psychology.

CLEAR COMMUNICATION

- Present ideas and conclusions in a coherent and organized fashion through writing, speaking and modern technical media.

HEALTH AND WELL-BEING

- Develop insight into their own behavior and mental processes and apply effective strategies for self-management and self-improvement.

SOCIO-CULTURAL RESPONSIVENESS

- Recognize, understand and respect the complexity of socio-cultural and international diversity.

CHRISTIAN LITERACY AND LIFE

- Recognize and articulate how a Christian world-view interrelates with and complements the scientific study of human behavior.

SERVANT LEADERSHIP

- Creatively and effectively apply psychological knowledge and skills to promote positive change in one's community.
- Identify and describe career and vocational options in psychology.

MAJOR

PSYCHOLOGY

44 UNITS

Students who select the psychology major are encouraged to take Psy 101 in general education.

BSc 265	Statistics for the Behavioral Sciences	3
BSc 296	Introduction to Research Methods	3
Psy 261	Chemical Dependency and Addictions	3
Psy 340	Introduction to Biopsychology	3
Psy 351	Personality Theory	3

Psy 361	Abnormal Psychology	3
Psy 371	Cognition	3
Psy 390	Practicum	2
Psy 403	Health Psychology	3
<i>Choose one of the following course pairings:</i>		6
Psy 202	Human Sexuality	3
and BSc 301	Topics in the Behavioral Sciences	3
or		
Psy 381	Advanced Research Methods 1	3
and Psy 382	Advanced Research Methods 2	3
<i>Choose two of the following courses:</i>		6
Psy 313	Developmental Psychology: Childhood	3
Psy 314	Developmental Psychology: Adolescence	3
Psy 315	Developmental Psychology: Adulthood and Aging	3
<i>Choose one of the following courses:</i>		3
Psy 441	Clinical and Forensic Psychology	3
Psy 466	Principles of Counseling	3
<i>Choose one of the following courses:</i>		3
Ant 364	Culture and Self	3
Psy 345	Social Psychology	3

MINOR

PSYCHOLOGY

18 UNITS

Students who select the psychology minor are encouraged to take Psy 101 in general education.

Psy 351	Personality Theory	3
Psy 361	Abnormal Psychology	3
<i>Choose one of the following courses:</i>		3
Psy 313	Developmental Psychology: Childhood	3
Psy 314	Developmental Psychology: Adolescence	3
Psy 315	Developmental Psychology: Adulthood and Aging	3
<i>Choose three of the following courses:</i>		9
ESS 365	Sport Psychology	3
Psy 202	Human Sexuality	3
Psy 340	Introduction to Biopsychology	3
Psy 345	Social Psychology	3
Psy 371	Cognition	3
Psy 403	Health Psychology	3
Psy 441	Clinical and Forensic Psychology	3
Psy 466	Principles of Counseling	3



SCHOOL OF ARTS AND SCIENCES

THEATRE DEPARTMENT

Prof. Lori Siekmann, Chair

PETER L. SENKBEIL

Professor of Theatre, PhD, Northwestern University, Evanston, IL, 1995

LORI C. SIEKMANN

Assistant Professor of Theatre, MA, University of Illinois, Chicago, 1996

ANTHONY J. VEZNER

Assistant Professor of Theatre, MFA, Indiana University, Bloomington, 1992

THE THEATRE DEPARTMENT helps fulfill the university's mission by training students to integrate artistic excellence with a Christian world view and by producing theatrically exciting plays that reflect that world view. In doing so, we seek to provide learning opportunities in the fine arts for our students to present high quality entertainment to the people of Orange County.

Learning Outcomes

AESTHETIC RESPONSIVENESS

Artful Comprehension

- Awareness of the elements of the theatrical arts and are sensitive to the interaction of each as significant parts of a whole.

Artful Participation

- Become skilled in active artistic experiences selected from the dramatic, musical, kinesthetic and visual.

Artful Sensitivity

- Graduates discern emotion and feeling in artistic experience.

SOCIO-CULTURAL RESPONSIVENESS

Heritage Consciousness

- Graduates are knowledgeable of and sympathetic to significant artistic works of others past and present in more than one culture.

Thoughtful Valuing

- Graduates discern what is lasting and valuable from that which is ephemeral and trite.

CLEAR COMMUNICATION

Articulate Imagination

- Graduates use visual, dramatic and aural media descriptively, accurately, precisely, and with imagination.

Eloquent Engagement

- Graduates interact with collegiate peers, mentors and lay people in meaningful discussion of artistic experience.

Mastery of Form

- Graduates use conventional forms of organizing verbal, musical, dramatic and visual insights such as term papers, essays, speeches, dramas, visual objects and performances.

Theatre as Communication

- Graduates understand the use of theatre as a medium of communication and explore their communication through this medium as theatre artists.

SYSTEMATIC INQUIRY

Skill in Scholarship

- Graduates discover scholarly resources and related material appropriate to the thought, problem or question.

Thoughtful Criticism

- Graduates reduce a thought to discrete parts while recognizing their relationship to the whole using such rhetorical devices as induction, deduction, syllogism and intuition.

Rational Balance

- Graduates organize the results of such thinking in a sequential and hierarchical manner, balancing detail and generalization.

CHRISTIAN VALUES

Artistic Integrity

- Graduates will acquire knowledge and appreciation for Christian values and Biblical principles and seek to incorporate them into their artistic pursuits.

Theatrical Artistry

- Acting and Directing Emphasis: Graduates are knowledgeable of and gain experience using tools and techniques of acting and directing theatrical art.
- Design and Technical Production Emphasis: Graduates will gain knowledge of and experience using different technical elements that contribute to the theatrical whole.
- History/Literature/Criticism Emphasis: Graduates will gain knowledge of and skill in analysis of the relationship between text and performance.

MAJOR

THEATRE

45 UNITS

Core: 24 Units

Thr 251	Introduction to Theatre	3
Thr 261	Acting I	3
Thr 311	Introduction to Technical Production	3
Thr 321	Introduction to Theatrical Design	3
Thr 351	Play Direction I	3
Thr 390	Theatre Practicum (earned in increments)	3
Thr 441	Theatre and Culture 1	3
Thr 442	Theatre and Culture 2	3

Emphasis: 21 Units

Choose one of the following:

ACTING AND DIRECTING

Thr 141	Voice for the Actor	1.5
Thr 151	Movement for the Actor	1.5
Thr 262	Acting 2	3
Thr 371	Acting 3	3
Thr 381	Acting in Musical Theatre	3
Thr 451	Play Direction 2	3

Choose two of the following courses: 6

Eng 387	Modern and Contemporary Drama	3
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Eng 466	Shakespeare	3
Thr 330	Performance Studies and Readers Theatre	3
Thr 443	Contemporary Theatre and Culture	3
Thr 452	Advanced Script Analysis	3
Thr 461	Creative Drama and Improvisation	3
Thr 471	Acting 4	3
Thr 498	Theatre Showcase	3

DESIGN AND TECHNICAL PRODUCTION

Thr 201	Drafting and Color Media	3
Thr 211	Computer Aided Design	3
Thr 323	Period Styles of Design	3
<i>Choose four of the following courses:</i>		12
Thr 325	Scenic Design	3
Thr 327	Lighting and Sound Design	3
Thr 329	Costume Design	3
Thr 452	Advanced Script Analysis	3
Thr 498	Theatre Showcase	3

HISTORY, LITERATURE AND CRITICISM

Eng 387	Modern and Contemporary Drama	3
Eng 466	Shakespeare	3
Eng 471	Literary Theory	3
Thr 330	Performance Studies and Readers Theatre	3
Thr 443	Contemporary Theatre and Culture	3
Thr 445	Dramatic Theory and Criticism	3
<i>Choose one of the following courses:</i>		3
Thr 262	Acting 2	3
Thr 452	Advanced Script Analysis	3
Thr 461	Creative Drama and Improvisation	3
Thr 498	Theatre Showcase	3
Wrt 337	Writing for Stage and Screen	3

MINORS

MUSICAL THEATRE

24 UNITS

ESS 304	Motor Learning and Development	3
Dan 101	Ballet 1	1
Dan 102	Ballet 2	1
Dan 111	Jazz Dance	1
Dan 121	Modern Dance	1
Dan 141	Tap Dance	1
Mus 211	Aural Skills 1	1
MUVO—	Applied Music (4 semesters of voice with at least one semester at 300 level)	4
Thr 261	Acting 1	3
Thr 262	Acting 2	3
Thr 381	Acting in Musical Theatre	3
Thr 390	Practicum: Theatre	2



NOTE TO MUSICAL THEATRE MINOR STUDENTS: STUDENTS ARE ADVISED TO TAKE EITHER MUS 102 OR 201 AND THR 251 AS GENERAL EDUCATION COURSES. STUDENTS ARE STRONGLY ENCOURAGED TO TAKE AT LEAST FOUR (4) SEMESTERS OF MUE ENSEMBLE CREDIT (VOCAL OR INSTRUMENTAL).

THEATRE

18 UNITS

Thr 251	Introduction to Theatre	3
Thr 261	Acting 1	3
Thr 262	Acting 2	3
Thr 351	Play Direction I	3
Thr 441	Theatre and Culture 1	3
or Thr 442	Theatre and Culture 2	
<i>Choose one of the following courses not taken above:</i>		3
Eng 387	Modern and Contemporary Drama	3
Eng 466	Shakespeare	3
Thr 321	Introduction to Theatrical Design	3
Thr 330	Performance Studies and Readers Theatre	3
Thr 441	Theatre and Culture 1	3
Thr 442	Theatre and Culture 2	3
Thr 461	Creative Drama and Improvisation	3





SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES

DR. TIMOTHY C. PETERS, DEAN

DR. PAUL F. MASSMANN, ASSOCIATE DEAN

PROF. PAUL J. MARQUARDT, ASSISTANT DEAN

PROF. GEORGE W. WRIGHT, ASSISTANT DEAN

The **School of Business and Professional Studies** seeks opportunities to extend the Christian educational mission of the university by providing learning opportunities to traditional undergraduate, adult and international students.

Traditional undergraduate students may enroll in the business program. Graduate students may enroll in the Master's in Business Administration (MBA) or Master's in International Studies (MAIS) programs. Adult students may enroll in the CU Accelerate degree completion program. Certificate and non-degree international programs are also offered with various institutions in China. Business certificate programs are developed in a variety of business topics.

MAJOR

- Business Administration

MINORS

- Accounting
- Business
- Marketing

GRADUATE PROGRAMS

- Masters of Arts in Business Administration
Dr. Bruce Hanson, Director
- Master of Arts in International Studies
Dr. Eugene Kim, Director

ADULT PROGRAMS

- Degree Completion
 - Bachelor of Arts in Applied Liberal Arts (ALA)
 - Bachelor of Arts in Business Administration and Leadership (BAL)
Professor Paul Marquardt, Director
- Second Degree Accelerated Baccalaureate in Nursing Science (BSN)
Dr. Mary Hobus, Director

Tammie L. Burkhart—

Assistant Professor of Business, MBA, Pepperdine University, Malibu, CA, 2001

Thomas D. Busby—

Resident Faculty in Accounting, MA/CPA, Central Missouri State University, Warrensburg, 1974

Catherine Caston—

Resident Faculty in Nursing, PhD, University of Iowa, Iowa City, 1994

Terry L. Cottle—

Assistant Professor of Nursing, MSN, California State University, San Bernardino, 2004



Marc Fawaz—

Assistant Professor of Business, EdD, University of California, Irvine, 2005

Andrew M. Grimalda—

Resident Faculty in Business, MMS, Massachusetts Institute of Technology,
Sloan School of Management, Cambridge, 1986

Bruce J. Hanson—

Professor of Business, PhD, Case Western Reserve University, Cleveland, OH, 1995

Mary E. Hobus—

Associate Professor of Nursing, PhD, Marquette University, Milwaukee, WI, 2008

Eugene P. Kim—

Associate Professor of Education, PhD, University of California, Los Angeles, 2004

Paul J. Marquardt—

Assistant Professor of Adult Studies, MA, Concordia University, Irvine, CA, 1997

Paul F. Massmann—

Professor of Instructional Technology, EdD, Nova Southeastern University, North Miami Beach,
FL, 2002

Timothy C. Peters—

Professor of Education, EdD, Pepperdine University, Malibu, CA, 1999

Jacqueline C. Pinkowski—

Resident Faculty in Nursing, MS, California State University, Fullerton, 2003

Carolyn K. Shiery—

Assistant Professor of Business, MBA, California State University, Fullerton, 1983

Stephen J. Tvorik—

Resident Faculty in Business, PhD, Walden University, Minneapolis, MN, 1996

George W. Wright—

Assistant Professor of Business, MBA/MS, California State University, Fullerton, 1995

Learning Outcomes

SYSTEMATIC INQUIRY

- Students will acquire and continue to use systematic skills for encountering knowledge. They will articulate a problem, structure an investigation, gather suitable resources, organize and manipulate qualitative or quantitative data, and think critically to reach appropriate conclusions.

CLEAR COMMUNICATION

- Students will acquire and continue to use knowledge and skills for sharing thoughts, data and feelings through writing, speaking, selected technical media and information management.

HEALTH AND WELL-BEING

- Students will acquire and continue to use knowledge and skills which enhance their physical, economic, psychological and spiritual well-being and environment, laying the groundwork for satisfying and responsible leisure as well as vigorous and purposeful work.

SOCIO-CULTURAL RESPONSIVENESS

- Students will acquire and continue to use knowledge and skills for effective, respectful and positive interaction with the variety of the world's peoples, cultures, societies and traditions. They will be sensitive to other cultures, ethnic groups and minorities in their contributions to the human experience and the business world in particular.

AESTHETIC RESPONSIVENESS

- Students will acquire and continue to use knowledge and skills for perceiving the elements of human feeling, their synthesis and expression in artistic media. Students will shape their own affective response through selected media including writing, drama, music and visual arts.



CHRISTIAN VALUES

- Students will acquire knowledge of and appreciation for Christian faith, biblical and confessional principles, God’s creation, God’s redemption, Christian witness and humanitarian service.

SERVANT LEADERSHIP

- Students will acquire and continue to use knowledge and skills to perceive the needs of others, stimulate a vision for positive response and collaborate within communities to achieve the desired result.

PRE-BUSINESS PROGRAM

Prof. George Wright, Director

The **Pre-Business Program** is an undergraduate program designed for students considering a Bachelor of Arts degree in Business Administration. The intent of the program is to improve the probability of success for those students committed to pursuing this degree as well as offering exposure to students considering the business program.

The courses in the Pre-Business Program are all core business courses. Students will take these courses first before they enter the emphasis. Upon successful completion of the following courses with an overall grade point average (GPA) of 2.0 and a School of Business GPA of 2.5, the student may apply to the School of Business and Professional Studies to be classified as a Business Major. Business majors should take Mth 221 as part of their General Education requirements.

Transfer students may participate in the Pre-Business Program and petition for classes taken at other accredited institutions to be considered for substitution within the guidelines of Concordia University.

Core: 18 Units

Act 211	Financial Accounting	3
Bus 201	Introduction to Business	3
Bus 224	Business Writing and Presentation	3
Eco 201	Macroeconomics	3
or Eco 202	Microeconomics	
ITP 261	Information Technology	3
<i>Choose one of the following courses:</i>		3
Act 212	Managerial Accounting	3
Bus 251	Legal Aspects of Business	3
Bus 321	Management	3
Fin 211	Personal Finance	3
Fin 331	Finance	3
Mkt 341	Marketing	3

UNDERGRADUATE BUSINESS PROGRAM

Prof. George Wright, Director

The **Undergraduate Business Program** operates within the university’s mission statement of preparing men and women to succeed in the business world. Students study under the direction of faculty experienced in both the educational and vocational aspects of the discipline. Each student is considered for his or her unique gifts and how these talents may be encouraged, developed and strengthened. Enrollment in the program brings with it the opportunity to participate in business activities and organizations.



Learning Outcomes

Students with a business major will be able to identify and use:

- concepts and theories in the areas of economics, accounting, finance, marketing law, ethics, leadership and management;
- qualitative and quantitative analytical skills appropriate in problem solving and ethical decision making;
- effective communication with supervisors, peers and associates; and
- relationship skills to be sensitive to other cultures, ethnic groups and minorities.

MAJOR

BUSINESS ADMINISTRATION

54 UNITS

Core: 33 Units

Act 211	Financial Accounting	3
Act 212	Managerial Accounting	3
Bus 251	Legal Environment of Business	3
Bus 321	Management	3
Bus 224	Business Writing and Presentation	1
Bus 475	Business Strategy	3
Bus 483	Business Ethics	3
Bus 490	Internship	2
or ESS 490	Sport Management Internship	
Eco 201	Macroeconomics	3
or Eco 202	Microeconomics	
Fin 331	Finance	3
ITP 261	Information Technology	3
Mkt 341	Marketing	3

Emphasis: 21 Units

Choose one of the following:

ACCOUNTING

Act 311	Intermediate Accounting 1	3
Act 312	Intermediate Accounting 2	3
Act 313	Cost Accounting	3
Act 315	Accounting Information Systems	3
Act 417	Federal/California State Income Taxes	3
or Act 418	Corporate Tax Accounting	
Act 419	Auditing	3
<i>Choose one of the following courses:</i>		3
Act 417	Federal/California State Income Tax *	3
or Act 418	Corporate Tax Account *	
Act 332	Financial Statement Analysis	3
Fin 211	Personal Finance	3
Fin 333	Investments	3

* one not taken in the core



FINANCE

Act 311	Intermediate Accounting I	3
Act 332	Financial Statement Analysis	3
or Fin 332	Financial Statement Analysis	
Fin 211	Personal Finance	3
Fin 333	Investments	3
Fin 335	Property	3
<i>Choose two of the following courses:</i>		6
Bus 323	Global Enterprise	3
Bus 326	New Ventures and Entrepreneurship	3
Fin 445	International Finance	3

MANAGEMENT

Bus 323	Global Enterprise	3
Bus 326	New Ventures and Entrepreneurship	3
Bus 327	Organizational Behavior	3
Bus 343	Operations	3
Bus 424	Human Resource Management	3
<i>Choose two of the following courses:</i>		6
Bus 351	Diversity in Organizations	3
Eco 201	Macroeconomics*	3
or Eco 202	Microeconomics*	
Eco 429	Environmental Economics, Law and Policy	3
Fin 333	Investments	3
Fin 335	Property	3
Mkt 445	International Marketing	3

* one not taken in the core

MARKETING

Mkt 353	Professional Selling	3
Mkt 371	Internet Marketing	3
Mkt 442	Marketing Research	3
Mkt 445	International Marketing	3
Mkt 475	Market Strategy	3
<i>Choose two of the following courses:</i>		6
Bus 323	The Global Enterprise	3
or Bus 351	Diversity in Organizations	
Com 422	Studies in Public Relations	3
Mkt 344	The Advertising Agency	3
Mkt 355	Business and Service Marketing	3
Mkt 363	Computer Graphics	3
Mkt 365	Computer Graphics with Motion	3

SPORT MANAGEMENT

Bus 424	Human Resource Management	3
ESS 222	Organization and Management of Sport	3
ESS 320	Historical and Sociocultural Foundations	3
ESS 323	Sport Marketing and Sponsorship	3
ESS 326	Sport Operations and Facility Management	3
ESS 350	Sport Law	3

<i>Choose one of the following courses:</i>		3
Bus 351	Diversity in Organizations	3
Com 422	Studies in Public Relations	3
Mkt 344	The Advertising Agency	3
Mkt 353	Professional Selling	3
Mkt 442	Marketing Research	3

MINORS

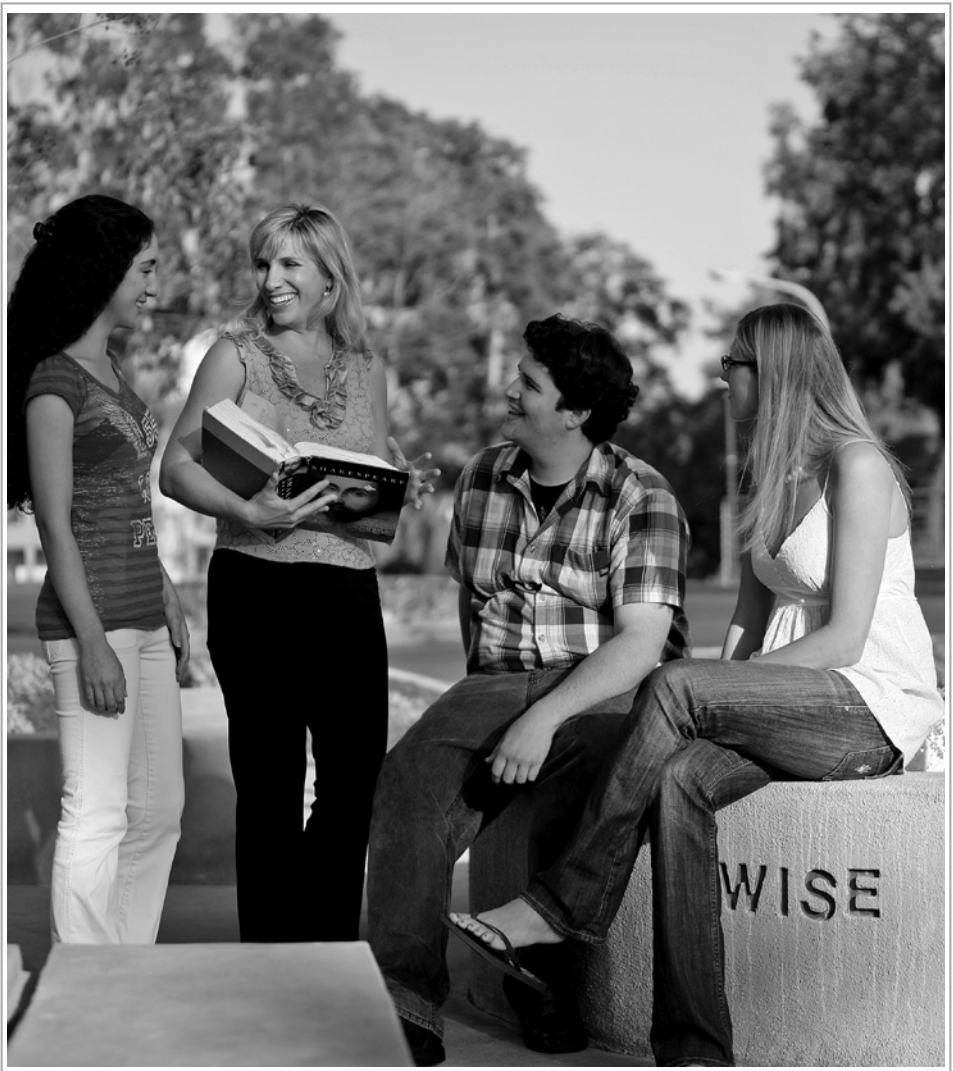
ACCOUNTING		18 UNITS
Act 211	Financial Accounting	3
Act 212	Managerial Accounting	3
Act 311	Intermediate Accounting 1	3
Act 312	Intermediate Accounting 2	3
<i>Choose one of the following courses:</i>		3
Act 313	Cost Accounting	3
Act 315	Accounting Information Systems	3
Act 417	Federal and California State Income Taxes	3
Act 419	Auditing	3
<i>Choose one of the following courses:</i>		3
Bus 201	Introduction to Management/Marketing/ Information Technology	3
Bus 251	Legal Environment of Business	3
Bus 321	Management	3
Bus 323	Global Enterprise	3
Bus 326	New Ventures and Entrepreneurship	3
Bus 424	Human Resource Management	3
Com 344	Theory and Practice of Interviewing	3
Fin 331	Finance	3
Mkt 341	Marketing	3
Mkt 442	Marketing Research	3

BUSINESS		18 UNITS
Act 211	Financial Accounting	3
Bus 201	Introduction to Management, Marketing and Information Technology	3
Bus 321	Management	3
<i>Choose three of the following courses:</i>		9
Act 212	Managerial Accounting	3
Act 315	Accounting Information Systems	3
Bus 251	Legal Environment of Business	3
Bus 323	Global Enterprise	3
Bus 326	New Ventures and Entrepreneurship	3
Com 344	Theory and Practice of Interviewing	3
Fin 331	Finance	3
Mkt 341	Marketing	3

MARKETING		18 UNITS
Mkt 341	Marketing	3
Mkt 344	The Advertising Agency	3



Mkt 353	Professional Selling	3
Mkt 442	Market Research	3
<i>Choose two of the following courses:</i>		6
Act 211	Financial Accounting	3
Bus 201	Introduction to Business	3
Bus 251	Legal Environment of Business	3
Mkt 355	Business and Service Marketing	3
Mkt 363	Computer Graphics	3
Mkt 365	Computer Graphics with Motion	3
Mkt 371	Internet Marketing	3
Mkt 445	International Marketing	3





GRADUATE PROGRAMS

MASTER OF ARTS IN BUSINESS ADMINISTRATION (MBA)

Dr. Bruce Hanson, Director

The MBA in Business Practice is based on performing projects throughout the program and supplying skills at the time they are needed. About half of the courses are based on the traditional functional skill areas, with the remainder coming directly from high performing practitioners teaching skills from their learning edge. The projects could be part of a person's daily job or created in practicums (a course with group projects) for recent undergraduates who don't have business experience. This program is different from almost every other MBA program because it is based on experiential learning and action research. The premise of the program is that one can only learn the practice of business from consciously doing business. All the courses involve skills which are best described as action verbs rather than the traditional static isolation of nouns.

Functional Core Skills: twenty (20) credit units (five [5] courses, four [4] units each) which can be taken one at a time or form a first year of foundational theory and skills. The fundamental skills involved in each traditional course would be the focus, leaving greater specialization to the elective courses. The goal of the core skill courses is to produce competent practitioners of business.

The MBA in Business Practice can be completed within one year if taken full time, or in two years at our traditional part time pace.

Learning Outcomes

The overall purpose of the MBA in Business Practice is to create skillful and wise business leaders who add value to the community of practice.

Graduates will be able to:

- Conduct a survey of the business environment, identifying opportunities and formulating an effective and efficient means to capitalize on that opportunity creating something of value.
- Demonstrate an understanding of accounting terminology and practices enabling the student to organize and manage the accounts to track the financial records of an organization
- Assess the potential market for a specific set of products and services, and formulate a marketing plan for selling those products and services to that constituency.
- Read a set of financial books regarding the profit and loss statements of an organization, formulate a cogent assessment of the situation and develop recommendations for increased financial health of the organization.
- Research any aspects of business practice to produce a solid empirical basis for decision-making.
- Perform skills directly used in a specific business specialty practice or context developed through projects in their program.
- Formulate and communicate an original business idea to the broader business public, and/or formulate and communicate an original business plan.

A list of courses is available online at www.cui.edu.

MASTER OF ARTS IN INTERNATIONAL STUDIES (MAIS)

Dr. Eugene Kim, Director

The MAIS degree is designed to provide the maximum exposure to Chinese life as the student is studying and researching it. The program allows candidates to simultaneously study, work and live in China—all culminating in a master's thesis that is developed out of authentic interests and lived experiences, knowledge of the relevant literature and empirical data collected first-hand.



Learning Outcomes

- Develop practical knowledge, skills, aptitudes, experiences and relationships to recognize and be poised for potential multinational, strategic opportunities.
- Gain a critical and comparative perspective of the interactions between business and/or education and the spheres of politics, culture, economics, law and society.
- Design, implement and document primary research in an international context.
- Demonstrate servant leadership as an ambassador of American culture, develop confidence and overcome obstacles, and learn how to live and work in a foreign country.
- Engage other cultures and world views, communicate professionally and interpersonally in a cross-cultural context; establish authentic relationships and networks.

A list of courses is available online at www.cui.edu.

ADULT DEGREE COMPLETION PROGRAM

CU ACCELERATE

Professor Paul Marquardt, Director

This is the accelerated adult degree completion program of the School of Business and Professional Studies and is specifically designed to serve non-traditional learners. CU Accelerate serves the adult learner seeking to complete a Bachelor's degree after having completed the equivalent of two years of college education. Concordia's Accelerated Degree Completion Program offers two different majors: Applied Liberal Arts (ALA) and Business Administration and Leadership (BAL). The ALA major has two emphases, education or business, from which to choose.

Program Purpose

- To prepare students to think, read, and communicate with increased confidence and knowledge in their chosen profession.
- To prepare students to advance professionally.
- To increase students' abilities to communicate with confidence via the internet.
- To increase students' abilities to communicate through public speaking with confidence.
- To increase students' abilities to analyze information and make informed decisions.
- To assist students' growth in making ethical and values based decisions that have a positive effect on their world.
- To increase students' problem solving ability.

APPLIED LIBERAL ARTS (ALA)

Learning Outcomes

The student will:

- Demonstrate an increased ability to think, read and communicate with confidence and knowledge.
- Demonstrate an ability to consider ideas and opinions from various points of view.
- Demonstrate an appreciation and understanding of the importance of the arts as they apply to our cultural history.



- Demonstrate a basic understanding of scientific principles. Articulate their world view as it relates to a distinctively Christian worldview.
- Demonstrate skills and knowledge specific to the Education or Business Emphasis.

BUSINESS ADMINISTRATION AND LEADERSHIP (BAL)

Learning Outcomes

The student will:

- Demonstrate an increased ability to think, read and communicate with confidence and knowledge.
- Demonstrate an ability to analyze information and make informed choices.
- Demonstrate an increased ability to make ethical and values based decisions.
- Demonstrate a greater ability to use problem solving skills in addressing a problem.
- Articulate their worldview as it relates to a distinctively Christian worldview.

A list of courses is available online at www.cui.edu.





NURSING PROGRAM

SECOND DEGREE ACCELERATED BACCALAUREATE IN NURSING SCIENCE PROGRAM (BSN)

Dr. Mary Hobus, Director

The BSN program is designed for the candidate who has earned a baccalaureate degree or higher in any discipline but wishes to become a registered nurse. The program consists of a three (3)-semester course of study, including forty-six (46) units of nursing courses and three (3) units of Bioethics. In addition, each student must complete six (6) units of theology/philosophy from Concordia prior to graduation. Students must complete 120 units that include prerequisites, general education courses (from original baccalaureate degree) and nursing coursework.

Learning Outcomes

Learning outcomes are based on professional standards and the needs of the communities of interest.

- Analyze bioethical dilemmas that present themselves in the practice setting and be able to arrive at personal and professional decisions to advocate for the patients. Become familiar with the principles of justice, autonomy and beneficence.
- Develop and refine professional skills and strategies to support acquisition of further proficiency in nursing practice.
- Take on additional roles such as, registered nurse, public health nurse, parish nurse, manager, and clinical assistant instructor.
- Provide healthcare education appropriate to learners from varying backgrounds in a variety of settings.
- Design a research proposal, collect research data, access research findings, and apply to the practice setting.
- Apply Watson's Carative Factors/Caritas Processes in all nursing care settings to enhance the health care encounters of all patients/clients.
- Provide culturally sensitive nursing care to a growing ethnically diverse population.
- Discuss and analyze contemporary professional nursing issues that impact the patients, the profession, and communities.
- Apply for the California Public Health Certificate.
- Be eligible to take the National Council Licensure Examination-Registered Nurse (NCLEX-RN).

A list of courses is included in this catalog and is also available online at www.cui.edu.

CHRIST COLLEGE

DR. JAMES V. BACHMAN, DEAN, GRADUATE STUDIES

DR. STEVEN P. MUELLER, DEAN, UNDERGRADUATE STUDIES

The purpose of Christ College is to enable students to understand, communicate, teach, defend and believe the Christian faith through systematic inquiry of the Bible, of the doctrines of the church and of other statements of faith.

Christ College also equips students for professional church vocation in their chosen field. The school guides students interested in receiving certification for ministerial vocations in The Lutheran Church—Missouri Synod.

MAJORS

Biblical Languages
Christian Education Leadership
Theological Studies
Theology

MINORS

Biblical Languages
Biblical Studies
Christian Education Leadership
Missiology

Philosophy
Theology
Worship Arts Leadership
Youth Ministry

CHRIST COLLEGE PROGRAMS

DIRECTOR OF CHRISTIAN EDUCATION

Dr. Christine Ross, Director

DIRECTOR OF PARISH MUSIC

Dr. Carol McDaniel, Director

PRE-DEACONESS STUDIES

Dr. Steven Mueller, Director

PRE-SEMINARY STUDIES

The Rev. Quinton Anderson, Director

LUTHERAN TEACHING PROGRAMS

Dr. Rebecca Peters, Director

GRADUATE PROGRAMS

CROSS-CULTURAL MINISTRY CENTER

Prof. Gregory Seltz, Director



MASTER OF ARTS IN THEOLOGY WITH EMPHASES IN:

Christian Leadership
Research in Theology
Theology and Culture
Dr. James Bachman, Director

COLLOQUY

Dr. Rebecca Peters, Director

ESHETU ABATE

Professor of Theology
ThD, Concordia Seminary, St. Louis, MO, 1988

CLINTON J. ARMSTRONG

Assistant Professor of Theology, PhD Candidate, University of California, Irvine, 2008

SCOTT A. ASHMON

Assistant Professor of Old Testament and Hebrew, PhD, Hebrew Union College,
Cincinnati, OH, 2010

JAMES V. BACHMAN

Professor of Philosophy, PhD, Florida State University, Tallahassee, 1986

CAROLINA N. BARTON

Assistant Professor of Library Science, MLIS, Simmons Graduate School of Library and Information Science, Boston, MA, 1999

MARK A. BRIGHTON

Professor of Biblical Languages and Theology, PhD, University of Calif., Irvine, 2005

DANIEL R. DEEN

Assistant Professor of Philosophy, PhD Candidate, Florida State University, Tallahassee, 2008

KOREY D. MAAS

Associate Professor of Theology, DPhil, Oxford University, England, 2005

MICHAEL P. MIDDENDORF

Professor of Theology, ThD, Concordia Seminary, St. Louis, MO, 1990

STEVEN P. MUELLER

Professor of Theology, PhD, Durham University, England, 1997

PATRA S. MUELLER

Assistant Professor of Christian Education, MS, Concordia University, Seward, NE, 2000

W. ROD ROSENBLADT

Professor of Theology, PhD, Université de Strasbourg, France, 1978

CHRISTINE M. ROSS

Associate Professor of Christian Education, PhD, St. Louis University, MO, 2006

ROBERT F. ROSSOW

Assistant Professor of Theology, MDiv, Concordia Seminary, St. Louis, MO, 1986

GREGORY P. SELTZ

Assistant Professor of Theology, STM, Concordia Seminary, St. Louis, MO, 1994

DEAN M. VIESELMEYER

Professor of Theology, PhD, University of Nebraska, Lincoln, 1989

Learning Outcomes

Comprehension of Scripture

- Students will be able to express an understanding of the language, contents, history, culture, and themes of the Bible.

Understanding of Doctrine

- Students will acquire the ability to integrate and articulate biblical doctrine in systematic constructs.

Acquaintance with Other Religious Thought and Expression

- Students will obtain an understanding of prominent religions, denominations and philosophies of the past and present.

Engagement with Western Philosophy

- Students will articulate an understanding of Western philosophical history, classic texts, argument analysis, and the interaction of philosophy with biblical faith, theology and other thought systems.

Development of Faith in Christ

- Christian students will articulate a personal faith in Christ that is well informed from a biblical perspective and the Lutheran Confessions.

Mission Orientation

- Christian students will acquire a positive attitude regarding the Great Commission and a life of service in the Kingdom of God.

Church Leadership Skill Development

- Christian students will acquire needed skills for their future responsibilities as lay persons in the church.

Equipping For Ministries of the Church

- Christian students will acquire professional competencies for church work in their chosen career.

MAJORS

BIBLICAL LANGUAGES

48 UNITS

BIBLICAL LANGUAGES		48 UNITS
Gre 101	Greek 1	5
Gre 102	Greek 2	4
Gre 211	Readings in Luke and Acts	3
Gre 331	Extra-Biblical Readings	3
Gre 341	Johannine Literature	3
Gre 451	Pauline Literature	3
Heb 101	Hebrew 1	5
Heb 102	Hebrew 2	4
Heb 211	Readings in the Torah	3
Heb 321	Readings in the Prophets and Writings	3
Thl 311	Old Testament Book of the Bible	3
Thl 312	New Testament Book of the Bible	3
Thl 372	Christian Doctrine 2	3
Thl 429	Biblical Theology and Exegesis	3

**CHRISTIAN EDUCATION LEADERSHIP****46 UNITS**

The Christian Education Leadership major is taken by the student who desires to be a Director of Christian Education (DCE) in The Lutheran Church–Missouri Synod (LCMS). Students will also complete the DCE program (pp.113-114) and the Christ College requirements (pp. 112-113). This major may also be taken by students interested in full-time Christian education ministry outside of the LCMS.

CEd 202	Parish Program Leadership	3
CEd 302	Teaching Strategies and Management	3
CEd 360	Group Dynamics	3
CEd 370	Children's Ministry	3
CEd 380	Youth Ministry	3
CEd 460	Adult Education in the Parish	3
CEd 470	Family Ministry	3
EduC 301	Psychology and Development of Diverse Learners	3
Psy 466	Principles of Counseling	3
Thl 222	Christian Witness and Evangelism	1
Thl 372	Christian Doctrine 2	3
Thl 375	Contemporary Religious Bodies in America	3
Thl 382	Corporate Worship	3
Thl 429	Biblical Theology and Exegesis	3
Thl 481	World Missions	3

Choose one of the following courses: 3

Thl 311	Old Testament Book of the Bible	3
Thl 312	New Testament Book of the Bible	3

Recommended electives:

CEd 201	Introduction to Christian Education	3
Com 216	Interpersonal Communications	3
Com 311	Advanced Public Speaking	3
Com 324	Intercultural Communication	3
Psy 261	Chemical Dependency and Addiction	3
Psy 314	Developmental Psychology: Adolescence	3
Soc 331	Marriage and the Family	3
Soc 332	Child, Family and Community	3
Soc 355	Social Gerontology	3
Thl 321	World Religions	3
Thl 430	Christian Apologetics	3
Thl 465	Christians and Ethics	3

THEOLOGY**37 UNITS**

Thl 304	History of the Christian Church	3
Thl 311	Old Testament Book of the Bible	3
Thl 312	New Testament Book of the Bible	3
Thl 321	World Religions	3
Thl 372	Christian Doctrine 2	3
Thl 375	Contemporary Religious Bodies in America	3
Thl 429	Biblical Theology and Exegesis	3
Thl 430	Christian Apologetics	3
Thl 465	Christians and Ethics	3
Thl 489	Integrated Theology	1

Philosophy

<i>Choose two of the following courses:</i>		6
Phi 211	Philosophical Ethics	3
Phi 433	Philosophy of Religion	3
Phi 439	Analytic Philosophy	3

Historical Theology

<i>Choose one of the following courses:</i>		3
Thl 355	The Reformation	3
Thl 463	Readings in Classical Christian Thought	3

THEOLOGICAL STUDIES**47 UNITS**

Thl 222	Christian Witness and Evangelism	1
Thl 311	Old Testament Book of the Bible	3
or Thl 312	New Testament Book of the Bible	
Thl 321	World Religions	3
Thl 372	Christian Doctrine 2	3
Thl 375	Contemporary Religious Bodies	3
Thl 382	Corporate Worship	3
Thl 429	Biblical Theology	3
Thl 430	Christian Apologetics	3
Thl 463	Readings in Classical Christian Thought	3
Thl 465	Christians and Ethics	3
Thl 489	Integrated Theology	1
<i>Choose one of the following course pairings:</i>		9
Gre 101	Greek 1	5
Gre 102	Greek 2	4
or		
Heb 101	Hebrew 1	5
Heb 102	Hebrew 2	4
<i>Choose three of the following courses:</i>		9
Phi 211	Philosophical Ethics	
Phi 433	Philosophy of Religion	3
Phi 439	Analytic Philosophy	3
Thl 304	History of the Christian Church	3
Thl 311	Old Testament Book of the Bible *	3
Thl 312	New Testament Book of the Bible *	3
Thl 355	The Reformation	3
Thl 481	World Missions	3

* if not taken above

MINORS**BIBLICAL LANGUAGES****21 UNITS**

Gre 101	Greek 1	5
Gre 102	Greek 2	4
Heb 101	Hebrew 1	5
Heb 102	Hebrew 2	4
<i>Choose one of the following courses:</i>		3
Gre 211	Readings in Luke and Acts	3
Gre 341	Johannine Literature	3



Gre 45I	Pauline Literature	3
Heb 21I	Readings in the Torah	3
Heb 32I	Readings in the Prophets and Writings	3

BIBLICAL STUDIES**21-24 UNITS**

Thl 20I	History and Literature of the Old Testament	3
Thl 202	History and Literature of the New Testament	3
Thl 31I	Old Testament Book of the Bible	3
Thl 312	New Testament Book of the Bible	3
Thl 429	Biblical Theology and Exegesis	3
<i>Choose one of the following course pairings:</i>		6-9
Gre 10I	Greek I	5
Gre 102	Greek 2	4
or		
Heb 10I	Hebrew I	5
Heb 102	Hebrew 2	4
or		
Thl 31I	Old Testament Book of the Bible *	3
Thl 312	New Testament Book of the Bible*	3

* different book than above

CHRISTIAN EDUCATION LEADERSHIP**24 UNITS**

CEd 202	Parish Program Leadership	3
CEd 302	Teaching Strategies and Management*	3
CEd 360	Group Dynamics	3
Thl 372	Christian Doctrine 2	3
* Education students replace CEd 302 with Thl 429		
<i>Choose three of the following courses:</i>		9
CEd 370	Children's Ministry	3
CEd 380	Youth Ministry	3
CEd 460	Adult Education	3
CEd 470	Family Ministry	3
<i>Choose one of the following courses:</i>		3
Thl 429	Biblical Theological Exegesis *	3
Thl 31I	Old Testament Book of the Bible	3
Thl 312	New Testament Book of the Bible	3

* if not taken above

MISSIOLOGY**22 UNITS**

Ant 210	Cultural Anthropology	3
Ant 435	Anthropology of Religion	3
Thl 222	Christian Witness and Evangelism	1
Thl 32I	World Religions	3
Thl 430	Christian Apologetics	3
Thl 48I	World Missions	3
<i>Choose one of the following courses:</i>		3
Com 324	Intercultural Communication	3
Mus 45I	Music Cultures of the World: Emerging Nations	3
Mus 452	Music Cultures of the World: The Silk Road	3

Phi 433	Philosophy of Religion	3
Soc 316	Ethnic and Minority Relations	3
<i>Choose one of the following courses:</i>		3
Hst 338	Modern European History	3
Hst 371	Islamic Civilization	3

PHILOSOPHY **18 UNITS**

Phi 201	Critical Thinking	3
Phi 210	Introduction to Philosophy	3
Phi 211	Philosophical Ethics	3
Phi 433	Philosophy of Religion	3
Phi 439	Analytic Philosophy	3
<i>Choose one of the following courses:</i>		3
Thl 430	Christian Apologetics	3
Thl 465	Christians and Ethics	3

THEOLOGY **24 UNITS**

Thl 321	World Religions	3
Thl 371	Christian Doctrine 1	3
Thl 372	Christian Doctrine 2	3
Thl 375	Contemporary Religious Bodies	3
Thl 429	Biblical Theology and Exegesis	3
Thl 430	Christian Apologetics	3
Thl 463	Readings in Classical Christian Thought	3
Thl 465	Christians and Ethics	3

WORSHIP ARTS LEADERSHIP **23-24 UNITS**

For students not taking the Church Music Emphasis of the Music Major

Thl 281	Introduction to Worship Arts	1
Thl 372	Doctrine 2	3
Thl 381	Worship Arts Ministry	3
Thl 382	Corporate Worship	3
Mus/Thl 482	Musical Heritage of the Church	3
Mus/Thl 483	Survey of Christian Hymnody	3
Mus/Thl 484	Planning Music for Christian Worship	2
Mus/Thl 485	Contemporary Christian Song	2
Mus 102-409	Applied Music instruction in voice, piano, worship piano or guitar	1
<i>Choose two to three units from the following:</i>		2-3
Art 170	Digital Publishing	3
Art 171	Digital Image Manipulation	3
Mus 382	Contemporary Worship Ensemble Leadership	3
Mus 461	Music for Children	2-3
Mus 221	Beginning Conducting	2
Mus 215	Music and Technology	1
Mus 441	Handbell Methods and Repertoire	1-3
Mus 471	Choral Methods and Repertoire	3
Thr 261	Acting I	3

**WORSHIP ARTS LEADERSHIP****19-20 UNITS**For students taking the Church Music Emphasis of the Music Major

Thl 281	Introduction to Worship Arts	1
Thl 372	Doctrine II*	3
Thl 381	Worship Arts Ministry	3
Thl 382	Corporate Worship	3
Mus/Thl 484	Planning Music for Christian Worship	2
Mus/Thl 485	Contemporary Christian Song	2
Thl 429	Biblical Theology	3

**Students should take Thl 371 as part of general education.*

<i>Choose two to three units not taken as part of Church Music Emphasis in the Music Major</i>		2-3
Art 270	Digital Publishing	3
Art 271	Digital Image Manipulation	3
Mus 382	Contemporary Worship Ensemble Leadership	3
Mus 461	Music for Children	2-3
Mus 221	Beginning Conducting	2
Mus 215	Music and Technology	1
Mus 441	Handbell Methods and Repertoire	1-3
Mus 471	Choral Methods and Repertoire	3
Thr 261	Acting I	3

YOUTH MINISTRY**18 UNITS**

(for non-Christian Education Leadership Majors)

CEd 380	Youth Ministry	3
CEd 470	Family Ministry	3
CEd 302	Teaching Strategies	3
Psy 314	Developmental Psychology: Adolescence	3

Church Vocation Majors choose two of the following courses:

CEd 360	Group Dynamics	3
CEd 370	Children's Ministry	3
Thl 311	Old Testament Book of the Bible	3
Thl 312	New Testament Book of the Bible	3
Thl 429	Biblical Theology and Exegesis	3

Non-Church Vocation Majors choose two of the following courses:

Thl 372	Doctrine 2	3
and		

Choose one of the following courses:

CEd 360	Children's Ministry	3
CEd 370	Group Dynamics	3
Thl 311	Old Testament Book of the Bible	3
Thl 312	New Testament Book of the Bible	3
Thl 429	Biblical Theology and Exegesis	3

CHRIST COLLEGE PROGRAMS

Christ College guides students interested in receiving certification for ministerial vocations in The Lutheran Church-Missouri Synod (LCMS). LCMS students pursuing such certification must apply for admission into a Christ College program and complete the academic preparation in their program. Students must maintain a 2.5 cumulative grade point average (GPA) in all course work and a 2.8 cumulative GPA in required Christ College courses. Students must receive at least a C-

in courses required for LCMS certification (including professional program and/or major). Those students successfully completing all requirements will receive a certificate along with a commemorative medallion from Christ College and will be considered for recommendation by the faculty for certification by the LCMS or for admission into a LCMS seminary.

The five Christ College certificate programs are:

- Director of Christian Education
- Director of Parish Music
- Lutheran Teaching Ministry
 - Elementary Education
 - Secondary Education
- Pre-Deaconess Studies
- Pre-Seminary Studies

LCMS CHURCH VOCATION CERTIFICATION REQUIREMENTS (ALL PROGRAMS)

A. Completion of relevant academic and professional programs.

B. The following courses are required of students in all of the LCMS church vocation programs:

CCI 001-008	Seminar in Ministry	.5-2
<i>Taken each year during the semester not taking CCI 103, 203, 303, 403</i>		
CCI 103	Introduction to Ministry	1
CCI 203	Church Polity and Organizational Structure	1
CCI 303	Teaching the Faith	1
CCI 403	The Role of the Christian Professional	1
Thl 201	History and Literature of the Old Testament	3
Thl 202	History and Literature of the New Testament	3
Thl 304	History of the Christian Church	3
Thl 371	Christian Doctrine I	3
Thl 372	Christian Doctrine 2	3

DIRECTOR OF CHRISTIAN EDUCATION (DCE)

Dr. Christine Ross, Director

A **Director of Christian Education** (DCE) is a life span educational leader prepared for team ministry in a congregational setting and is certified, called and commissioned by The Lutheran Church—Missouri Synod (LCMS). A DCE, empowered by the Holy Spirit, plans, administers and assesses ministry that nurtures and equips people in the Body of Christ for spiritual maturity, service and witness in home, job, congregation, community and the world.

The purpose of the DCE Program is to equip leaders for ministry who are passionate about the Gospel, God's people and Christ's Church. Through four (4) years of coursework and one (1) year of internship, students will be prepared to serve effectively in a congregational setting in the following roles: ministry leader, Christian educator, life span minister (including youth ministry) and care minister. Upon the successful completion of the Christian education leadership major and the DCE program requirements and upon recommendation of the faculty, students will receive certification as a DCE by the LCMS and become eligible to receive a call into full-time service in the church.

PROGRAM REQUIREMENTS

A. **GENERAL EDUCATION** (pages 24-27): Normally completed during the first two years of attendance.

- B. **MAJOR REQUIREMENTS:** 46
 The Christian education leadership major is required for all DCE students (see page 108)
- C. **CHRIST COLLEGE CERTIFICATE REQUIREMENTS:** (page 112-113) 21
- D. **SUGGESTED MINORS:**
 Anthropology, art, biblical languages, business, communication, cross cultural studies, early childhood studies, music, musicology, psychology, sociology, theatre, theology, worship arts leadership and writing
- E. **ADDITIONAL DCE PROGRAM REQUIREMENTS:** 21
- | | | |
|---------|-----------------------------------|----|
| CEd 201 | Introduction to DCE Ministry | 3 |
| CEd 401 | DCE Ministry Seminar/Field Work 1 | 3 |
| CEd 402 | DCE Ministry Seminar/Field Work 2 | 3 |
| CEd 490 | Internship | 12 |
- F. **INTERNSHIP: POST-BACCALAUREATE** 12
 The final requirement for DCE certification is a year-long internship, normally following graduation, in a congregation, agency or mission site of The Lutheran Church—Missouri Synod, that will enable students to experience as many aspects of the DCE ministry as possible. While interns register as students under the ultimate direction of the DCE Program director during internship, they are also paid by the participating congregation or agency and are under the direct supervision of a full-time person in the congregation or agency during this time.
- G. **DCE POST-BACCALAUREATE CERTIFICATION**
 DCE certification is designed for students who have obtained an undergraduate degree in a field unrelated to DCE ministry; have professional or volunteer experience in a Lutheran Church—Missouri Synod (LCMS) congregation; and desire to serve as a DCE in the LCMS. Concordia offers two means to DCE certification:
1. Students may complete the DCE Post-Baccalaureate Certification Program. Students will take up to fifty-five (55) units of undergraduate courses designed to prepare them for the DCE profession. For information regarding this program, contact the DCE Program office.
 2. Students may complete the master of arts in theology with a Christian education emphasis. Contact Christ College for more information.

DIRECTOR OF PARISH MUSIC (DPM)

Dr. Carol R. McDaniel, Director

The **Director of Parish Music (DPM)** Program grants the bachelor's degree and the Christ College certificate, with which the candidate is eligible to receive a divine call to serve in a congregation or other agency affiliated with The Lutheran Church—Missouri Synod.

PROGRAM REQUIREMENTS

- A. **GENERAL EDUCATION** (pages 24-27): Normally completed during the first two years of attendance. The student may, if placed by examination, substitute Mus 201 in the music major for the Mus 101 Fine Arts option in general education.
- B. **MAJOR REQUIREMENTS:** (Music major—pages 84-86) 54
- C. **CHRIST COLLEGE CERTIFICATE REQUIREMENTS:** (page 112-113) 21

D.	<u>ADDITIONAL DPM PROGRAM REQUIREMENTS:</u>	7
Mus 39I	Practicum in Church Music (.5 unit/semester)	1
Mus 49I	Senior Field Work Internship in Church Music	6

Students must demonstrate the following skills before graduation:

MUKP 202	if piano is not the primary instrument
or MUKO 102	keyboard improvisation
and MUVO 100	(voice class)
or MUVO 101	(private voice) if not the primary instrument

PRE-DEACONESS STUDIES

Dr. Steven Mueller, Director

Christian women serving as deaconesses reach out to individuals in spiritual and physical need through acts of service and ministry. Depending on their gifts and calling, they may provide spiritual care, teach God's Word, administer programs, work in social service or assist in a variety of other ministry tasks. Deaconesses frequently serve in parishes, hospitals, welfare institutions, college campuses, inner cities, foreign missions, and in other places where their ministry of service is needed.

The **Pre-Deaconess Studies Program** equips women for seminary level diaconal training through instruction in at least one biblical language and through other courses that will prepare them for graduate theological education. Pre-deaconess students are part of Christ College and are engaged in spiritual and ministerial formation with other future church workers.

PROGRAM REQUIREMENTS

A.	<u>GENERAL EDUCATION</u> (pages 24-27): Normally completed during the first two years of attendance. Students should take the following courses at Concordia University as part of their general education curriculum:	
Thl 201	History and Literature of the Old Testament	3
Thl 202	History and Literature of the New Testament	3
B.	<u>MAJOR REQUIREMENTS:</u> Completion of any approved major. Majors in behavioral science (with an emphasis in social work or another emphasis), theological studies, or Christian education leadership are particularly recommended.	
C.	<u>CHRIST COLLEGE CERTIFICATE REQUIREMENTS:</u> (page 112-113)	21
D.	<u>ADDITIONAL PRE-DEACONESS PROGRAM REQUIREMENTS:</u>	25-27
CCI 008	Seminar in Deaconess Ministry	0-2
Taken in semesters when not taking CCI 103-403		
CCI 103-403	Christ College Modules	4
Gre 101	Greek 1	5
and Gre 102	Greek 2	4
or		
Heb 101	Hebrew 1	5
and Heb 102	Hebrew 2	4
Thl 304	History of the Christian Church	3
Thl 371	Christian Doctrine 1	3
Thl 372	Christian Doctrine 2	3
Thl 465	Christians and Ethics	3

*Highly Recommended:*

Second biblical language	9
CEd 202 Parish Programming Leadership	3
CEd 302 Teaching Strategies and Management	3

PRE-SEMINARY STUDIES*Rev. Quinton Anderson, Director*

The **Pre-Seminary Studies Program** furnishes students with the academic training essential not only for successful entrance into a seminary but also for a successful ministry. The program is structured to encourage personal and spiritual growth in pastoral attitudes, habits and skills. Upon successful completion of the program, students are prepared to enter a seminary to continue their study that normally includes three (3) additional years of academic work and one (1) year of vicarage. Entrance requirements vary, but normally a bachelor's degree and proficiency in the biblical languages of Greek and Hebrew are required of all who desire admission to a seminary. Seminaries generally also require personal references and recommendations.

General admission to the university does not constitute admission to the Pre-Seminary Studies Program. Students are advised to consult the director of the Pre-Seminary Studies Program for specific requirements and procedures for admission.

PROGRAM REQUIREMENTS

A. GENERAL EDUCATION (pages 24-27): Normally completed during the first two years of attendance.	
B. MAJOR REQUIREMENTS:	36-38
Completion of any approved major.	
C. CHRIST COLLEGE CERTIFICATE REQUIREMENTS: (page 112-113)	21
D. ADDITIONAL PRE-SEMINARY COURSE REQUIREMENTS:	21
Gre 101 Greek 1	5
Gre 102 Greek 2	4
Heb 101 Hebrew 1	5
Heb 102 Hebrew 2	4
Thl 465 Christians and Ethics	3
<i>Highly Recommended:</i>	
CEd 388 Youth Ministry	3
CEd 487 Parish Program Leadership	3
CEd 488 Family Ministry	3
CEd 489 Adult Education in the Parish	3
EduC 301 Psychology and Development of Diverse Learners	3
Gre 211 Readings in Luke and Acts	3
Gre 341 Johannine Literature	3
Gre 451 Pauline Literature	3
Heb 211 Readings in the Torah	3
Heb 321 Readings in the Prophets and Writings	3
Phi 211 Philosophical Ethics	3
Psy 466 Principles of Counseling	3
Thl 222 Christian Witness and Evangelism	1
Thl 430 Christian Apologetics	3

E. **ADDITIONAL INFORMATION:** All students in the program are required to meet with the director of the Pre-Seminary Studies Program annually to discuss their personal, professional, intellectual and spiritual growth for the pastoral ministry.

LUTHERAN TEACHING MINISTRY: ELEMENTARY AND SECONDARY EDUCATION

Dr. Rebecca Peters, Director

Lutheran teaching programs prepare the student for teaching in Lutheran schools at either the elementary or secondary level. Those who want to teach at the elementary level are best prepared by being a Liberal Studies Major. Future high school teachers will major in a state-approved single subject content area. Students in Lutheran teaching programs complete the requirements for a California teaching credential (see information under School of Education) and Christ College requirements. Students' teaching assignments will include both public school settings and Lutheran schools. These students will then be certified, called and commissioned by The Lutheran Church—Missouri Synod (LCMS) to teach in Lutheran schools and hold a Lutheran Teaching Certificate.

While the majority of classes in this program are Education classes, students are encouraged to seek ways to integrate faith throughout the curriculum they will teach. Students who have a heart for Jesus and a passion for teaching ministry are guided to serve God by being servant leaders in their classrooms, in the congregational level, and beyond.

For program specifics, please see School of Education section (pages 119).

COLLOQUY PROGRAM

Dr. Rebecca Peters, Director

Concordia University Irvine partners with the Concordia University Educational Network (CUENet) to offer an online program of instruction for teachers who have completed a bachelors degree and who wish to become commissioned ministers of The Lutheran Church—Missouri Synod. Those who are interested in being commissioned as Directors of Christian Education (DCE) or Directors of Parish Music (DPM) do not have an online option. Students work individually with the particular program director for certification. For a more complete description of the colloquy program and information regarding admission to the program, please contact Dr. Rebecca Peters at (949) 854-8002, ext. 1836. Information can also be found at <http://cuenet.edu/>.

CROSS-CULTURAL MINISTRY CENTER

Prof. Greg Seltz, Director

The Cross-Cultural Ministry Center undertakes the preparation, training and formation of candidates for pastoral ministry in The Lutheran Church—Missouri Synod.

Learning Outcomes

SPIRITUAL SERVICE

Graduates will develop a proper spiritual attitude through

- the study and use of theology.
- a strong scriptural base for service as a spiritual model.
- increased skill in independent preparation and study of Scripture.
- a proper hermeneutic approach to Scripture and the Lutheran Confessions and their application.
- a deepening appreciation for and commitment to the Holy Scripture and the Lutheran Confessions.
- growth in discerning Christian doctrine and its clear presentation to others.



SCRIPTURAL VISION

Graduates will develop

- Scriptural visions for themselves and display spiritual formation and growth, including personal growth (as pastor, husband, father, etc.) and will maintain their mental, emotional and physical health.
- Scriptural visions for ministry by learning skills in getting to know the people in a congregation and community along with their unique needs, and in determining visions and aims for a congregation and its members.

MINISTERIAL COMPETENCIES

Graduates will develop

- mastery of the functions of the office of the holy ministry.
- an appropriate use of leadership skills and factors producing effectiveness in ministry.
- use of the Holy Spirit as the dynamic of faith and behavior.
- skill in assessing progress toward vision fulfillment.
- increased skill in relating Scripture in day-to-day ministry.

MINISTRY WITHIN TODAY'S CULTURAL-LINGUISTIC DIVERSITY

Graduates will display

- an increasing cultural and linguistic sensitivity and ability to minister within an ethnic group.
- an active ministry with a vision or focus on outreach to the community and beyond.
- an increasing ability to minister in a highly secular society.
- a working knowledge of today's world religions and contemporary cultures.

COMMITMENT TO THE CHURCH

Graduates will display

- a heartfelt appreciation for The Lutheran Church— Missouri Synod (LCMS).
- a commitment to receiving a call within the LCMS.
- an increased desire to encourage others to consider and apply for the Ethnic Pastor Certification Program within the Cross-Cultural Ministry Center.

A list of courses is available online at www.cui.edu.



SCHOOL OF EDUCATION

DR. JANICE E. NELSON, DEAN

DR. JANICE C. MASSMANN, ASSISTANT DEAN

DR. SANDRA F. SCHARLEMANN, ASSISTANT DEAN

The purpose of the School of Education is to prepare professional educators who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction and learning for all students.

UNDERGRADUATE EDUCATION AND LIBERAL STUDIES MAJOR

Dr. Michael Schulteis, Director

ELEMENTARY/MULTIPLE SUBJECT CREDENTIAL PROGRAM SECONDARY/SINGLE SUBJECT CREDENTIAL PROGRAM

Dr. Janice Massmann, Director

GRADUATE EDUCATION

- Master of Arts in Education (M.A.Ed.) with emphases in:
 - Curriculum and Instruction
 - Educational Administration

Prof. Ronald Fritsch, Director (Orange County program)
Prof. David Burgdorf, Directors (Los Angeles program)
Dr. Sandra Scharlemann, Director (Online program)
- Master of Education (M.Ed.)
(combined credential/master's degree)
Dr. Janice Massmann, Director

DAVID BURGDORF

Assistant Professor of Education, CAS, Northern Illinois University, DeKalb, 1976

DWIGHT R. DOERING

Professor of Education, PhD, Georgia State University, Atlanta, 1998

RONALD N. FRITSCH

Resident Faculty in Education, MA, CSU, Northridge, 1967, MA, Concordia Seminary, St. Louis, MO 1973

CHERYL D. LAMPE

Professor of Education, EdD, Pepperdine University, Malibu, CA 1993

JANICE C. MASSMANN

Professor of Education, EdD, Argosy University, Orange County, CA, 2004

DEBORAH S. MERCIER

Associate Professor of Education, PhD, Claremont Graduate College, CA, 2006

JASON K. NEBEN

Assistant Professor of Education, MAEd, Concordia University, Irvine, CA, 2008



JANICE E. NELSON

Professor of Education, EdD, Wayne State University, Detroit, MI

M. PATTY O'CONNOR

Resident Faculty in Education, MA, Azusa Pacific University, CA, 1996

REBECCA R. PETERS

Associate Professor of Education, EdD, Biola University, LaMirada, CA, 2006

JOHN H. RANDALL

Assistant Professor of Education, MA, Pepperdine University, Malibu, CA, 2004

DEEANN V. RAGASIS

Assistant Professor of Education, EdD, Argosy University, Phoenix, AZ, 2005

SANDRA F. SCHARLEMANN

Professor of Education, PsyD, U.S. Int'l University, San Diego, CA, 2000

KENT A. SCHLICHTEMEIER

Professor of Education, EdD, University of California, Los Angeles, 1996

MICHAEL W. SCHULTEIS

Associate Professor of Education, ScEdD, Curtin University, Perth, Western Australia, 2005

REBECCA A. STANTON

Resident Faculty in Education, EdD, Argosy University, Orange County, CA, 2006

DIAN K. VIESELMAYER

Assistant Professor of Education, MEd, Concordia University, Seward, NE, 1984

KAREN Y. WIGGINS

Assistant Professor of Education, MA, University of North Texas, Denton, 1992

Learning Outcomes

SYSTEMATIC INQUIRY

Critical Thinking

- Use analytical skills in diagnosing learning needs, designing and developing appropriate learning materials and strategies and assessing learning outcomes.

CLEAR COMMUNICATION

Professional and Interpersonal Communication

- Communicate effectively with parents, students and colleagues using appropriate verbal and non-verbal techniques.

Learning Environmental Design

- Describe attributes of classrooms in which students learn effectively, plan learning spaces that incorporate such attributes, and implement their plans through appropriate coordination with administrators and support staff.

HEALTH AND WELL-BEING

Balanced Lifestyle

- Model healthy life choices.

SOCIO-CULTURAL RESPONSIVENESS

Accommodating Diverse Populations

- Model sensitivity to diversity issues through written and spoken expression in all relationships with students, parents and colleagues.
- Model appreciation of the various qualities of diverse student populations and adapt environments, learning activities and management strategies appropriately to meet the needs of the populations served.

Language Acquisition Awareness

- Articulate the effects of second language acquisition on socialization and learning and plan learning experiences accordingly.

Global Awareness

- Articulate differing viewpoints on current issues as members of a world community.

CHRISTIAN LITERACY AND LIFE

Ethical Decision-Making

- Seek solutions to ethical problems consistent with biblical principles.

Christian Witness

- Model Christian values.

AESTHETIC RESPONSIVENESS

Creative Teaching

- See teaching not only as a skill but also as an art, responding both aesthetically as well as cognitively.
- Integrate writing, drama, music and art throughout the curriculum and model affective responses in these areas.

SERVANT LEADERSHIP

Leaders as Professionals

- Demonstrate leadership in such a manner as to enhance the public image of the professional educator.

Leaders as Servants

- Model servant behavior, striving to meet the needs of all students in schools.

Leaders as Visionaries

- Develop, describe and implement a vision for success in school and community.

MAJOR

LIBERAL STUDIES

85.5 UNITS

The **Liberal Studies Major** is the Elementary Subject Matter Preparation Program approved by the state of California for students preparing to be elementary or multiple subject teachers. The course work is aligned to the California Content Specifications and is the best preparation for the California Subject Examination for Teachers (CSET) that ALL students pursuing an elementary teaching credential must pass.

To qualify for admittance into the Teacher Education Program, Liberal Studies Majors must earn a minimum grade of B- in EduC 101 and EduC 201, maintain a grade point average (GPA) of 2.7 with no course grade below C- in the major and pass the California Basic Educational Skills Test (CBEST).

Fine Arts

7.5

Art 101	Experiences in Art	1.5
Mus 101	Experiences in Music	1.5
Thr 101	Experiences in Theatre	1.5

Choose one of the following courses:

3

Art 488	Children's Art	3
Mus 461	Music for Children	3
Thr 461	Creative Dramatics	3

History/Social Science

9

CHst 101	The West and the World	3
CHst 102	America and the World	3
Hst 478	California History and Cultures	3

**Electives:**

Global Perspective 3

Choose one of the following courses:

	Foreign Language (2nd semester)	3
Ant 210	Cultural Anthropology	3
Eco 201	Macroeconomics	3
Eng 382	Postcolonial Literature	3
Mus 451	Music Cultures of the World: Emerging Nations	3
Mus 452	Music Cultures of the World: The Silk Road	3
Pol 308	Comparative Political Systems	3
Thl 321	World Religions	3

Social Science 3

Choose one of the following courses:

Ant 210	Cultural Anthropology +	3
Psy 101	Introduction to Psychology	3
Soc 101	Introduction to Sociology	3
Ant 210	Cultural Anthropology +	3
Psy 101	Introduction to Psychology	3
Soc 101	Introduction to Sociology	3

*+ If not taken under Global Perspective***Human Development/Education 8**

EduC 101	Teaching Careers 1	1
EduC 201	Teaching Careers 2	1
EduC 301	Psychology and Development of Diverse Learners	3
Psy 313	Developmental Psychology: Childhood	3

Language 18

CEng 101	World Literature to the Renaissance	3
CEng 102	World Literature from the Enlightenment	3
Edu 435	Linguistic Development & Second Language Acquisition	3
Eng 391	Children's Literature	3
Wrt 102	Writing and Research	3

Choose one of the following courses: 3

Com 111	Public Speaking	3
Com 211	Introduction to Argumentation and Debate	3

Advanced Writing*Choose one of the following courses:* 3

Com 222	Theory and Practice of Journalism	3
Com 412	Writing for Broadcast Media	3
Wrt 324	Writing for Children and Teens	3
Wrt 325	Writing for the Workplace	3
Wrt 327	Creative Writing: Fiction	3
Wrt 328	Creative Writing: Poetry	3
Wrt 329	Creative Nonfiction	3

Mathematics 6

CMth 101	The Nature of Mathematics	3
Mth 301	Mathematics for Teachers	3

Physical Education/Health		5
ESS 101	Education for Healthful Living	2
ESS 340	Elementary Physical Education	3
Science		11
CBio 101	Integrated Biology	4
Sci 115	Physical Science	4
Sci 301	Introduction to Earth Science	3
Concentration		12

Liberal studies majors may select from the following areas of concentration:

American Political Studies	English	Mathematics
Art	General Science	Music
Child Development	History	Physical Education
Christ College	Life Sciences	Spanish
		Theatre

NOTE: WITH CAREFUL PLANNING, AN UNDERGRADUATE WHO BEGINS CONCORDIA AS A FRESHMAN WITH THE INTENT TO ENTER THE TEACHER EDUCATION PROGRAM MAY BE ABLE TO COMPLETE THE LIBERAL STUDIES MAJOR AND MULTIPLE SUBJECT CREDENTIAL REQUIREMENTS WITHIN FOUR YEARS.

MINOR

EARLY CHILDHOOD 21 UNITS

This **early childhood education** minor is designed to meet course requirements for California's Child Development Permit.

There are six (6) levels of the Child Development permit. Some levels require supervised field experience (*). Detailed information on the various levels to the Child Development Permit is available in the School of Education. The Child Development Permit is issued by the California Commission on Teacher Credentialing and authorizes the holder to serve in child development programs providing care and instruction of children of all ages, birth through pre-kindergarten.

Edu 248	Principles & Curriculum of Early Childhood Education	3
Edu 466	Helping Children Cope with Stress and Violence	3
Edu 468	Observation and Assessment (Practicum)	3
Edu 490	Early Childhood Field Experience*	3
Psy 313	Developmental Psychology: Childhood	3
Soc 332	Child, Family, and Community	3

Choose one of the following courses: 3

Edu 467	Emergent Literacy	3
Eng 391	Children's Literature	3
Mus 461	Music for Children	3
Psy 314	Developmental Psychology: Adolescence	3

NOTE: WITH CAREFUL PLANNING THE EARLY CHILDHOOD MINOR CAN BE COMBINED WITH A MAJOR IN LIBERAL STUDIES LEADING TOWARD A CALIFORNIA TEACHING CREDENTIAL. IF YOU ARE INTERESTED IN THIS OPTION, IT IS IMPORTANT YOU MEET AS EARLY AS POSSIBLE WITH YOUR ADVISORS AND THE SCHOOL OF EDUCATION TO COMPLETE A FOUR (4) YEAR PLAN, AS SOME OF THE EARLY CHILDHOOD COURSES ARE NOT TAUGHT EVERY SEMESTER.



TEACHER CREDENTIAL PROGRAMS

DR. JANICE MASSMANN, DIRECTOR

Learning Outcomes

The teacher candidate plans and delivers instruction.

- The teacher candidate plans and delivers engaging, developmentally appropriate instruction based on the California Content Standards. The teacher candidate incorporates a variety of teaching strategies and resources to make the subject matter accessible and engaging to the needs of diverse students.

The teacher candidate uses assessment for a variety of purposes.

- The teacher candidate designs and interprets a variety of assessments, and also uses assessment data to plan instruction, monitor instruction, design and monitor the classroom environment, learn about and place students. In addition the teacher candidate uses reflective practice as a means of self-assessment.

The teacher candidate provides a supportive learning environment.

- The teacher candidate creates a positive social environment and a safe and welcoming physical environment that supports learning for all students. The teacher candidate uses instructional time wisely and efficiently.

The teacher candidate models a servant-leadership lifestyle.

- The teacher candidate models servant-leadership exhibits a professional attitude and communicates effectively with students, families and school personnel. The teacher candidate is aware of and carries out legal and ethical responsibilities.

UNDERGRADUATE TEACHER EDUCATION

The **teacher credential programs** prepare multiple and single subject teacher candidates who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners. Concordia's programs are state-approved and lead to a Preliminary California Credential in both multiple (elementary) and single subject (secondary).

EduC 400 level courses are part of the California credential program. To begin taking this coursework as an undergraduate, one must be fully admitted to the undergraduate teacher education program.

Full admission to the teacher education program requires the following:

1. Cumulative grade point average (GPA) of 2.7 or higher, with no course grade lower than C- in the major.
2. Successful completion of EduC 101 and 201. This requires a grade of B- or higher and positive evaluation of the field experience component by the director of field experience and the classroom teacher.
3. Two letters of recommendation (one from a Concordia faculty member).
4. Official college transcripts from all colleges attended.
5. Certificate of Health Clearance.
6. Concordia University's dean of students' approval.
7. Interview and recommendation from School of Education faculty advisor.
8. School of Education dean and faculty approval.
9. Verification of having passed California Basic Educational Skills Test (CBEST).
10. Passage of California Subject Examination for Teachers (CSET) where applicable. The passage of CSET is different for various majors. Please refer to the Undergraduate Elementary and

Secondary Education Handbook to find out when you must take this exam. These handbooks are available in the School of Education office.

NOTE: INTERNATIONAL STUDENTS ARE REQUIRED TO SCORE A MINIMUM OF 550 ON THE TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL) AND DEMONSTRATE PROFICIENT ENGLISH COMMUNICATION SKILLS IN FIELD EXPERIENCE.

Upon full admission to the teacher education program, the following professional education requirements:

ELEMENTARY EDUCATION

34 UNITS

Multiple Subject Credential

EduC 201	Introduction to Teaching Careers 2	1
EduC 301	Psychology and Development of Diverse Learners	3
EduC 401	Instructional Planning and Assessment	3
EduC 402	Creating a Positive Learning Environment	3
EduC 422	Math and Science Methods – Elementary	2
EduC 423	Integrated Curriculum Methods – Elementary	2
EduC 451	Language and Culture	3
EduC 460	Elementary Reading	4
EduC 480	TPA Practicum: Student Teaching I: Elementary	1
EduC 482	Student Teaching: Elementary	12

SECONDARY EDUCATION

34 UNITS

Single Subject Credential

EduC 201	Introduction to Teaching Careers 2	1
EduC 301	Psychology and Development of Diverse Learners	3
EduC 401	Instructional Planning and Assessment	3
EduC 402	Creating a Positive Learning Environment	3
EduC 424	Secondary Curriculum Methods	4
EduC 451	Language and Culture	3
EduC 470	Content Area Reading	4
EduC 481	TPA Practicum: Student Teaching I: Secondary	1
EduC 483	Student Teaching: Secondary	12

Prior to student teaching, the California Subject Examination for Teachers (CSET) or a Single Subject Matter Preparation Program must be completed and documented with a GPA of 2.7 or higher and no course grade lower than a C- in the major. EduC 201, 480/481, 482/483 must have grades of B- or higher.



TEACHER CREDENTIAL

Candidates may be recommended to the State of California for a preliminary credential when the following requirements have been completed:

1. A bachelor's degree from a regionally accredited institution.
2. A passing score on the California Basic Educational Skills Test (CBEST).
3. An approved professional preparation program, including EduC 480 and 482 or 481 and 483 with a minimum grade of B-.
4. U.S. Constitution course or approved alternative demonstration of competency.
5. Level I technology competencies (Edu 098 or 485).
6. Demonstration of subject matter competence (passage of California Subject Examination for Teachers [CSET] or Single Subject Matter Preparation Programs with GPA of 2.7 and no grade below a C-).
7. Passage of the Teaching Performance Assessment (TPA).
8. Passage of Reading Instruction Competence Assessment (RICA)—for multiple subject candidates only.

Candidates filing for the preliminary credential must apply through the School of Education.

Regular consultation with a program advisor is critical to be certain that the candidate's program of study meets all state and university requirements.



LUTHERAN TEACHER CERTIFICATION

Dr. Rebecca Peters, Director

Please see “Christ College Certificate Requirements” on page 112-113 for program requirements. Lutheran Teaching Ministry Certification also requires:

- Completion of all professional preparation requirements for the Teacher Education Program, including successful student teaching.
- Membership in a congregation of The Lutheran Church—Missouri Synod (LCMS).

COMBINED CREDENTIAL AND MASTER OF EDUCATION (M.ED.)

Dr. Janice Massmann, Director

The **COMBINED CREDENTIAL AND M.ED.** program prepares teachers who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners.

A list of courses is available online at www.cui.edu.

Learning Outcomes for M.Ed. with Credential

The M.Ed. candidate plans and delivers instruction.

- The teacher plans and delivers engaging, developmentally appropriate instruction based on the California Content Standards. The teacher incorporates a variety of teaching strategies and resources to make the subject matter accessible and engaging to the needs of diverse students.

The M.Ed. candidate uses assessment for a variety of purposes.

- The teacher designs and interprets a variety of assessments, and also uses assessment data to plan instruction, monitor instruction, design and monitor the classroom environment, learn about and place students. In addition the teacher uses reflective practice as a means of self-assessment.

The M.Ed. candidate provides a supportive learning environment.

- The teacher creates a positive social environment and a safe and welcoming physical environment that supports learning for all students. The teacher uses instructional time wisely and efficiently.

The M.Ed. candidate models a servant-leadership lifestyle.

- The teacher models servant-leadership exhibits a professional attitude and communicates effectively with students, families and school personnel. The teacher is aware of and carries out legal and ethical responsibilities.

The M.Ed. candidate applies research to solve problems in educational settings.

- The teacher summarizes, synthesizes, and interprets relevant literature. The teacher plans, and implements action research to solve problems in educational settings.

MASTER OF ARTS IN EDUCATION (M.A.ED.)

with emphases in:

- Curriculum and Instruction
- Educational Administration
 - *Prof. Ronald Fritsch, Director (Orange County program)*
 - *Prof. David Burgdorf, Director (Los Angeles program)*
 - *Dr. Sandra Scharlemann, Director (Online program)*

A list of courses is available online at www.cui.edu.



Learning Outcomes for M.A.Ed. in Curriculum and Instruction

SYSTEMATIC INQUIRY

Critical Thinking

- Graduates will be able to appraise models and theories of curriculum, instruction and assessment; design and develop curriculum, instructional strategies and methods; and evaluate curriculum, instruction and student learning.

Educational Research

- Graduates will be able to apply educational research methods and analysis to generate knowledge in support of student learning and school improvement.

CLEAR COMMUNICATION

Professional and Interpersonal Communication

- Graduates will be able to communicate effectively with students, parents, colleagues and other stakeholders using appropriate technology and verbal and non-verbal techniques.

Learning Environmental Design

- Graduates will be able to describe elements of a supportive classroom climate and culture for all students and apply research-based methods and strategies to meet the needs of diverse learners.

HEALTH AND WELL-BEING

Balanced Lifestyle

- Graduates will be able to balance professional endeavors with healthy life choices and design staff development plans to support both personal and professional goals.

Personal and Professional Resilience

- Graduates will be able to adapt to change through enhanced use of life-long learning strategies.

SOCIO-CULTURAL RESPONSIVENESS

Accommodating Diverse Populations

- Graduates will be able to model sensitivity to diversity issues in relationships with students, parents and colleagues, and collaborate with families and communities of diverse interests and needs.

Language Acquisition Awareness

- Graduates will be able to articulate the effects of second language acquisition on socialization and learning and plan classroom experiences accordingly.

Global Awareness

- Graduates will be able to perceive themselves as members of a world community and articulate differing viewpoints on current issues.

CHRISTIAN LITERACY AND LIFE

Ethical Decision-Making

- Graduates will be able to seek solutions to ethical problems consistent with Biblical principles.

Christian Witness

- Graduates will be able to model Christian values in all walks of life.

AESTHETIC RESPONSIVENESS*Teaching as Art*

- Graduates will be able to view teaching not only as a skill but also as an art to which they affectively as well as cognitively respond.

Integration of the Arts

- Graduates will be able to promote integration of the visual and performing arts in education.

SERVANT LEADERSHIP*Leaders as Professionals*

- Graduates will be able demonstrate servant leadership in such a manner as to enhance the public image of the professional educator.

Leaders as Visionaries

- Graduates will be able to develop, describe and implement a vision for success in their school and community.

A list of courses is available online at www.cui.edu.

Learning Outcomes for M.A.Ed. in Educational Administration**SYSTEMATIC INQUIRY***Critical Thinking*

- Graduates will be able to appraise models and theories of curriculum, instruction and assessment and select appropriate research-based leadership strategies and methods to achieve program goals and expected student learning results.

Educational Research

- Graduates will be able to apply educational research methods and analysis to generate knowledge in support of school improvement and student success.

CLEAR COMMUNICATION*Professional and Interpersonal Communication*

- Graduates will be able to communicate effectively with students, parents, colleagues and other stakeholders using appropriate technology and verbal and non-verbal techniques.

Learning Environmental Design

- Graduates will be able to describe the components of a supportive climate and culture for all students and work with colleagues to nurture and sustain a learning environment and instructional program conducive to student achievement and professional growth.

HEALTH AND WELL-BEING*Balanced Lifestyle*

- Graduates will be able to balance professional endeavors with healthy life choices and design staff development plans to support both personal and professional goals.

Personal and Professional Resilience

- Graduates will be able to adapt to change through enhanced use of life-long learning strategies.



SOCIO-CULTURAL RESPONSIVENESS

Accommodating Diverse Populations

- Graduates will be able to model sensitivity to diversity issues in relationships with students, parents and colleagues, and mobilize resources to support families and communities of diverse interests and needs.

Language Acquisition Awareness

- Graduates will be able to articulate the effects of second language acquisition on socialization and student success.

Global Awareness

- Graduates will be able to articulate differing viewpoints on current educational issues while understanding and responding to the larger political, social, economic, legal, and cultural context of schools.

CHRISTIAN LITERACY AND LIFE

Ethical Decision-Making

- Graduates will be able to seek solutions to ethical problems consistent with Biblical principles.

Christian Witness

- Graduates will be able to model Christian values in all walks of life.

AESTHETIC RESPONSIVENESS

Teaching as Art

- Graduates will be able to view teaching not only as a skill but also as an art to which they affectively as well as cognitively respond.

Integration of the Arts

- Graduates will be able to promote integration of the visual and performing arts in education.

SERVANT LEADERSHIP

Leaders as Professionals

- Graduates will be able to model servant leadership and enhance the public image of educational leadership by acting with integrity, fairness, and in an ethical manner.

Leaders as Visionaries

- Graduates will be able to facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Leaders as Supervisors

- Graduates will be able to effectively manage program organization, operations and resources for a safe, efficient and effective learning environment.

A list of courses is available online at www.cui.edu.

COURSES OF INSTRUCTION

AN INTRODUCTORY REMARK

Concordia University projects the following courses. Implementation of these courses depends upon the availability of faculty and adequate student enrollment. Course titles followed by the letter "A" indicate courses offered alternate years. Course numbers indicate the academic level: 100–200 courses are lower division; 300–400 courses are upper division. 099 courses receive academic credit, but this credit does not count toward graduation. Freshmen ordinarily do not take upper division courses. For offerings during specific semesters, students should consult the current Concordia University Master Course Schedule and/or the four-year course offering plan which is available in the Office of Academic Advising.

ACCOUNTING

- | | | |
|----------------|--|----------|
| Act 211 | Financial Accounting | 3 |
| | Basic elements of accounting and methods of gathering and reporting financial data. Includes a study of financial statements; journalizing financial transactions; merchandising activities; investments in property, plant and equipment; and depreciation as it applies to corporations. Prerequisite: Bus 201. | |
| Act 212 | Managerial Accounting | 3 |
| | Management decision-making based on accounting concepts. Includes equity financing, introduction to management accounting, cost terms and concepts, cost accumulation systems, product costing systems and analyzing cost behavior patterns, including cost-volume-profit relationships. Prerequisite: Act 211. | |
| Act 311 | Intermediate Accounting I | 3 |
| | Expansion of the theories and concepts of accounting treated in greater depth. Includes study of the balance sheet and owner's interests; accrual accounting, including revenue recognition and cost allocation; the income statement and measures of performance; statement of cash flows; and cash and receivables. Prerequisite: Act 212. | |
| Act 312 | Intermediate Accounting 2 | 3 |
| | Continuation of Act 311 with emphasis on the following: inventories, current liabilities, long-term assets, intangible assets, long-term liabilities, accounting for leases and equity securities. Prerequisite: Act 212. | |
| Act 313 | Cost Accounting A | 3 |
| | Course covers cost accounting cycle; cost elements of product/service; job order, process and standard cost systems; overhead allocation considerations; cost behavior; cost-volume-profit relationships; analysis of overhead variances. Prerequisite: Act 212. | |
| Act 315 | Accounting Information Systems | 3 |
| | Concepts, controls and tools of computerized accounting information systems using spreadsheets and databases. Use of computerized accounting software packages. Prerequisite: Act 212 and ITP 261. | |
| Act 332 | Financial Statement Analysis | 3 |
| | Analysis of financial statements for business valuation and strategic considerations. Ratio analysis and time value of money concepts used in order to analyze | |



the financial conditions of a business organization. Credit analysis and corporate finance issues also covered. Prerequisite: Act 211.

- Act 417 Federal and California State Personal Taxes A 3**
The preparation of federal and California state income tax returns for the individual. The course will cover in detail federal forms and schedules and California adjustments to income. Prerequisite: Act 211.
- Act 418 Corporate Tax Accounting A 3**
Study of the theory and principles of federal income tax law as it applies to business entities. Emphasis is placed on the theoretical framework as well as practical application and planning. Study of special tax considerations pertaining to S corporations and partnerships. Prerequisite: Act 212.
- Act 419 Auditing A 3**
Methods and procedures used to verify the accuracy and responsible reporting of financial information within the ethical framework of the professional auditor. Specific topics will include ethics, legal liability, internal control and reporting. Prerequisite: Act 312 or consent of instructor.

ANTHROPOLOGY

- Ant 210 Cultural Anthropology 3**
Understanding of diverse cultures of the world, from preliterate societies to modern technological societies; mankind's universal as well as adaptive dimensions of people. Examination of socioeconomic, political, religious and physical environmental factors related to the values and lifestyles of various peoples of the world.
- Ant 241 Field Anthropology 3**
Practical application of anthropological concepts designed to assist in analyzing, understanding and living within other cultural traditions. Topics include the role of culture, living with culture shock, strategies for analyzing cultures, the processes of assimilation, language issues, and cultural food ways, manners, and social expectations.
- Ant 314 Native Peoples of North America A 3**
An anthropological overview of native North American societies from pre-Columbian times to the present utilizing a culture area approach. Emphasis on the native people of California.
- Ant 364 Culture and Self 3**
An exploration of the relationship between individual experiences and the socio-cultural context. Course will focus on the role sociocultural institutions play on personality, health and world view.
- Ant 435 Anthropology of Religion A 3**
A comparative examination of religion as an aspect of human culture. Topics will include substantive and functional approaches to religious behavior, religion as a symbol system, ritual behavior, magic, religious movements and paranormal phenomena. Prerequisite: Ant 210 or consent of instructor.

ART

NOTE: A LAB FEE OF \$50 IS REQUIRED FOR EACH ART COURSE EXCEPT ART 311,
312 AND 315.

- Art 101 Experiences in Art 1.5**
This course is designed to expose the student to the visual elements of art such as line, value and color. Students also develop basic drawing skills which enable them to create two-dimensional and three-dimensional art forms. Through active participation in artists' exhibitions and lectures the student is introduced to the study of art history and the role the artist plays within society.
- Art 200 Elements of Art 3**
Students will be given a practical introduction to the basics of art through creative studio activities involving the elements of art in a variety of media with two and three dimensional projects.
- Art 201 Drawing I 3**
Students will explore a variety of subjects such as landscape, still life and natural and man-made objects through a variety of drawing media.
- Art 251 Design 3**
Students learn the elements and principles of design by creating two and three-dimensional works of art. Students also study the art of professional designers who work in the field. Prerequisites: Art 200 and 201.
- Art 261 Graphic Design I A 3**
This studio art course is an introduction to the study of graphic design. Students will be exposed to the history of visual communication, typography and advertising. They learn how to identify the elements and principles of design by creating image and text related projects. Students develop skills using the digital techniques of scanning, typographic adjustments, vector drawing, exporting and printing. Prerequisites: Art 201, 251 or consent of instructor.
- Art 270 Digital Publishing 3**
Students will develop page layout skills, utilizing composition and typographic principles while learning to use Adobe InDesign. Students will learn to combine images created in Adobe Illustrator and Adobe Photoshop with text to produce flyers, posters, newsletters, magazines, brochures, calendars, etc.
- Art 271 Digital Image Manipulation 3**
Students will become proficient using Adobe Photoshop, the industry-standard digital image manipulation program and a foundational communication tool that has applications in graphic design, advertising, web design, animation and multimedia. This course examines the ways in which complex ideas and messages can be interpreted and represented in visual form.
- Art 272 Digital Illustration 3**
Students will acquire type manipulation and digital illustration skills through exercises, demonstrations and practical assignments using Adobe Illustrator, the industry-standard vector-based digital illustration program. Students will also develop an individualized artistic process to produce digital illustrations that convey specific messages



- Art 301** **Drawing 2** **3**
Students will be helped to establish a style and technique emphasizing discipline, craftsmanship and imagination, using a variety of drawing materials. Students will investigate perspective, composition, line and tone control, along with personal point of view. Prerequisites: Art 201 or consent of instructor.
- Art 311** **Art History 1 A** **3**
This course is a survey of western art from the Prehistoric Period through the Renaissance, employing illustrated lectures, independent research, museum visits and discussion.
- Art 312** **Art History 2 A** **3**
This course is a survey of western art from the Renaissance through the present employing illustrated lectures, independent research, museum visits and discussion.
- Art 315** **The History of Contemporary Art A** **3**
This course examines the art of the last half of the 20th century and the art of the 21st century. It explores the ideas that became seminal points of interest for contemporary artists during this period. Students in the course will study how art reflects history; how style communicates the concerns of the artist and his/her culture; and how symbols, techniques, materials and subjects are used to convey the issues important to contemporary artists. Prerequisites: Art 311 and 312.
- Art 321** **Painting 1** **3**
Students explore the importance of composition, color and value by painting in oil or other media such as acrylic, watercolor and tempera. An emphasis is placed on studying art history and learning from professional painters who work in the field. The students also explore the techniques of painting in relationship to specific content. Prerequisite: Art 201.
- Art 331** **Sculpture 1 A** **3**
This course introduces the student to the concepts, materials and methods of sculpture. Creative ideas will be developed in wood, clay, plaster, found objects and cardboard. Principles and use of equipment, material sources and safety factors will be addressed. Prerequisites: Art 200 and 201 or consent of instructor.
- Art 341** **Hand Building Ceramics 1** **3**
This course introduces clay from the process of construction through the completion of a finished piece using the following methods in pinch, coil, slab, wheel and decorative. Prerequisites: Art 101 and 201 or consent of instructor.
- Art 351** **Printmaking 1 A** **3**
This course provides an introduction to printmaking media. Emphasis is placed on experimentation of the media through techniques such as the monoprint, relief and silkscreen. Prerequisites: Art 200 and 201 or consent of the instructor.
- Art 360** **Typography A** **3**
This course is a historical overview of type and typographic technologies. Students will be introduced to the formal qualities of different typefaces and they will learn to use type as an expressive communication tool. This is an essential course for anyone wishing to communicate with the printed word. Prerequisites: Art 270 or 272, or consent of the instructor.

Art 36I	Graphic Design 2 A	3
	Students produce intermediate design projects that emphasize aesthetics, the theory of design, and the relationship between text and image. Students develop digital imaging and layout skills using Adobe InDesign, Photoshop and Illustrator. A portion of this course is devoted to a service learning assignment creating design projects for a nonprofit organization within the community. Prerequisites: Art 26I.	
Art 39I	Art in the Schools	3
	This is a practical experience for students who plan to teach art at the secondary level. Students assist an art teacher in a middle or high school setting and integrate what they have learned in Art 480 for the presentation of a variety of art projects in the classroom. Prerequisites: Art 480 and consent of instructor.	
Art 39Z	Art Gallery/Center Practicum	3
	For this course, students will expand their understanding of art by assisting in an art gallery or center. The experience is designed to equip studio art students with practical skills such as curating exhibitions, working with professional artists, teachers and/or art dealers. Prerequisite: studio art emphasis with senior standing or consent of instructor.	
Art 40I	Figure Drawing A	3
	Students obtain the basic skill of drawing the human figure, including anatomy, observation of the human form and fundamental exercises in gesture, contour, outline, and tonal modeling. In-class observations of artist's models will be complemented with studies of plaster casts and master drawings. Composition will be a consideration at all times. By concentrating on proportion, light, shape, and movement, students will acquire skills in representing the human form using a variety of materials. Prerequisites: Art 20I and 30I.	
Art 42I	Painting 2	3
	Students are encouraged to paint from life in oil paint and other media. They engage in active discussion about historical methods of painting as well as view the work of professional painters. Class critiques enable the students to articulate both the techniques and subject matter they explore in the images they produce for the course. Prerequisite: Art 32I.	
Art 43I	Sculpture 2 A	3
	Principles, use of equipment and safety factors will be addressed with emphasis on individual development of form and craftsmanship. Creative assignments will be given involving metal, wood and other materials. Prerequisites: Art 33I and consent of instructor.	
Art 44I	Hand Building Ceramics 2	3
	Building on the foundation of Art 34I: Hand Building Ceramics I, students are challenged to pursue a more individual exploration of ceramic forms and texture. Technical understanding of surface treatments and ceramic processes are emphasized as tools toward formal and conceptual success. Students will pursue hand building techniques, glazing and kiln firing. The aesthetics of form are investigated with an emphasis on design and visual thinking. Prerequisite: Art 34I.	
Art 45I	Printmaking 2 A	3
	Students expand upon their knowledge of certain printing techniques such as the monoprint, collagraph, relief and silkscreen methods. Students are expected to conduct research that combines art history and practical experience to produce prints that are rich in content. Prerequisites: Art 20I, 30I and 35I.	



- Art 46I** **Graphic Design 3 A** **3**
The goal of this course is to allow students to complete advanced graphic design projects to fill gaps in their portfolios. An emphasis is placed on preparing students to become professional graphic designers in the field through the production of strong portfolios that can be used to gain internships or employment. Prerequisites: Art 36I.
- Art 47I** **Video Art A** **3**
In this studio course, students create relationships between image and sound by using the time-based medium of video. An emphasis is placed on students developing strong concepts for their projects. They learn how to create a storyboard, film and edit video art pieces together using the program Final Cut Pro and Adobe After Effects. Prerequisites: Art 27I and 30I or consent of instructor.
- Art 480** **Secondary Art Curriculum and Methods A** **3**
Students learn how to create an effective art curriculum for middle and/or high school-aged students. They design art projects that combine art history, cultural aspects about art and the theory of artistic methods and techniques in an engaging manner. Prerequisites: Art 200, 20I, 3I1 or junior status.
- Art 48I** **Digital Photography A** **3**
This course provides students with an introduction to visual concepts, basic image capture and camera functions with digital cameras. Software basics for photographic imaging and digital printing will be taught. Students must have a digital SLR camera that can be set to manual mode with a removable media card.
- Art 488** **Children's Art** **3**
Students will explore the developmental stages of art in children at different levels. To aid in curriculum development, students will have opportunities to experiment with various art activities to develop skills needed for the effective teaching of art in the elementary school. Prerequisite: Art 10I or consent of instructor.
- Art 498** **Senior Art Seminar** **3**
Art majors take this course as a means to create a group exhibition. Students choose particular media to use in order to create a body of work that explores a focused theme. They are also expected to conduct research for the work they produce for the exhibit. Prerequisites: senior standing and consent of instructor.

BEHAVIORAL SCIENCE

- BSc 220** **Qualitative Research Methods** **3**
A methodological course instructing students in the skill of participant observation and ethnographic reporting. Students will read a variety of ethnographies, collect primary field data, write descriptions and provide an analysis of a selected community. The class involves a field component.
- BSc 265** **Statistics for the Behavioral Sciences** **3**
An introduction to the basic principles of elementary statistics for students intending to do social science and education research involving the use of statistical analyses. Topics include basic descriptive measures; sampling and sample size estimation; hypothesis testing; testing for differences between means, correlation and measures of association; techniques for analyzing categorical data; and summarizing and presenting statistical results. A heavy emphasis will be placed on applications of basic statistical concepts to a wide variety of problems encountered

in social, educational and policy-related research. The use of computer packages for assisting in data analysis will be emphasized. Prerequisite: Mth 201, 211, 251 or equivalent.

- BSc 296** **Introduction to Research Methods** **3**
 An experimental learning situation in which research techniques and methodologies are studied by the developing and carrying out of a research project: selection of research problems, research design, data collection and analysis, statistical computation, hypothesis testing and theory building. Prerequisite: BSc 265.
- BSc 301** **Topics in the Behavioral Sciences** **3**
 Individual and group study of selected topics that bring together perspectives of anthropology, psychology and sociology. A capstone course for seniors that emphasizes their major in synthesis with other majors in the behavioral sciences. Prerequisites: BSc 265 and either BSc 220 or 296.

BIOLOGY

NOTE: A NOMINAL FEE MAY BE CHARGED FOR REQUIRED FIELD TRIPS.

- Bio 101** **Principles of Biology (Lecture 3, Lab 2)** **4**
 An introduction to scientific truths of the biological sciences discovered through the hypothetic-deductive approach and their application to life and their limitations for society in such controversial areas as human reproduction, sexually transmitted diseases, human developmental termination, genetics, genetic engineering, evolution and the evolutionary process and the origin of life.
- Bio 111** **General Biology I (Lecture 3, Lab 2)** **4**
 General biology emphasizing evolutionary mechanism, species formation, phylogenies, the origin of life and the principles of evolutionary diversity, plant and animal structure and function of systems.
- Bio 112** **General Biology 2 (Lecture 3, Lab 2)** **4**
 Continuation of Bio111 covering cellular structure, metabolism process, genetics, DNA function and genome expression, biotechnology and molecular biology in medicine. Prerequisite: Bio 111 or equivalent or consent of department chair.
- Bio 246** **Human Anatomy and Physiology I (Lecture 3, Lab 2)** **4**
 General principles of physiology, cell structure and function, cell metabolism and division. A survey of tissues, integumentary, skeletal, muscle, central nervous system, and sensory receptors. Prerequisite: Bio 101 or 111, Sci 115/Che 221 (or equivalent).
- Bio 247** **Human Anatomy and Physiology 2 (Lecture 3, Lab 2)** **4**
 General principles of physiology and structure of the endocrine, circulatory, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Prerequisite: Bio 101 or 111, Sci 115/Che 221 (or equivalent).
- Bio 308** **Genetics (Lecture 3, Lab 2) A** **4**
 Basic principles of heredity including Mendelian, cytogenetics, apopulation theory, gene regulation and an introduction to molecular genetics. Laboratory emphasis on classical laboratory experimentation and molecular techniques. Prerequisites: Bio 111 and 112 or consent of department chair.

Bio 317	Ecology (Lecture 3) A	3
	Emphasis on fundamental ecological concepts introduced in literature and illustrated in field investigations. Two weekend field trips required (Friday afternoon–Sunday). Prerequisites: Bio 111, 112 and Che 221 or Sci 115.	
Bio 341	Plant Biology (Lecture 3, Lab 2) A	4
	Introduction to the basic concepts of plant life through a study of the structure, functional form, reproduction, genetics and ecology of: fungi, algae, nonvascular plants and vascular plants. Prerequisites: Bio 101 or 111 and Che 221 or Sci 115.	
Bio 345	Evolutionary Zoology (Lecture 3, Lab 2) A	4
	A study in evolutionary principles and methods of evolutionary analysis using primarily the natural history, anatomy and systematics of the animal kingdom: protozoans through mammals. Prerequisites: Bio 101 or 111 and 112, Che 221 and 222 or consent of instructor.	
Bio 350	Molecular and Cellular Biology (Lecture 3, Lab 2) A	4
	A study of plant and animal molecular and cellular structure, biochemistry and function. Emphasis will be placed on the molecular level of cells, cellular metabolism and the structure and function of the major organelles. The course is designed to precede Bio 351. Prerequisites: Bio 111 and 112, Che 221 and 222 or Sci 115, or concurrent enrollment, or consent of department chair.	
Bio 351	General Microbiology (Lecture 2, Lab 4) A	4
	Introduction to bacteria (morphology, physiology, ecological and medical importance) and microorganisms (viruses, rickettsia, pathogenic, protozoa, molds and yeasts). Laboratory sessions will emphasize the culture, physiology and identification of the major groups of microbes. Prerequisites: Bio 101 or 111 and Che 221 or Sci 115.	
Bio 401	Biology Seminar (Individualized Study) (Lecture 2)	2
	In-depth look at specific areas within the biological sciences. Topics covered will vary and may include immunology, virology or molecular biology. Library research using scientific journals required to prepare a major paper and oral presentation. Prerequisite: 16 units of biology. Restricted to junior or senior standing.	
Bio 496	Research in Biology (Lecture 1, Lab 3)	4
	Introduction to research methods and skills in the biological field of study. Library research, biological abstracts and journals, field/laboratory research and statistical analysis will be used with the writing of research papers. Prerequisite: restricted to senior standing.	

BUSINESS

Bus 201	Introduction to Management, Marketing and Information Technology	3
	Survey of today's American business systems. A study of various types of businesses and the information they gather, store and process. Administration and management of people, facilities and information. Course includes relevant computer experience simulating business situations.	

Bus 224	Business Writing and Presentations	1
	The study and practice of effective strategies for clear communication on the job. This course examines both written and oral business communication as well as using technology to access and share information.	
Bus 251	Legal Environment of Business	3
	A study of law with emphasis on United States law, including sources, courts, procedures, torts and laws pertaining to the business environment. Examples are law of agency, contracts, product liability, government regulations, business organizations and ethics in American business.	
Bus 321	Management	3
	Introduction to management principles in the area of planning, organizing, staffing and controlling with emphasis on responsibility and authority, delegation and decentralization, line-staff relationship organization charting, communication and reaction to change. Additional emphasis on interpersonal skills, motivation, leadership and managing the organization's resources. Prerequisite: Bus 201 and 224. Recommended prerequisite: Eco 201 or 202.	
Bus 323	Global Enterprise	3
	An overview of world trade and investment patterns. Special emphasis on international trade theory, the world financial environment and the role of multinational corporations. International sourcing, marketing and management for global business. Prerequisite: Bus 321.	
Bus 326	New Ventures and Entrepreneurship	3
	Explores the methods of business ownership including startup, franchises and firm acquisition. Practical emphasis upon screening initial business ideas, accessing information sources, defining customer benefits, developing strategic posture, analyzing markets and competitors and creating a comprehensive business plan. Theoretical development of new venture establishment enhanced by guest lecturers experienced in startup ventures. Prerequisite: Bus 321.	
Bus 327	Organizational Behavior	3
	The course discusses individual behavior issues such as personality, leadership, perceptions, attitudes, motivation, diversity, stress and broader issues such as team work, group cohesiveness, career management and change management. Prerequisite: Bus 321.	
Bus 343	Operations	3
	This course uses applied quantitative methods to optimize cash flows, reduce material and inventory costs, create efficiencies, enhance quality and mitigate risks in the manufacture, distribution, servicing and retirement of both tangible goods and intangible services. Prerequisite: Bus 321.	
Bus 351	Diversity in Organizations	3
	Examination of the impact of diversity, culture, and ethnic origin on the work experience in preparing individuals to meet the challenge of cultural diversity in organizations. Emphasis is placed on how race, religion, age, sex and gender, sexual orientation, physical and mental ability, work and family, weight and appearance, international diversity, theories, legislation and organizational philosophy interact to create a set of rules for acceptable behaviors in complex organizations. Prerequisite: Bus 201.	

- Bus 390** **Students in Free Enterprise (SIFE)** **1**
 SIFE is “an international organization that mobilizes university students around the world to make a difference in their communities while developing the skills to become socially responsible business leaders.” SIFE is the largest network of university students in the world, with teams active on over 2,000 college and university campuses in nearly 50 countries around the world. SIFE students make a difference in the world by helping others reach their fullest potential. SIFE is a partnership of students, professionals, and educators who work together to teach people about market economics, success skills, entrepreneurship, financial literacy, and ethics. In doing so, students have the opportunity to help people around the world while developing skills that are valued in the workplace.
- Bus 424** **Human Resource Management** **3**
 A study of how organizations obtain, maintain and retain their human resources. Examination of current organizational theory, research and practice regarding variables that influence human behavior in organizations. Prerequisite: Bus 321.
- Bus 475** **Business Strategy** **3**
 Capstone course integrating the numerous business management courses. The student uses the case method and computer simulation to conduct external and internal assessment and identify key strategic issues. The student will identify and choose from alternate strategies and defend those choices. The student learns to conduct a strategic analysis and make sound strategic decisions. A strategic project of a real company is required. Prerequisites: Business major or senior standing or consent of instructor and Act 212, Bus 321 and Mkt 341.
- Bus 483** **Business Ethics** **3**
 An ethical evaluation involving ideals, laws and relationships utilized by the business community. Issues include bribery, employer/employee rights, assumption analysis, philosophy, culture of the corporation and product liability. Prerequisite: Business major or junior or senior standing or consent of instructor and Bus 321.
- Bus 490** **Business Internship** **1-8**
 The business internship is a practical business working experience. Students must meet the internship director for advice on placement and approval before beginning this class. Regular student reports and written feedback from the sponsoring businesses demonstrate the skills that are acquired during the internship. Prerequisite: Business major or junior or senior standing or consent of instructor.

CHEMISTRY

- Che 221** **Chemistry I (Lecture 3, Lab 3)** **4**
 Systematic exploration of fundamental chemical principles including matter, energy, electromagnetic radiation, atomic structure, periodicity, stoichiometry, chemical bonding and structure. Introduction to the scientific method and scientific epistemology in the context of the interface between the Christian faith and the chemical sciences. Prerequisite: Mth 251 or consent of department chair.
- Che 222** **Chemistry 2 (Lecture 3, Lab 3)** **4**
 A continuation of Che 221. The major topics include solubility products, chemical thermodynamics, chemical kinetics, nuclear chemistry and qualitative analysis. Prerequisite: Che 221.



Che 321	Organic Chemistry I (Lecture 3, Lab 3)	4
	Fundamental concepts relating to organic compounds with emphasis on structure, nomenclature, theory, bonding, stereochemistry, reaction mechanisms and physical and chemical properties of the principle classes of organic compounds. Prerequisite: Che 222.	
Che 322	Organic Chemistry 2 (Lecture 3, Lab 3)	4
	A continuation of Che 321 focusing on aromaticity, advanced synthesis and reaction mechanisms, kinetics, organometallic chemistry, and bio-organic chemistry. Prerequisite: Che 321.	
Che 354	Inorganic Chemistry (Lecture 3, Lab 3) A	4
	Systematic exposition of major trends in structure, bonding, reactivity and spectroscopy across the periodic table including main group chemistry, transition metal and coordination chemistry, lanthanide/actinide chemistry, organometallic chemistry, bioinorganic chemistry, solid state chemistry, electron transfer processes and generalized concepts of acidity. Prerequisite: Che 222 or consent of instructor.	
Che 401	Chemical Education for the Secondary Teacher (Lecture 3) A	3
	Development of practical, hands-on, cost effective and safe strategies for teaching modern chemical concepts, imparting rigor and standards, and conducting exciting, pedagogically effective chemistry laboratory experiments in the secondary school setting. Meets California K-12 content standards. Prerequisite: junior or senior standing.	
Che 418	Molecular Spectroscopy (Lecture 3, Lab 3) A	4
	Advanced exposition of theoretical concepts and experimental aspects of atomic and molecular spectroscopy with an emphasis on electronic absorption, electronic luminescence, Raman and infrared spectrometers within a group theoretical and symmetry-based conceptual framework. Prerequisite: Che 431; co-requisite: Che 432 or consent of instructor.	
Che 421	Introduction to Biochemistry (Lecture 3, Lab 3) A	4
	Introduction to the principles of chemistry that govern life systems. Topics include pH and buffers, enzymes, amino acids, proteins, lipids, carbohydrates, nucleic acids and metabolic pathways. Some laboratory exercises emphasize protein purification and characterization techniques, including kinetic modeling. Prerequisites: Bio 101 or III and Che 222.	
Che 424	Analytical Chemistry (Lecture 3, Lab 3) A	4
	Theory and fundamental techniques of qualitative and quantitative chemical analysis via classical and advanced instrumental methods. Prerequisites: Che 222 and 3.0 GPA in chemistry or consent of instructor.	
Che 431	Physical Chemistry I (Lecture 3, Lab 3) A	4
	Classical thermodynamics: 0th, 1st, 2nd and 3rd laws, gas laws and kinetic molecular theory of gases, colligative properties, solubilities, equilibria, phases and phase transitions and electrochemistry. Prerequisites: Che 222, Mth 272 and Phy 211; co-requisite: Mth 373 or consent of instructor.	
Che 432	Physical Chemistry 2 (Lecture 3, Lab 3) A	4
	Quantum mechanics, atomic and molecular orbital theory, symmetry, atomic and molecular spectroscopy, statistical thermodynamics and philosophical/scientific	

implications of quantum mechanics. Prerequisite: Che 431 or consent of instructor.

- Che 496 Research in Chemistry (Lecture 1, Lab 3) A 2**
 Hands-on introduction to chemical research with emphases on the research process, research skills and research methods. Laboratory research, library research, peer reviewed chemical abstracts and journals, electronic chemical databases, professional journal manuscript style guides and statistical analysis will be used in writing research manuscripts and making research presentations. Prerequisite: 16 units of chemistry courses or consent of instructor.

CHRIST COLLEGE

- CCI 001-008 Seminar in Ministry .5**
 Students are required to register for seminars during the semesters they are not taking another CCI course (103, 203, 303 or 403). Specific seminars will be held for each church work vocation (pre-seminary, DCE, teacher, parish music or pre-deaconess) exploring areas of interest and concerns that pertain specifically to the ministerial vocation students are pursuing.
- CCI 103 Introduction to Ministry I**
 This course explores Christian vocations including the different possibilities for full-time professional church work in The Lutheran Church—Missouri Synod. The role of pastors, teachers, directors of Christian education and directors of parish music will be examined in the context of the church-at-large and local congregations. The professional and personal growth and formation of the future church worker will be described and fostered.
- CCI 203 Church Polity and Organizational Structure I**
 This course will explore the history of The Lutheran Church—Missouri Synod and how that history has affected the structure and governance of the church. The polity of the synod in relation to its congregations will be studied so that students will view the structure of synod, including its congregations, circuits, districts and national office, as a system that enables the church to carry out its mission effectively.
- CCI 303 Teaching the Faith I**
 This course explores the proper distinction of Law and Gospel and its application in Christian education and ministry. Faith development and classroom management will be considered as applications of Law and Gospel. Creation and evaluation of curricula, Bible studies and other materials will also be seen as applications of Law and Gospel.
- CCI 403 The Role of the Christian Professional I**
 This course will prepare students for their lives as full-time church work professionals. The following topics will enhance the personal and professional lives of the future church work professional: developing a family budget; the personal and spiritual life of the called worker; the call process; income tax and social security; retirement and investment planning; and Christian professionalism and ethics.

CHRISTIAN EDUCATION

- CEd 201 Introduction to DCE Ministry 3**
Examination of the ministry of the director of Christian education (DCE) in the congregations of The Lutheran Church—Missouri Synod. Study of key roles and sub-roles of DCEs, history of the DCE ministry within the LCMS, the team ministry of pastors and DCEs and contact with current field DCE models. Prerequisite: sophomore standing. Course Requirement: completion of fingerprint clearance procedures including payment of appropriate fees.
- CEd 202 Parish Program Leadership A 3**
Stresses theology and philosophy of Christian education as the foundations of parish programming. Teaches planning, administration and leadership skills important to the development, management and evaluation of parish ministry programs. Prerequisite: CEd 201 or consent of instructor.
- CEd 302 Teaching Strategies and Management A 3**
Equips students with a variety of instructional strategies for use in the parish setting. Focuses on planning, managing, delivering and evaluating instruction. Students will practice these competencies through applied experiences (e.g., observing, teaching a Bible class, leading devotions, etc.) in a Lutheran school classroom. Transportation to and from the practicum site is the responsibility of the student. Prerequisites: EduC 301 and completion of fingerprinting.
- CEd 360 Group Dynamics A 3**
The study and application of current behavior theory and research in the area of small group communication, including such specific subject areas as group leadership, conflict resolution, verbal and nonverbal communication, social influence processes, problem-solving, conformity, and consequences of group interaction. Application of these concepts to real-life situations is emphasized.
- CEd 370 Children's Ministry A 3**
An in-depth study of the church's ministry with children from birth to twelve years of age. Emphasizes faith development theories; family and intergenerational ministry; teaching techniques related to children's ministries; involving children in the total life of the church; and planning, administering, implementing and evaluating a comprehensive ministry to children. A fieldwork component is required.
- CEd 380 Youth Ministry A 3**
A course which provides students basic foundations of parish youth ministry and an opportunity to better understand the current youth culture. Supplies a variety of organizational models and an opportunity to develop programming skills needed for successful parish youth ministry. A fieldwork component is required.
- CEd 401 DCE Ministry Seminar/Field Work 1 3**
On-site involvement with a DCE serving a congregation to acquire experience and skills related to DCE ministry. Includes evaluation of practicum experiences and presentation of current DCE ministry trends, resources and philosophies. Prerequisites: full acceptance into DCE program including successful completion of DCE program interview; CEd 201, 202 and 380 are highly recommended.
- CEd 402 DCE Ministry Seminar/Field Work 2 3**
Continuation of CEd 401.



- CEd 460 Adult Education in the Parish A 3**
Adult learning theory, faith development and discussion of Andragogy as it relates to the planning of effective adult education programs in a local congregation will be presented.
- CEd 470 Family Ministry A 3**
An advanced course in the Christian education field with a focus on family ministry structures. Review of current conceptual models along with practical guidelines for developing family ministry programs within a congregational setting will be addressed.

COMMUNICATION

- Com III Public Speaking 3**
Principles and practice of effective oral communication; analysis of the speaking-listening process; includes informative, persuasive and impromptu speaking experiences.
- Com 211 Introduction to Argumentation and Debate 3**
A performance-based course in which students learn argument design, including use of reason and evidence, and practice in competitive, academic debate. This course is focused primarily on critical thinking, research skills and orally expressing arguments with rhetorical and presentational power.
- Com 216 Interpersonal Communication 3**
Analysis of person-to-person communicative behavior in relationships ranging from informal to intimate; classroom experiences with topics such as disclosure, conflict, listening, language and nonverbal behavior.
- Com 222 Theory and Practice of Journalism 3**
This course introduces the basics of journalism writing, style, theory, investigation and ethics. Students will also select topics, conduct interviews and write at least six (6) articles to be submitted to the Concordia Courier. Journalism styles will include news, features, sports, review and opinion.
- Com 280 Theories of Human Communication 3**
A systematic exploration of the theories communication scholars use to explain human communication. Specifically, theories dealing with rhetoric, persuasion, interpersonal, intercultural, small group, media, organizational and gender communications are examined.
- Com 311 Advanced Public Speaking 3**
Advanced work in speech communication with an emphasis on professional speaking techniques, humor and the use of stories. Oral assignments include serious and humorous personal stories that make a point, persuasive and special occasion speeches and a final professional presentation. Example speeches viewed and analyzed. Prerequisite: Com III or 211 or consent of instructor.
- Com 321 Mass Communication 3**
A focus on the personalities, inventions, developments, terminologies and issues closely associated with seven (7) mass media industries. Article reports using the business magazines, newspapers and trade journals read by media professionals will be required. Special emphasis on internship preparation and media job opportunities. Guest speakers.

Com 324	Intercultural Communication	3
	Social and cultural variables in speech communication processes; strategies for resolving communication problems in intercultural settings with an emphasis on variables such as perception, roles, language codes and nonverbal communication.	
Com 328	Small Group Communication	3
	Group process theories relevant to communicative behavior in small group settings; analysis of group member behavior, interaction patterns and problem-solving techniques in various group discussion settings. Prerequisite: Com 216.	
Com 335	Nonverbal Communication	3
	Theory and research on nonverbal aspects of communication with emphasis on developing effective communication skills as they relate to physical appearance and dress, body movement, face and eye communication, vocal cues and the use of environment and space.	
Com 344	Theory and Practice of Interviewing	3
	Theory and techniques of oral communication in the process of interviewing. Practical application in employment, information gathering (as in journalism and investigations) and persuasive interviews (as in selling and legal argument).	
Com 391	Newspaper Practicum	I-3
Com 392	Radio Practicum	I-3
Com 393	Yearbook Practicum	I-3
Com 394	Forensics Practicum	I-3
Com 412	Writing for the Broadcast Media	3
	Script writing for radio, television and film; projects include announcements, commercials, news, features, documentaries, comedy, game and music shows.	
Com 422	Studies in Public Relations	3
	Public relations as a communication discipline with an emphasis on developing and implementing campaigns. Presentations by PR professionals and in-class projects/exercises address specific topics including public relations in nonprofit organizations, corporate and social responsibility, media relations, technology and ethical issues.	
Com 451	Organizational Communication	3
	Role of communication in achieving organizational goals; theory and practice of communication in private and public organizations; techniques to enhance understanding in organizations.	
Com 485	Communication Criticism	3
	The history, nature, purpose and methods of communication criticism. Eight (8) critical approaches to human communication events will be studied. An article review and group PowerPoint presentation are required. Prerequisite: junior standing.	
Com 488	Communication Research Methods	3
	Introduction to the research process that examines how research is planned and designed; introduces the processes of data collection and analysis; explores methodology for communication research, including sampling, questionnaire design and introduction to statistics; provides experiences in conducting original research.	

**CORE CURRICULUM**

CBio 101	Integrated Biology (Lecture 3, Lab 2)	4
	This is an interdisciplinary, topic-driven course that reviews relevant issues in biology (and other disciplines) as they relate to current times. Topics such as biotechnology, protein synthesis, biodiversity, conservation, evolution, reproductive technology, etc. are discussed using current scientific data and their relationship to current issues. This is a liberal arts science course and draws upon disciplines such as history, theology and philosophy. A laboratory is required for this course.	
CEng 201	World Literature to the Renaissance	3
	This course focuses on critical thinking and research-based writing through comparative and interdisciplinary analysis alongside lectures and class discussion; studying representative great works of Western and non-Western literature from Antiquity, the Middle Ages and the Renaissance with emphasis on the literary, cultural and religious significance of these texts.	
CEng 202	World Literature from the Enlightenment	3
	This course focuses on critical thinking and research-based writing through comparative and interdisciplinary analysis alongside lectures and class discussions on representative great works of Western and non-Western literature from the 17th Century to the present with emphasis on the literary, cultural and religious significance of these texts.	
CHst 201	The West and the World	3
	The emergence and expansion of the major political, cultural, social, and economic developments in the East and the West from the dawn of Western civilization to the early modern era. The course will focus on reading significant texts and research-based writing, alongside lectures and class discussion.	
CHst 202	America and the World	3
	The development of the political, cultural, social, and economic developments in America and the world from the rise of the modern nation/state to the modern age. The course will focus on reading significant texts and research-based writing, alongside lectures and class discussion.	
CMth 101	Nature of Mathematics	3
	This course studies the role of mathematics in human life. Paired with the study of philosophy, this course guides students to gain knowledge about the nature of mathematics and to develop their analytical reasoning skills to solve problems. Topics include number theory, probability and statistics, consumer mathematics, and general problem solving strategies, with additional topics selected in dialog with the philosophy course. The overriding goals of the course are developing a better perspective of mathematics, and discovering the power of mathematical thinking. Writing assignments and projects, as well as traditional methods of assessment, will be used.	
CPhi 101	Introduction to Philosophy	3
	This course studies and practices rational inquiry into fundamental questions about human wisdom, action and creativity. Because the course is paired with study of mathematics and because philosophy has always considered that mathematics provides clear examples of rational problem solving, the course includes mathematical examples along with examples from public policy, life choices, science, literature, the arts and the professions. Students learn the elements of rational inquiry, including basics of statement logic and strategies for information gathering. Students are introduced to the traditions of western philosophy,	

beginning with the ancient Greeks and following selected threads in subsequent eras. Classic texts by selected philosophers are studied. Topics include ontology, epistemology, aesthetics, ethics, language and logic.

CThl 101	Foundations of Christian Theology	3
	This course studies the source of Christian theology, namely the Holy Scriptures. Drawing upon the Scriptures as well as historical and doctrinal writings by Christian theologians, the student will examine major teachings of the Christian faith (e.g., the nature and knowledge of God, Christology, justification, ecclesiology, eschatology, sacramentology). Differing understandings of these teachings will be explored when appropriate. Such engagement will enable the student to understand and articulate the basic tenets of Christianity.	

ECONOMICS

Eco 201	Macroeconomics	3
	A survey of the scope and methods of the study of economics; the principles underlying the production, exchange, distribution and consumption of wealth; and various economic problems. The systematic investigation of the market structure of American capitalism, encompassing the production and distribution of income, welfare economics and current domestic problems.	
Eco 202	Microeconomics	3
	An introduction to specific aspects of the economy such as households, firms and markets. The investigation of supply and demand in the product market, the perfectly competitive market, monopoly and imperfect competition and the role of government in private economy. Attention will be given to economic challenges of the future.	
Eco 429	Environmental Economics, Law and Policy	3
	Overview of environmental law on business organizations and their behavior with an emphasis on state and federal statutory and case law dealing with analysis of environmental impacts, control of air and water pollution, regulation of toxic substances, and preservation of natural areas, habitats and endangered species. Special emphasis on the impact of various governmental policies and environmental laws on industry, business, real estate development, and conservation programs. Prerequisite Bus 201, 25I, Eco 201 or 202.	

EDUCATION

Edu 248	Principles/Curriculum of Early Childhood Education	3
	Early childhood programs offer a variety of philosophies and activities to meet the physical, social, emotional and spiritual needs of young children. Elements of curriculum planning and approaches such as an emergent curriculum and constructivist classrooms will be explored and contrasted.	
Edu 435	Linguistic Development and Second Language Acquisition	3
	Overview of child language development and second language acquisition for language minority students. Methods and materials that enhance primary language and second language acquisition are presented, studied and developed.	



Edu 466	Helping Children Cope with Violence	3
	Children today are impacted by the reality of violence in aspects of their daily lives or by the subjective fear of impending dangers. Developmental consequences and strategies to cope with man-made and natural disasters will be explored. Books, toys, music and media to foster communication and positive resolutions will be identified.	
Edu 468	Observation/Assessment of Young Children	3
	Examines strategies and tools for appropriate assessment of development in young children, ages 0–8. Focuses on the teacher's role in guiding and supporting the development of behavior and social skills in young children. Current research will be emphasized and formal and informal assessment tools will be examined.	
Edu 490	Early Childhood Field Experience	3
	This practicum provides an opportunity for the early childhood program student to experience first-hand, young children in an early childhood classroom. Opportunities will be provided for working with children, parents and staff, including participation in staff meetings, parent conferences and special events. The student will journal all experiences with particular focus on child development, curriculum content and developmentally appropriate instructional approaches.	

CREDENTIAL

EduC 101	Introduction to Teaching Careers I	1
	This course is an introduction to the field of education and the professional career of the teacher. Topics that will be discussed in this course include: characteristics of today's learners; characteristics of effective teachers and schools; California teacher credentialing procedures; and Concordia University's teacher education program. Fifteen hours of community service in a school or other educational organization serving children are required.	
EduC 201	Introduction to Teaching Careers 2	1
	This course focuses on a broad picture of teaching through an emphasis on the California Teaching Performance Expectations (TPEs). Through course activities the students will develop awareness of the TPEs and what to look for to see evidence of these expectations in their assigned field experience. Minimum of 15 hours of field work is required in a university assigned placement.	
EduC 301	Psychology and Development of Diverse Learners	3
	Students explore and learn the major concepts, principles, theories and research related to the cognitive, social, emotional, physical and moral development of children and adolescents. They also learn the major concepts, principles and research associated with human learning, achievement, motivation, conduct and attitude	
EduC 401	Instructional Planning and Assessment	3
	Students explore a variety of approaches to planning, managing, delivering and assessing instruction. They draw on social, cultural and historical foundations, as well as learning theory as they design, assess and differentiate instruction for all students. Prerequisites: admission to the Teacher Education Program; EduC 301 or concurrent enrollment.	

- EduC 402 Creating a Positive Learning Environment 3**
This course provides students preparing to teach in today's schools with an understanding of how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. The effects of student health and safety on learning are addressed. Candidates learn skills for communicating and working with families. They learn their professional and legal responsibilities as teachers in California schools. Prerequisites: admission to the Teacher Education Program; EduC 401 or concurrent enrollment.
- EduC 422 Math and Science Methods 2**
Students learn approaches to planning, managing, delivering and assessing instruction in science and mathematics. Students draw on social, cultural and historical foundations and learning theory as they plan instruction. Prerequisites: admission to the Teacher Education Program; EduC 401 and 451; CSET verification.
- EduC 423 Integrated Curriculum Methods: Elementary 2**
Students learn approaches to planning, managing, delivering and assessing instruction in history, arts and physical education. Students draw on social, cultural and historical foundations and learning theory as they plan instruction. Prerequisites: admission to the Teacher Education Program, EduC 401 and 451; CSET verification.
- EduC 424 Secondary Curriculum and Methods 4**
This course provides students preparing to teach in secondary schools with understanding of the secondary school curriculum. Students examine recent research, use the California Frameworks and K-12 Content Standards to explore their subject areas and evaluate curriculum materials. Emphasis is given to preparing lesson plans that meet the diverse needs of students. Prerequisites: admission to the Teacher Education Program, EduC 401 and 451; CSET verification.
- EduC 451 Language and Culture 3**
This course focuses on the impact of linguistic, cultural, socio-economic status, religion and gender diversity on the education of elementary and secondary school students. It also addresses the socio-political nature of education and the challenging issue surrounding multicultural education in our schools today. Bilingual education and curricular implications are discussed, as well as the history of other cultural groups in the United States. Prerequisites: admission to the Teacher Education Program; EduC 401 or concurrent enrollment.
- EduC 460 Reading/Language Development in Diverse Elementary Classrooms 4**
This course focuses on preparing the elementary school teacher to instruct reading and language arts in diverse classrooms. It follows the guidelines set forth by the CCTC and the California Language Arts Frameworks and Standards. Prerequisites: admission to the Teacher Education Program, EduC 401 and 451; CSET verification.
- EduC 470 Content Area Reading in Middle and Secondary Classrooms 4**
This course examines theory and practice in reading instruction as applied to the content areas of middle and secondary schools. There is emphasis on development of reading techniques ranging from assessment of individual skills to selection of appropriate materials and strategies for instruction in subject areas for diverse classrooms. The guidelines set forth by the CCTC and the California Language Arts Frameworks and Standards serve as the basis for this course.

Prerequisites: admission to the Teacher Education Program, EduC 40I and 45I; CSET verification.

- EduC 480** **Teacher Performance Assessment (TPA) Practicum: Student Teaching I: Elementary** **I**
 This course consists of thirty (30) hours of field experience and class seminars to prepare students to teach in elementary schools. Students develop an understanding of instructional planning and delivery and how to meet the needs of diverse learners. Through the activities of this course, students complete the first two tasks of the California Teaching Performance Assessment (CTPA). Minimum grade of B- required. Prerequisites: completion of or concurrent enrollment in EduC 422, 423 and 460; CSET verification.
- EduC 481** **Teacher performance Assessment (TPA) Practicum: Student Teaching I: Secondary** **I**
 This course consists of thirty (30) hours of field experience and class seminars to prepare students to teach in secondary schools. Students will develop an understanding of 7-12 curriculum, how to meet the needs of diverse learners, and instructional planning and delivery. Through the activities of this course, students complete first two (2) tasks of the California Teaching Performance Assessment (CTPA). Minimum grade of B- required. Prerequisites: completion of or concurrent enrollment in EduC 424 and 470; CSET verification.
- EduC 482** **Student Teaching: Elementary** **I2**
 Student teaching is a full semester, all day teaching experience at a qualified school site under the supervision of a cooperating teacher and university supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher's career choice. Prerequisites: completion of all program courses; acceptance into Student Teaching Program; passing scores on the CSET examination or completion of a state-approved Single Subject Matter Preparation Program.
- EduC 483** **Student Teaching: Secondary** **I2**
 Student teaching is a full semester, all day teaching experience at a qualified school site under the supervision of a cooperating teacher and university supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher's career choice. Prerequisites: completion of all program courses; acceptance into Student Teaching Program; passing scores on the CSET examination or completion of a state-approved Single Subject Matter Preparation Program.

ENGLISH

- Eng 20I** **Themes in Literature** **3**
 An introduction to various literary themes and several critical approaches. Focus on verbal and written interpretation and personal application of the following literary themes: innocence and experience; conformity and rebellion; love and hate; and the presence of death.
- Eng 27I** **Literary Criticism** **3**
 An introduction to the major critical schools and controversies of the twentieth century, including New Criticism, Deconstruction, New Historicism, Psychological, and Feminist Criticisms. Lectures, readings and workshops will focus on the

critical writing process and on developing a strong written command of the variety of papers appropriate for a major in English.

- Eng 281** **World Literature A** **3**
A study of world masterpieces, especially selected works of Homer, Sophocles, Virgil, Dante and Cervantes. Prerequisite: Eng 201.
- Eng 341** **American Literature I** **3**
A survey of American literature from its beginning to 1850. Includes journals, diaries, sermons and pamphlets. Emphasis on the writings of Irving, Hawthorne, Poe and Melville. Prerequisite: Eng 201.
- Eng 342** **American Literature 2** **3**
A survey of American literature from 1850 to 1945. Literary movements such as Realism, Naturalism, as well as the roots of modern American literature emphasized. Prerequisite: Eng 201.
- Eng 361** **English Literature I** **3**
A survey of representative English prose, poetry and drama from the Anglo-Saxon period to 1800. Readings from such writers as the Beowulf poet, Chaucer, Shakespeare, Donne, Swift, Pope and Johnson acquaint students with the literary heritage of the English-speaking world. Prerequisite: Eng 201.
- Eng 362** **English Literature 2** **3**
A survey of British literature from the late 18th century through the 19th century. The student will consider the Romantic and Victorian approaches to life through the study and critical discussion of such writers as Blake, Wordsworth, Coleridge, Mary Shelley, Keats, Tennyson, Elizabeth Barrett Browning and Robert Browning. Prerequisite: Eng 201.
- Eng 380** **Women's Literature A** **3**
An intensive study of literature written by women, emphasizing representations of gender in different cultural and aesthetic contexts and exploring the unique contributions and genres particular to women's writing. Prerequisite: Eng 201.
- Eng 382** **Postcolonial Literature A** **3**
This course provides for in-depth study of postcolonial theory and literature from South Asia, Africa and the Caribbean. Readings and discussions will focus on postcolonial theory, common themes, literary technique, the role of religion, and the question of personal and national identity. Prerequisite: Eng 201.
- Eng 383** **Modern and Contemporary Poetry A** **3**
A survey of 20th and 21st century poetry, poets and literary movements. Prerequisite: Eng 201.
- Eng 385** **Modern Novel A** **3**
An advanced survey of the development of literary modernism as represented in major European and American novels. Novelists may include Proust, Joyce, Woolf, Faulkner and Ellison. Prerequisite: Eng 201.
- Eng 387** **Modern and Contemporary Drama A** **3**
Reading, critical analysis, discussion and evaluation of selected plays from 1890 through the twenty-first century. Dramatists may include Ibsen, O'Neill, Pirandello, Lorca, Miller, Williams and Albee. Attending a performance may be required. Prerequisite: Eng 201.



Eng 389	Film as Literature An intensive study of films and screenplays as literature, emphasizing the elements unique to the genre within the context of the modern literary world. Prerequisite: Eng 201.	3
Eng 391	Children's Literature Survey of the history of children's literature, examination of a wide variety of children's books and related media and strategies for use in the preschool and elementary classroom. Prerequisite: Eng 201.	3
Eng 441	Major American Writers A Extensive reading and in-depth study of one or more significant American authors with special attention to their themes, literary techniques and traditions. Prerequisites: Eng 201, 271, 281 and 341 or 342 or consent of instructor.	3
Eng 451	Senior Seminar in English An intensive examination of a literary topic or writer with attention to intellectual and literary milieu through which students refine techniques of literary research and scholarship. Prerequisite: Eng 201, 271 and 281 and senior status or permission of instructor and department chair.	3
Eng 461	Major English Writers A Extensive reading and in-depth study of significant longer works by several English authors with special attention to their themes and literary techniques. Prerequisites: Eng 201, 271, 281 and 361 or 362 or consent of instructor.	3
Eng 466	Shakespeare Critical reading and analysis of selected examples of Shakespeare's histories, comedies and tragedies. Prerequisite: Eng 201, 271 and 281.	3
Eng 471	Literary Theory A An advanced study of primary texts from the history of literary criticism and the major critical schools of the twentieth century, including formalism, deconstruction, psychoanalysis, feminism, new historicism and post-colonialism. Reading will focus on essays and criticism from Plato to Plotinus to Foucault and Stanley Fish. Prerequisites: Eng 201, 271 and 281.	3
Eng 477	History and Development of the English Language An overview of the history of English and an examination of the development of the language through its linguistic elements. Topics of the course include traditional and contemporary grammar, phonetics, syntax, semantics, patterns of language change, dialects, orthography, etymology, representative oral and written communication and other related issues. Prerequisite: Eng 271 and 281.	3

EXERCISE AND SPORT SCIENCE

NOTE: ALL ACTIVITY COURSES EXAMINE TECHNIQUES, RULES AND STRATEGIES AND DEVELOP SKILLS.

Dan 101	Ballet 1	1
Dan 102	Ballet 2	1

Dan III	Jazz Dance	I
Dan II2	Modern Dance	I
Dan I3I	Social Dance	.5
Dan I4I	Tap Dance	I
ESS IOI	Education for Healthful Living	2
	Students explore the values and benefits that derive from the maintenance of a physically active lifestyle and its contribution to the physical and mental well-being of the individual. The course includes instruction and laboratory experiences in physical fitness.	
ESS IIO	CPR/First Aid	I
	Theory and practice for prevention and care of accidents and sudden illness. Covers the requirements for Red Cross Standard First Aid and CPR certification. Nominal fee.	
ESS III	Tennis*	.5
ESS II2	Volleyball*	.5
ESS II4	Badminton	.5
ESS II6	Basketball*	.5
ESS II9	Bowling (Nominal fee)	.5
ESS I20	Baseball**	.5
ESS I2I	Softball**	.5
ESS I22	Weight Training	.5
ESS I23	Cross Country**	.5
ESS I24	Track**	.5
ESS I26	Aerobics	.5
ESS I27	Cross Training	.5
ESS I28	Beginning Tae Kwon Do (Nominal fee)	.5
ESS I38	Intermediate Tae Kwon Do (Nominal fee)	.5
ESS I40	Golf (Nominal fee)	.5
ESS I4I	Scuba (Nominal fee)	.5
ESS I42	Beach Volleyball	.5
ESS I43	Open Water Paddling (Canoe and Kayak) (Nominal fee)	.5
ESS I44	Rock Climbing (Nominal fee)	.5
ESS I45	Fitness Walking	.5
	* offered also as varsity sport	
	** offered ONLY as varsity sport	
ESS I99	Individualized Physical Education	.5
	Physical education activity specially tailored to the needs and abilities of students who cannot participate in regularly-scheduled physical education classes because of physical condition, age or unavoidable schedule conflicts. Students must be approved by and make arrangements with the division chair before registering for this class.	



- ESS 222 Organization and Management of Sport 3**
The course will provide knowledge about the broad field of sport management and elements of managing people, operations, finance, and the work environment in a variety of occupational settings. Insight into strategies for professional preparation and career opportunities will also be discussed. Special topics to be covered include public relations, marketing, legal issues, interviewing, leadership, effective communication, sport ethics, and perspectives on international sports.
- ESS 225 Principles of Weight Training and Cross Training A 3**
A theory to practice approach to strength training and aerobic cross training methods. Students learn how to test, design and implement strength training and aerobic cross training programs for sport and fitness. This class is only for ESS majors. Non-ESS majors must have consent of division chair.
- ESS 238 Observational Clinical Coursework I I**
A non-classroom experiential course where the student will be introduced to the principles of athletic training and the practical aspects of daily athletic training clinic activity. This course is to correspond with the first semester of the observation phase of the Athletic Training Education Program and will require 50 lab hours for the clinical component on and off campus. A lab fee may be required. Prerequisite: consent of director of athletic training.
- ESS 239 Observational Clinical Coursework 2 I**
A non-classroom experiential course where the student will be introduced to the principles of athletic training and the practical aspects of daily athletic training clinic activity. This course is to correspond with the second semester of the observation phase of the Athletic Training Education Program and will require 50 lab hours for the clinical component on and off campus. A lab fee may be required. Prerequisites: ESS 238 and consent of director of athletic training.
- ESS 303 Health A 3**
Students will learn how to provide comprehensive school health education programs that incorporate concepts of maintaining balance in the physical, emotional, social, intellectual, economic, vocational and spiritual components of life.
- ESS 304 Motor Learning and Control 3**
Overview of significant factors which influence and determine the learning of motor skills. Basic principles of learning theory and motor control are applied to motor performance.
- ESS 306 Sports Nutrition 3**
This course will explore issues pertinent to the study of health and nutrition for the active individual and will analyze concepts and controversies by illustrating the importance of research and clinical studies in the current nutritional literature. The course will also examine and discuss key concepts concerning the role of nutrition in overall health and well-being for a healthy lifestyle. Prerequisites: Bio 101 and sophomore standing.
- ESS 308 Care and Prevention of Athletic Injuries 3**
The theory and practice of the principles and techniques pertaining to prevention and treatment of athletic injuries. Techniques of preventative athletic taping and strapping are also incorporated with the lecture as a laboratory component. A lab fee may be required. Prerequisite: Bio 246 or concurrent enrollment.

- ESS 310 General Medicine and Pharmacology 2**
Incorporates the knowledge, skills and values that entry-level certified athletic trainers or similar health professionals must possess to recognize, treat and refer, when appropriate, general medical conditions and disabilities. This course also provides the skills and knowledge of pharmacologic applications for athletes and others involved in physical activity. Prerequisites: Bio 246, 247 and ESS 308 or consent of department chair.
- ESS 320 Historical, Social and Cultural Foundations of Sport and P.E. 3**
Historical, sociological and philosophical analyses of sport and physical education are presented and discussed. Additional topics on current challenges, relevant issues, controversies and career opportunities in sport and physical education are discussed.
- ESS 323 Sport Marketing and Sponsorship A 3**
A study of the multidimensional field of sport marketing and sponsorship. Includes a survey of current research in sport marketing, theories unique to sport marketing, strategies for sport marketing in profit and non-profit venues. Additional emphasis will be focused on the growing area of sport sponsorship. Prerequisite: ESS 222.
- ESS 325 Advanced Personal Training A 3**
National Council of Strength and Fitness approved course for those who want advanced personal training certification. Topics include functional anatomy, health and fitness screening and assessment, cardiovascular assessment and prescription, strength and power assessment and prescription, nutrition, and weight management. Prerequisites: ESS 225 or consent of department chair.
- ESS 326 Sport Operations and Facility Management A 3**
A study in the management of facilities a and sport business. It will incorporate the development of a new sport business and the management of existing sport businesses. Included in the course will be current strategic planning models, sport finance, business leadership and facility management. Prerequisite: ESS 222.
- ESS 338 Beginning Clinical Coursework I I**
This is a non-classroom experiential course with education and teaching being of a practical nature. This course will introduce principles of athletic training and require a significant amount of time to be spent in the everyday aspects of the athletic training clinic. Clinical rotations are completed on and off campus. This course is designed to correspond with the first semester of the first year in the professional phase of the Athletic Training Education Program and will require a minimum of 100 hours for the clinical component at a number of general medicine affiliate sites and local community colleges. A lab fee may be required. Prerequisites: ESS 238, 239 and acceptance into the Athletic Training Education Program.
- ESS 339 Beginning Clinical Coursework 2 I**
A non-classroom experiential course with education and teaching being of a practical nature. This course will introduce principles of athletic training and require a significant amount of time to be spent in the everyday aspects of the athletic training clinic. Clinical rotations are completed on and off campus. This course is designed to correspond with the second semester of the first year in the professional phase of the Athletic Training Education Program and will require a minimum of 100 hours for the clinical component at a number of general



medicine affiliate sites and local community colleges. A lab fee may be required. Prerequisites: ESS 338 and consent of approved clinical instructor (ACI).

- ESS 340 Elementary Physical Education 3**
An instructional strategies class that introduces students to movement and fitness education for children. The topics covered include analysis of the development and use of games, as well as the use of music to aid in children's motor development. The course also includes an integration of principles of motor learning, motor development and physiology of movement.
- ESS 348 Recognizing and Evaluating Athletic Injuries I 3**
A theoretical and practical approach to injury assessment for the lower body. The systematic evaluation format, as governed by the NATA, is utilized with the emphasis placed on the evaluation of the lumbar spine, hip, thigh, knee, lower leg, ankle, foot and gait analysis. A laboratory component is also incorporated into the lecture series. Prerequisites: Bio 246, 247, ESS 308 or consent of department chair.
- ESS 349 Recognizing and Evaluating Athletic Injuries 2 3**
A theoretical and practical approach to injury assessment for the upper body. The systematic evaluation format, as governed by the NATA, is utilized with the emphasis placed on the evaluation of the head/face, cervical/ thoracic spine, shoulder, elbow, forearm, wrist, hand and abdominal viscera. A laboratory component is also incorporated into the lecture series. Prerequisite: ESS 348 or consent of department chair.
- ESS 350 Sport Law 3**
An examination of the legal issues in sport and physical education. Provides an explanation of key areas of the law such as negligence, contracts, civil rights, and risk management.
- ESS 355 Individual Activities A 3**
Sports and individual activities commonly taught in physical education are analyzed. Theory and laboratory experience are designed to acquaint students with teaching progression, practice techniques, selection and care of equipment, history, rules and strategy for these activities. Prerequisite: ESS 376 or consent of department chair.
- ESS 357 Team Activities A 3**
Sports and team activities commonly taught in physical education are analyzed. Theory and laboratory experiences are designed to acquaint students with teaching progression, practice techniques, selection and care of equipment, history, rules and strategy for these activities. Prerequisite: ESS 376 or consent of department chair.
- ESS 358 Therapeutic Exercise 3**
A theoretical and practical approach to therapeutic exercise and rehabilitation techniques for the injured athlete or those who engage in physical activity. A laboratory component is also incorporated into the lecture series. Prerequisites: Bio 246, 247, ESS 308 or consent of department chair.
- ESS 360 Principles of Coaching A 3**
An analysis of the factors in coaching such as motivation, attitude formation and behavior; leadership and techniques of coaching. Purchase of ACEP material and certification is part of course.

ESS 365	Sport Psychology	3
	Role of psychomotor and cognitive factors in human movement settings are discussed. Selected topics may include: arousal, attribution theory, achievement motivation, anxiety, interventions, goal setting, attention styles, aggression, social facilitation, social reinforcement and imagery.	
ESS 368	Therapeutic Modalities	3
	A theoretical and practical approach for therapeutic modalities in exercise and rehabilitation are discussed and explored. A laboratory component is also incorporated into the lecture series. Prerequisites: Bio 246, 247, ESS 308 or consent of department chair.	
ESS 370	Adaptive Physical Education A	3
	An analysis and examination of how physical education, sport and physical activities can be adapted to meet students' special and unique needs. Included will be an analysis of motor and intellectual development, appropriate skill progressions and an examination of various diseases and genetic conditions that lead to adaptation needs.	
ESS 376	Physical Education Management A	3
	An evaluation of how to develop physical education lesson plans and curriculums, with emphases on how to develop physical education course work and progressions. Included are practical tips for creating effective teaching environments and teaching developmentally appropriate skills and activities.	
ESS 388	Intermediate Clinical Coursework I	I
	A non-classroom experiential course with education and teaching being of a practical nature. This practical course will introduce principles of athletic training and require a significant amount of time to be spent in the practical aspects of daily athletic training clinic. This course is designed to correspond with the first semester of the second year in the professional phase of the Athletic Training Program and will require a minimum of 250 hours for the clinical component at an off-campus equipment intensive affiliate site. A lab fee may be required. Prerequisites: ESS 338, 339 and consent of director of athletic training.	
ESS 389	Intermediate Clinical Coursework 2	I
	A non-classroom experiential course with education and teaching being of a practical nature. This practical course will introduce principles of athletic training and require a significant amount of time to be spent in the practical aspects of daily athletic training clinic. This course is designed to correspond with the second semester of the second year in the professional phase of the Athletic Training Education Program and will require a minimum of 150 hours for the clinical component focusing on team activities. A lab fee may be required. Prerequisites: ESS 310 and 388 or concurrent enrollment in ESS 310 and consent of director of athletic training.	
ESS 390	Practicum	I-3
ESS 392	Teacher Education Practicum	3
ESS 393	Exercise Science Practicum	3
ESS 394	Coaching Practicum	3
ESS 406	Physiology of Exercise	3
	Application of physiological principles to the study of human performance in exercise. Prerequisite: Bio 246 and 247.	



ESS 407	Kinesiology A study of human movement with emphasis on the biomechanics, structure and function of the skeletal, muscular and nervous systems. Prerequisite: Bio 246.	3
ESS 408	Advanced Athletic Training Survey of the theory and practice of advanced principles and techniques pertaining to prevention and treatment of athletic injuries. Advanced techniques of preventative taping and strapping are also incorporated with the lecture as a laboratory component. A lab fee may be required. Prerequisites: Bio 246, 247 and ESS 308 or consent of department chair.	3
ESS 410	Measurement and Evaluation of Exercise Development, evaluation and administration of tests in exercise science are explored through lecture and practical settings. Basic statistical analyses and their application in interpreting tests and measurements are included.	3
ESS 428	Athletic Training Administration This course incorporates the professional administrative and management components of operating an athletic training room. Human resource management, financial resource management, information management, facility design and planning, athletic insurance and legal/ethical practice are topics investigated.	3
ESS 438	Advanced Clinical Coursework I A non-classroom experiential course with education and teaching being of a practical nature. This practical course will introduce principles of athletic training and require a significant amount of time to be spent in the practical aspects of daily athletic training clinic on and off campus. This course is designed to correspond with the first semester of the third year of the professional phase of the Athletic Training Education Program and will require a minimum of 175 hours focused on team activities for the clinical component. A lab fee may be required. Prerequisites: ESS 388, 389 and consent of director of athletic training.	I
ESS 439	Advanced Clinical Coursework 2 A non-classroom experiential course with education and teaching being of a practical nature. This practical course will introduce principles of athletic training and require a significant amount of time to be spent in the practical aspects of daily athletic training clinic activity on and off campus. This course is designed to correspond with the second semester of the third year of the professional phase of the Athletic Training Education Program and will require a minimum of 175 hours focused on team activities for the clinical component and completion of the capstone project for program completion. A lab fee may be required. Prerequisites: ESS 438 and consent of director of athletic training.	I
ESS 490	Sport Management Internship	2

FRENCH

Fre 101	French 1 Natural approach to French with an emphasis on speaking, listening, reading and writing in French. Course is for students who have no or very little prior study of French.	4
Fre 102	French 2 Continuation of French I. Prerequisite: French I. Fulfills foreign language requirement.	4

FINANCE

- Fin 211 Personal Finance 3**
This course prepares students to make appropriate decisions regarding financial planning in career choices, investment, savings, income taxes, credit cards, loans, car and home purchases, asset protection, health expenses, insurance and real estate.
- Fin 331 Finance 3**
Introduction to principles and practices of managerial finance. Sources and methods of raising capital, cash flow analysis, financial statement analysis, financial markets and stockholder equity concerns. Additional concepts include decision making with risk and use of operating and financial leverage. Prerequisite: General education math requirements and Act 212.
- Fin 332 Financial Statement Analysis 3**
Analysis of financial statements for business valuation and strategic considerations. Ratio analysis and time value of money concepts used in order to analyze the financial conditions of a business organization. Credit analysis and corporate finance issues also covered. Prerequisite: Act 211.
- Fin 333 Investments 3**
Building upon Bus 331, this course helps students learn more about the strategic deployment of equities, debt instruments, derivative instruments and diversification with appropriate levels of risk, time horizon, collateralization and active investment portfolio management. Prerequisite: Fin 331.
- Fin 335 Property 3**
Students will learn methods for analysis, acquisition, development, operation, financing, selling and other investment strategies applied to residential, commercial and institutional properties. Prerequisite: Act 211.
- Fin 445 International Finance 3**
This course explains corporate strategies, opportunities and processes for raising funds, investing and developing financial relationships with global partners. It also includes a review of global stock markets, money exchanges and foreign financial institutions. Prerequisite: Fin 331.

GERMAN

- Ger 101 German I 4**
Natural approach to German with an emphasis on developing conversational skills speaking, listening, reading and writing in German. Reading and writing skills also introduced. Course is for students who have had no or very little prior study of German or less than two years of high school German.
- Ger 102 German 2 4**
Continuation of German I. Prerequisite: Ger 101 German I or two years of high school German. Fulfills Concordia's foreign language requirement.

**GREEK**

Gre 101	Greek I	5
	A study of the fundamentals of the ancient Greek language. Morphology, syntax and vocabulary for reading simple passages of Greek prose.	
Gre 102	Greek 2	4
	A continuation of Greek 101. Prerequisite: Gre 101 or equivalent with a grade of C- or better.	
Gre 211	Reading in Luke and Acts	3
	This class reviews and strengthens the Greek acquired in introductory classes. Readings from selected portions of Luke and Acts. Special emphasis both upon a review of basic vocabulary and grammar of the New Testament and upon the principles of syntax through Greek composition. Prerequisite: Gre 101 and 102 or equivalent with a grade of C- or better.	
Gre 225	Readings from the Pericopes	1
	Following the liturgical readings of the church year, this class is designed primarily for those who wish to maintain an ability to work with the text in its original language through the weekly study of the pericopes for the following Sunday.	
Gre 331	Extra-Biblical Readings	3
	This class exposes the student to a variety of Greek authors whose works are important for understanding the style and contents of the New Testament writers. Readings of select portions of the Apostolic Fathers, the Septuagint, the Apocrypha, and Josephus. Prerequisite: Gre 102.	
Gre 341	Johannine Literature	3
	This class aims to increase the student's ability to read large sections of the Greek text in a small amount of time so that the student will make the transition from the slow analysis of a sentence to rapid comprehension of paragraphs and major sections. Rapid readings of major sections of John's Gospel and Revelation. Prerequisite: Gre 102.	
Gre 451	Pauline Literature	3
	This capstone course will combine the student's skills in both Greek and Hebrew. Emphasis will be placed upon reading sections of Paul's letter which derive significant theological conclusions from Old Testament texts. These passages will be analyzed in the original Hebrew text and then compared with the Greek vocabulary and syntax used by the Septuagint and Paul. Prerequisites: Heb 102 and Gre 102.	

HEBREW

Heb 101	Hebrew I	5
	A study of the morphology, vocabulary, and syntax of biblical Hebrew for reading simple passages of the Hebrew Bible.	
Heb 102	Hebrew II	4
	A continuation of Hebrew 101. Prerequisite: Heb 101 or equivalent with a grade of C- or better.	

Heb 201	Readings in the Hebrew Bible	3
	Reading selected narrative, legal, and poetic passages of the Hebrew Bible. Students will advance their translation skills through a review and inductive study of morphology, vocabulary, and syntax. Attention will also be paid to genre analysis and textual criticism. Prerequisite: Hebrew 101 and 102 or equivalent with a grade of C- or better.	
Heb 211	Readings in the Torah	3
	Reading selected narrative, legal, and cultic texts from the Torah section of the Hebrew Bible. Students will further develop translation skills through an inductive investigation of morphology, vocabulary, and syntax. Attention will also be given to genre analysis and textual criticism. Reading of unpointed extra-biblical Hebrew texts may also be included. Prerequisite: Hebrew 101 and 102 or equivalent with a grade of C- or better.	
Heb 321	Readings in the Prophets and Writings	3
	Reading selected prophetic, poetic, and wisdom texts from the Prophets and Writings sections of the Hebrew Bible. Students will further develop translation skills through an inductive investigation of morphology, vocabulary, and syntax. Attention will also be given to genre analysis and textual criticism. Reading of Aramaic texts in Daniel or Ezra may also be included. Prerequisite: Hebrew 211 with a grade of C- or better, or permission of the instructor.	
Heb 225	Readings from the Pericopes	1
	Following the liturgical readings of the church year, this class is designed primarily for those who wish to maintain an ability to work with the text in its original language through weekly study of the pericope for the following Sunday.	

HISTORY

Hst 201	Western Civilization I: Beginning to 1648	3
	The emergence of the major political, cultural, social and economic developments of the Western world from the earliest times, through the 17th century. Includes the Ancient, Medieval and Early Modern periods.	
Hst 202	Western Civilization 2: 1500 to the present	3
	The emergence of the modern Western world from the early modern period to the present. Includes major political, cultural, intellectual, social and economic developments.	
Hst 226	United States History	3
	This course is a survey of the history of the United States from colonial times to the present. It includes the political, economic, social and cultural development at each phase of the country's growth and progress. Phases include colonization, independence, early nationhood, sectional strife culminating in the Civil War, reconstruction, economic expansion, prosperity, depression, imperialism, reforms, two world wars, and contemporary tensions.	
Hst 241	Early Modern England A	3
	This course involves a thematic study of English culture and life from the reign of King Henry VIII through the War of American Independence. Special attention will be paid to culture, governance and factors that led to the expansion of the British Empire and the conflict in North America.	



- Hst 25I The Enlightenment A 3**
This course focuses on Europe and America in the 18th century through the French Revolution to the fall of Napoleon; the expansion of education, science and philosophy; the growth of the middle class and the beginnings of industrialism.
- Hst 30I Eastern Civilization 3**
A survey of the major themes of the political and cultural history of the Eastern world from its origins until modern times. This course focuses especially upon the Chinese and Japanese cultural traditions with some attention to other Asian motifs. Emphasis will be on an understanding and appreciation of the Eastern worldview and ethos.
- Hst 32I A History of Popular Culture A 3**
Basic theories and approaches to the scholarly study of significant popular movements and customs in modern western civilization. Special attention is paid to the evolution of media and its effect on group identity. Particular attention is paid to American popular culture in the 20th century.
- Hst 332 Ancient Greece and Rome 3**
The history of ancient Greece and Rome from the time of Homer to the fall of the Roman Empire. Particular emphasis on Greek and Roman politics, socio-economic life and structures, classical culture and philosophy, and the rise of Christianity. Prerequisite: Hst 20I or 202.
- Hst 334 Medieval History A 3**
The emergence of Europe from the early Middle Ages to the Italian Renaissance. Topics include the feudal society, the Christian church, cities and commerce, art and learning, and the rise of kings and nation states. Attention will be given to Europe's Greek and Roman legacy, as transmitted by the Byzantine and Islamic civilizations. Prerequisite: Hst 20I or 202.
- Hst 336 The Renaissance and the Reformation A 3**
Europe from the 14th to the 17th century, the transitional period between medieval and modern history. Phases include the Italian Renaissance, the Northern Renaissance, the Lutheran Reformation, the Calvinist and Anglican Reformations and the Roman Catholic Counter Reformation. Prerequisite: Hst 20I or 202.
- Hst 338 Modern European History A 3**
A course which integrates the various political, social, economic and cultural phases of Europe's history from the 18th century to the present. Topics include the French Revolution; industrialization; imperialism; the unification of Italy and Germany; the major scientific, literary and artistic developments; Communism and Fascism; the two world wars; and the Cold War. Prerequisite: Hst 20I or 202.
- Hst 36I History of Propaganda and Persuasion A 3**
This course provides an academic approach to the decidedly non-academic and pervasive modes of communication that have shaped the modern world. Attention will be paid to wartime propaganda in the two world wars and political campaigns in American as well as product advertising in market economics.
- Hst 37I Islamic Civilization A 3**
An introduction to the lands, peoples and cultures of the Middle East from antiquity to modern times. The role of religion in shaping social and political institutions is emphasized, especially the influence of Islamic thought on the Arab world and conflicts in the contemporary Middle East.

Hst 410	Mythology, Philosophy and Theology A	3
	Study begins with the mythology of the Ancient Egyptians, the theology of the Hebrews and the philosophy of the Greeks and traces the legacy of each stand of thought throughout the world. Attention will be paid to both the primary leaders and significant texts and how they have shaped divergent world views today. It is recommended that Western Civilization 1 and 2 have previously been taken.	
Hst 416	Contemporary Global Issues A	3
	Senior seminar devoted to an in depth examination of a major issue affecting the global community. Exact topic to be determined each semester by the instructor.	
Hst 431	Women's History A	3
	This course examines women as producers of Western culture as they are represented in the discourses of Western culture and as their lives have been and continue to be shaped by the forces of Western culture. The course begins with the early modern era in Europe (known as the Renaissance; the 14th to 18th centuries), a period of heated debate about "the woman question" and as era of intense interaction between the peoples of many continents and nations: the America, Europe, Africa and Asia. The course will look at the many ideas about women, the West and culture which have their roots in this period of exchange, colonization and struggle.	
Hst 478	History of California	3
	The history of California from earliest times to the present with an emphasis on its Hispanic heritage.	
Hst 491	Advanced Topics in Social History A	3
	A research-oriented course that will focus on one specific aspect of social history. It allows advanced students to study one aspect of history in depth with a view towards either graduate study or the President's Showcase for Undergraduate Research.	

HUMANITIES

Hum 495	Senior Project (Individualized Study)	3
	The capstone course for all Humanities and Fine Arts majors. Students will meet with an instructor once per week in order to formulate, research and discuss an appropriate topic for their written project. This topic must be interdisciplinary, combining their emphasis within the major with one other discipline within the major. Prerequisite: senior standing.	

INFORMATION TECHNOLOGY

ITP 261	Information Technology	3
	This class covers theoretical and practical aspects of business application programs like spreadsheets, databases, word processing, publishing and Internet tools as used to develop, analyze and communicate information and business processes. Office application programs like Microsoft Excel, Word, PowerPoint, Access, Project, Visio and email applications used for business analysis and problem solving strategies.	

**INTERDISCIPLINARY**

- Int 098** **College Skills** **.5 unit fall/.5 spring**
This course is designed to equip the student with numerous learning strategies to make studying and learning more efficient and effective. Each student will identify their learning style and strengths. Students will learn to organize tasks and time; apply critical thinking concepts; acquire strategies for test tasking, note taking and memorizing concepts. Enrollment is a year-long commitment and is limited to students in the Close Advisement Program. Students will meet with the professor individually based on each student's academic needs.
- Int 099** **College Skills** **1 unit fall/.5 spring**
This course is designed to equip the student with numerous learning strategies to make studying and learning more efficient and effective. Each student will identify their learning style and strengths. Students will learn to organize tasks and time; apply critical thinking concepts; acquire strategies for test tasking, note taking and memorizing concepts. Enrollment is a year-long commitment and is limited to students in the Commitment to Success Program. The class meets for during the first 7 weeks of each the fall term; following the first 7 weeks, students will meet with the professor individually based on each student's academic needs.
- Int 100** **Freshman Seminar** **2**
Seminars, workshops and presentations to assist freshmen with adjustment to college life in general and its social, interpersonal and academic demands; life-long learning, student development, communication skills, computer skills and multicultural awareness. Students will be required to attend various campus events/activities and skill/career workshops. Required of all students entering Concordia with fewer than 24 semester units of college credit.
- Int 103** **Student Leadership and Development** **1.5**
This course takes a developmental approach to helping students improve their leadership skills. Student leaders meet together to support and encourage one another and share new ideas and goals. Students become aware of their personal leadership styles and how to work cooperatively with others.

MARKETING

- Mkt 341** **Marketing** **3**
Introduction to the basic elements of modern marketing, including market research, identifying target customers, developing product offers, branding, pricing, marketing communications and distribution channels. Prerequisite: Bus 201. Recommended prerequisite: Eco 201 or 202.
- Mkt 344** **The Advertising Agency** **3**
A managerial approach to promotional campaign development with an emphasis on advertising strategy as a component of the total market mix. Students will apply research techniques to target audience identification, message development, creative executive and media planning. A complete campaign will be designed for a specified client. Prerequisite: Mkt 341 or concurrent enrollment.
- Mkt 353** **Professional Selling** **3**
A comprehensive overview of basic selling principles and skills. Each of the major areas to selling will be explored and discussed: prospecting, communication skills, building rapport, presentation skills, negotiation, closing and customer service/

follow-up. Students will create a sales portfolio emphasizing each skill area. Prerequisite: Mkt 341 or concurrent enrollment.

Mkt 355	Business and Services Marketing	3
	A practical approach to understanding and implementing marketing strategies as applied to the business and service sectors. Applications in health care, financial, and hospitality industries will be addressed. Prerequisite: Mkt 341.	
Mkt 363	Computer Graphics	3
	This course uses Adobe Photoshop or a similar product. The purpose of the course is to develop student skills in the creation and execution of computer graphics for advertising, illustration or enhancement of business products.	
Mkt 365	Computer Graphics with Motion	3
	This course uses Adobe Premier or a similar product. The purpose of this course is to develop student skills in the creation and execution of animated computer graphics for advertising, illustration or enhancement of business products.	
Mkt 371	Internet Marketing	3
	This course focuses on developing and implementing strategies for successfully marketing goods, services and ideas on the Internet. Includes history and emergence of e-commerce, web analytics and effective web design and strategies. Prerequisite: Mkt 341.	
Mkt 442	Marketing Research	3
	A comprehensive overview of marketing research, providing information for marketing decision making. Problem identification and problem solving research. Student develops competence in survey methods applying analysis techniques including frequency distributions, cross tabulations and correlation analysis. Prerequisite: General education math requirements and Mkt 341.	
Mkt 445	International Marketing	3
	A study of the marketing concepts and analytical processes used in the development of programs in international markets. Includes international trade concepts, cultural dynamics, business customs, multinational and developing markets, and the influence of political, legal and geographic factors on international marketing. Marketing reports for major countries will be prepared for marketing products and services in a specific country. Prerequisite: Mkt 341.	
Mkt 475	Marketing Strategy	3
	This course looks at a framework for developing marketing strategies that yield a distinctive competitive advantage based on customer and competitor analysis. Case studies are used which require a realistic diagnosis of company problems, development of alternative courses of action and the formulation of specific recommendations. This course is designed to give the student an opportunity to utilize all the managerial and analytical tools that they have acquired. Prerequisite: Mkt 353, 371, 442 and 445.	

MATHEMATICS

Mth 201	Principles of Mathematics	3
	A study of mathematics competencies required for the liberal studies major. Topics included are logic, algebra, functions, counting, probability and statistics.	

Problem solving is emphasized throughout the course. Prerequisite: liberal studies majors only.

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|----------------|---|----------|
| Mth 211 | The Nature of Mathematics | 3 |
| | Serves as the primary general education mathematics course. Students will gain knowledge about the nature of mathematics and develop their analytical reasoning skills to solve problems. Topics include number theory, probability and statistics, consumer mathematics and general problem solving strategies with additional topics selected by the instructor. The overriding goals of this course are developing a better perspective of mathematics and discovering the power of mathematical thinking. Writing and projects as well as traditional methods of assessment will be used. | |
| Mth 221 | Nature of Business Mathematics | 3 |
| | This course is designed for the business major to meet both general education requirements for math as well as prepare students for the analytical requirements of the business program. Students will gain knowledge about the nature of mathematics, and develop their analytical reasoning skills to solve problems. The overriding goals of the course are developing a better perspective of mathematics, and discovering the power of mathematical thinking especially as it applies to business. Specific business skills will include ratio analysis, net present value, descriptive statistics, statistical influences in market research, investment option evaluations and statistical sampling. | |
| Mth 251 | Pre-Calculus | 3 |
| | Study of algebraic, logarithmic, exponential and trigonometric functions, conic sections, limits and other selected topics. Problem solving will be emphasized throughout the course. Graphing calculator is required. | |
| Mth 265 | Introduction to Statistics | 3 |
| | A basic statistics course applicable to education, business and the hard sciences. Topics covered include descriptive statistics, the normal, binomial, F-, and Chi-squared distributions and hypothesis testing. Optional topics might include additional non-parametric tests and ANOVA. TI-83 graphing calculator or Microsoft Excel will be required. | |
| Mth 271 | Calculus I (Lecture 5, Lab I) | 5 |
| | Study of differential and integral calculus with applications. Students are expected to have a graphing calculator. Emphasis is placed on using calculus to solve problems. Lab time is included in the schedule. Prerequisite: Mth 251 or approval of instructor. | |
| Mth 272 | Calculus 2 (Lecture 5, Lab I) | 5 |
| | Continuation of Mth 271, including study of integral calculus with emphasis on the definite integral, transcendental functions along with applications, sums and sequences, and an introduction to differential equations. Students are expected to have a graphing calculator and ability to use appropriate computer software. Lab time is included in the schedule. Prerequisite: Mth 271 or acceptable AP examination credit. | |
| Mth 295 | Mathematical Notation and Proof | 3 |
| | Introduction to standard mathematical notation, methods, truth tables and principles of symbolic logic for use in determining the validity of arguments. The remainder of the course will deal with proper notation and structure in mathematical proofs including direct and indirect proofs, mathematical induc- | |

tion and construction of counter-examples. Application will be made to a field of mathematics such as set theory, algebra or geometry.

Mth 301	Mathematics for Teachers	3
	The course reviews the topics within most elementary mathematics curriculum. This course is designed to meet the state criteria for students studying to become elementary teachers. The content areas covered are set theory, pre-operational skills, whole number operations, estimations and mental calculation, number theory, fractions, decimals and integers, rational and real numbers, statistics, measurement and geometry including terminology, polygons, similarity, congruence, coordinate geometry, symmetry, reflections and rotations. Problem solving is emphasized throughout the course. Topics will be presented with appropriate styles of mathematical methodology with hands-on types of classroom activities. Junior/senior status required.	
Mth 373	Calculus 3	4
	A continuation of Mth 272, this course includes the study of vector calculus, three-dimensional calculus, partial derivatives, multiple integrals, differential calculus and other selected topics in vector calculus. Prerequisite: Mth 272.	
Mth 376	Discrete Mathematics A	3
	Includes the study of relations and functions, graph theory, counting principles and combinatorics, set theory, Boolean algebra, code theory, linear programming and other selected topics. Prerequisite: Mth 295 or approval of instructor.	
Mth 380	Modern Geometry A	3
	General study of deductive systems of geometry including Euclidean, projective, finite and other non-Euclidean geometries. Prerequisite: Mth 295 or approval of instructor.	
Mth 387	Theory of Probability A	3
	Probability and combinatorics; discrete and continuous random variables; the normal, gamma, Chi-square, Poisson and binomial distributions with applications. Prerequisite: Mth 373 or approval of instructor.	
Mth 388	Mathematical Statistics A	3
	A continuation of Mth 387, this course covers various multivariate probability distributions, bias and unbiased estimators, Least Square estimation, ANOVA and Block Designs, a revisit of hypothesis testing and a study of nonparametric statistics. Prerequisite: Mth 387.	
Mth 420	Number Theory A	3
	Provides a developmental study of the natural numbers and the integers. Topics include mathematical induction, prime numbers, divisibility, congruence, Diophantine equations and selected theorems of Fermat, Wilson, Euler, Legendre and Gauss and their applications to related programs of today. Prerequisite: Mth 295 or approval of instructor.	
Mth 425	History of Mathematics A	2
	Traces the historical development of fundamental concepts and techniques in the fields of mathematics. Special consideration will be given to those contributions made by mathematicians from various racial, ethnic, cultural and gender backgrounds. Prerequisite: junior or senior standing.	
Mth 471	Linear Algebra A	3
	Includes the study of matrices, determinants, vector spaces, inner products, linear transformations, eigenvectors and others. Problem solving includes the use	



of matrices, linear programming, difference equations and other techniques from discrete mathematics. Prerequisite: Mth 373 or approval of instructor.

- Mth 473 Modern Algebra A 3**
Study of the properties and operations within groups, rings, integral domains, fields, normal subgroups, quotient groups, homomorphism's and isomorphism's. Prerequisite: Mth 373 or approval of instructor.
- Mth 484 Differential Equations A 3**
Classification of differential equations is covered. First order equations, exact differentials, integrating factors, higher order differential equations, method of undetermined coefficients, variation of parameters, operator methods, solution by infinite series and Laplace transformations are taught. Prerequisite: Mth 373 or approval of instructor.
- Mth 489 Real Analysis A 3**
Introduction to the topics of real analysis by studying the topology of R_n , continuity, differentiability, integration and how these topics are related. Included will be proofs of the Heine–Borel and Bolzano–Weierstrass theorems, the intermediate value and mean value theorem, as well as the fundamental theorem of calculus. Prerequisite: Mth 373 or approval of instructor.
- Mth 495 Topics in Mathematics (Individualized Study) 3**
The capstone course for all mathematics majors. Students will meet as a group once per week to review major competencies in the math major and take group-wide assessment. Students will also complete a written project and present their findings to a committee of peers and a selected number of faculty. Prerequisite: senior standing.

MUSIC

NOTE: A NOMINAL FEE MAY BE CHARGED FOR REQUIRED FIELD TRIPS.

- Mus 101 Experiences in Music 1.5**
A practical survey of concert, ritual, folk and commercial music through listening, reading, concert attendance, guest presenters and videos, including an introduction to music theory. All enrolled students are required to pay a fee for concert field trips.
- Mus 102 Creative Musicianship 1.5**
An alternative to Mus 101 for general education students with a deeper interest and experience in music study or performance. An opportunity to explore the creative processes of music-making through basic theory, melody-writing, harmonization and improvisation with exposure to a wide variety of Western and non-Western musical traditions. Prerequisite: experience in musical performance.
- Mus 201 Music Theory I 3**
Beginning study of the craft of music for music majors and minors or general students with considerable musical experience. Includes study and application of scales, intervals, triads, rhythms and elementary chord progression through analysis and writing. Mus 211 is normally taken concurrently. Prerequisite: Mus 102 or other training in the fundamentals of musical notation.

Mus 202	Music Theory 2 Continuation of Mus 201: study of non-harmonic tones, seventh chords, modulation and basic musical forms through analysis and composition of four-part textures. Mus 212 is normally taken concurrently.	3
Mus 211	Aural Skills 1 Reinforces material and experiences in Mus 201 through keyboard and dictation activities with emphasis on the cultivation of musical sensitivity and responsiveness. Normally taken concurrently with Mus 201.	1
Mus 212	Aural Skills 2 Continuation of Mus 211. Normally taken concurrently with Mus 202.	1
Mus 215	Music Technology A Introduction to electronic tools for music making, including CD mastering, sequencing, recording and score production.	1
Mus 221	Beginning Conducting Beginning study in the craft of conducting, including basic beat patterns, preparatory and release gestures, and simple non-verbal stylistic cues. Students will conduct a musical ensemble composed of class members.	2
Mus 222	Intermediate Conducting Continuation of Mus 221. Students will build upon their conducting skills with more advanced study in expressive gestures, left-hand independence, cueing, psychological conducting and score preparation. Prerequisite: Mus 221.	2
Mus 261	Introduction to Music Teaching An exploration of career opportunities in music education including elementary, middle and high school as well as studio pedagogy through readings, seminar discussion and field work in area schools and studios.	1
Mus 303	Music Theory 3 Continuation of Mus 202 and 212. Includes analysis of counterpoint, classical forms and chromatic alteration of melody and chord progression; further development of composition skills. Prerequisite: Mus 202.	3
Mus 304	Music Theory 4 Continuation of Mus 303. Study of extended forms and melodic-harmonic formulae characteristic of the nineteenth century; introduction to techniques of the twentieth century; cultivation of related notational and compositional skills. Prerequisite: Mus 303.	3
Mus 312	Brass Techniques A Basic techniques for playing, teaching and maintaining brass instruments. Curricular concepts and materials for teaching beginning instrumentalists. Prerequisites: considerable musical experience, preferably instrumental and consent of instructor.	1
Mus 313	Percussion Techniques A Basic techniques for playing, teaching and maintaining percussion instruments. Prerequisites: considerable musical experience, preferably instrumental and consent of instructor.	1



Mus 314	Woodwind Techniques A	I
	Basic techniques for playing, teaching and maintaining woodwind instruments. Prerequisites: considerable musical experience, preferably instrumental and consent of instructor.	
Mus 315	String Techniques A	I
	Basic techniques for playing, teaching and maintaining string instruments. Prerequisites: considerable musical experience, preferably instrumental and consent of instructor.	
Mus 323	Aural Skills 3	I
	Continuation of Mus 212. Normally taken concurrently with Mus 303.	
Mus 324	Aural Skills 4	I
	Continuation of Mus 323. Normally taken concurrently with Mus 304.	
Mus 331	Music History: Antiquity to Bach A	3
	Survey of the development of art music in Western history from ancient Greece to the time of J.S. Bach, to include the relationship between secular and ecclesiastical, vocal and instrumental music and the social functions of music. Prerequisite: Mus 202 or consent of instructor.	
Mus 332	Music History: Bach to Modernity A	3
	Survey of the development of art music in Western history from the time of J.S. Bach to the present, including the social functions of music and the relationship between secular and ecclesiastical, vocal and instrumental music. Prerequisite: Mus 202 or consent of instructor.	
Mus 382	Contemporary Worship Ensemble Leadership A	3
	The study and application of worship band ensemble leadership principles. Development of an intentional leadership team, the audition process, rehearsal techniques for band and vocal teams, arranging and writing lead sheets and rhythm charts, the role and direction of a praise choir, organization and spiritual leadership. Prerequisite: Thl 281 and 381 or consent of instructor.	
Mus 390	Practicum in Music Leadership	I-2
	Closely supervised introductory experience in directing musical ensembles, assisting in classroom teaching or other approved music leadership activity. Prerequisites: junior standing, completion of at least 15 credits in music, an appropriate methods course, demonstrated music leadership ability and consent of instructor.	
Mus 391	Practicum in Church Music (.5 units/semester)	.5
	Supervised experience in leadership of campus worship music or preliminary field work in a Christian congregation.	
Mus 401	Advanced Studies in Music	I-3
	Scheduled when adequate student interest in particular topics arises such as jazz, counterpoint, arranging for instrumental, choral or handbell groups, electronic music, music in particular cultures, a period of music history or topics in music education. Prerequisites: depends on the topic selected, but normally Mus 202 and one music history course.	
Mus 402	Orchestration A	2
	The study of instrumental timbre and the application of instrument combinations to achieve artistic sonority in music This course will emphasize the study of orchestral scores and will culminate with a final project consisting of a full	

orchestration of a short organ prelude. The course will also help students become familiar with music notation software. Prerequisites: Mus 202, one history course and one instrumental techniques course or equivalent experience.

- Mus 412 Instrumental Methods and Repertoire A 2-3**
Advanced instrumental music methods course focusing on repertoire, rehearsal management, advanced conducting issues and techniques, pedagogy, planning and administration. Prerequisites: Mus 202 and 222 or consent of the instructor.
- Mus 441 Handbell Methods and Repertoire A 1-3**
Organizing and directing handbell programs; the one-credit component includes a philosophy of handbell ringing, methods for beginning ringers, materials and equipment, recruitment and handbell literature for school and church. The two-credit course adds literature and methods for more advanced ringers, small ensembles and solos. The three-credit option adds work in composition and arranging for handbells as well as advanced conducting. Prerequisites: experience with handbell ringing and familiarity with musical notation, Mus 202 and 221 for the three-credit course.
- Mus 451 Music Cultures of the World: Emerging Nations A 3**
Introduction to the study of music as a universal cultural phenomenon and the discipline of ethnomusicology, with exposure to the musical and social aspects of a variety of folk, traditional and art music of Latin America, Africa, India, North America and contemporary mass media. Prerequisite: Mus 101 or equivalent knowledge and experience in music strongly encouraged.
- Mus 452 Music Cultures of the World: The Silk Road A 3**
Introduction to the discipline of ethnomusicology and of music as a universal cultural phenomenon, with exposure to the musical and social aspects of a variety of folk, traditional and art music of regions from Eastern Europe to Asia, including the Middle East, Southeast Asia, Oceania, China, Japan, and Korea. Prerequisite: Mus 101 or equivalent knowledge and experience in music strongly encouraged.
- Mus 461 Music for Children 2-3**
Identifying, understanding and working with the music capabilities of children; approaches, activities and materials for teaching music to children; development of preschool through grade 8 general music curriculum. The two-credit option is available to multiple-subject teacher education candidates interested in incorporating music into the self-contained classroom as well as others interested in musical development of children. The three-credit option is required of music education majors and available to others interested in developing curricula and/or other special skills and projects. Prerequisite: Mus 101 or equivalent; music reading ability and musical experience recommended.
- Mus 462 Music in Secondary Schools A 2**
Principles and practices for teaching music in secondary schools: philosophy, organization, curriculum development and lesson-planning for general music, instrumental and choral programs. Preparation for CSET in music. Prerequisite: Mus 461 or concurrent registration.
- Mus 471 Choral Methods and Repertoire A 3**
Advanced choral music methods course, focusing on choral repertoire, rehearsal management, advanced conducting techniques, vocal pedagogy, planning and administration. Prerequisites: Mus 202 and 222 or consent of instructor.

Mus/Thl 482	Musical Heritage of the Church A	3
	Survey of the role, development and function of music in the Christian church from its roots in the Old Testament to the present day, with attention to biblical, theological, social and cultural considerations.	
Mus/Thl 483	A Survey of Christian Hymnody A	3
	A historical survey of Christian hymnody which will develop an awareness of the poetic, musical, theological, and spiritual aspects of hymnody for both congregational and devotional use.	
Mus/Thl 484	Planning Music in Christian Worship A	2
	Practical study of planning music within the worship service. Students will draw upon their course experiences in theology, worship, history, arranging, performance and repertoire courses for creating and evaluating worship forms in the church today. An in depth study of the church year will serve as the framework for planning services appropriate for a Lutheran-Christian context. Prerequisite: Thl 382; Mus 331 or 482, 471, 481, 483 and 485 are also suggested.	
Mus/Thl 485	Contemporary Christian Song A	2
	A survey of the development and function of contemporary Christian music appropriate for use within both liturgical and non-liturgical worship services. Students will draw upon their course experiences in theology, music and worship as they learn to select and evaluate contemporary music appropriate for a Lutheran-Christian worship context. Prerequisite: Thl 382. Also suggested are Mus 482 and 483.	
Mus 490	Internship in Music	3
	Culminating field experience for students preparing for professional music careers. Prerequisite: Music major with senior standing and all core courses completed.	
Mus 491	Senior Field Work in Church Music I	3
	Extended supervised field work in musical leadership in a Christian congregation. A requirement of the Director of Parish Music Program.	
Mus 492	Senior Field Work in Church Music 2	3
	Continuation of Mus 491.	
Mus 498	Senior Project in Music	2-3
	Satisfies final requirements for a music major when church music, theory, music history, ethnomusicology or music education is the student's primary interest. May include developing a curriculum and music activities in a school, directing an established music performing group, conducting research or field study, writing a composition, preparing a festival worship service or leading music in a church under supervision. Prerequisite: approval of senior project application by the music faculty. See also Senior Project Guidelines available in the Music Office.	

MUSIC: APPLIED

NOTE: INSTRUCTION IS OFFERED FOR VOICE, PIANO, GUITAR, ORGAN, HANDBELLS AND ALL STANDARD ORCHESTRAL INSTRUMENTS. SEE MUSIC DEPARTMENT OR REGISTRAR FOR APPLIED MUSIC REGISTRATION FORM. A SURCHARGE IS ASSESSED WHICH INCLUDES INSTRUCTION AND ACCESS TO PRACTICE FACILITIES. THE BLANK SPACES ARE FOR INSTRUMENT CODES, A COMPLETE LIST OF WHICH IS AVAILABLE IN THE MUSIC OFFICE. (SEE TUITION AND FEES, PAGE XX)

Mu_ 100-101	Class Instruction	I
	Group instruction for beginning students. Available in voice, piano, guitar or orchestral/band instruments.	
Mu_ 102-411	Private Instruction	I-2
	Individual instruction at various levels of ability.	
Mu_ 398	Junior Recital	2
	An enhanced applied music opportunity leading to formal performance of a half recital. Replaces the normal applied music level for that instrument in the semester taken. Prerequisite: level 300 standing in applied music in the same instrument or voice.	
Mu_ 498	Senior Recital	2
	Preparation of a recital in the student's primary performing medium. Satisfies final requirements for a music major when performance is the student's emphasis. Prerequisite: approval of senior project application by the music faculty. See also Senior Project Guidelines and Senior Recital Guidelines available in the Music Office.	

MUSIC: ENSEMBLE

NOTE: THERE MAY BE AN ADDITIONAL CHARGE FOR REQUIRED FIELD TRIPS OR TOURS. ALL ENSEMBLES MAY BE REPEATED FOR CREDIT, BUT ONLY 2 UNITS APPLY TOWARD GRADUATION EXCEPT IN THE MUSIC MAJOR OR MINOR WHERE ADDITIONAL CREDITS ARE REQUIRED (SEE PAGES XX-XX).

MuE 232	Chapel Choir	I
	Preparation of music of various styles for campus chapel services and occasional area church services. Basic vocal and sight-singing techniques. Membership is open to all students.	
MuE 234	The Concordia Choir	I
	Performance of significant musical works of all eras for major concerts and tours as well as campus chapel and area church services. Development of advanced vocal techniques and musical skills. Membership is by audition.	
MuE 236	Concordia Master Chorale	I
	An adult choral group for singers from both the community and the university. Performs major choral works from all eras, often with instrumental accompaniment. Normally presents three programs per year. Membership is by audition.	

MuE 238	Women's Ensemble Performance of significant musical works of all eras in concerts and church services on and off campus for women's voices. Development of advanced vocal techniques and musical skills. Membership is by audition.	I
MuE 240	Elementary Handbells (Pacific Ringers) Introductory experience in handbell technique, note-reading and performance of elementary literature. Membership is open to all students as space permits.	I
MuE 241	Intermediate Handbells (Chapel Bells) A non-concert experience in handbell ringing for students in church music, music education and others with extensive musical background. Includes elementary repertoire leading to chapel performance, change-ringing and other special applications, small- and full-ensemble ringing and instrument maintenance. Prerequisite: music performance experience; no handbell experience required.	I
MuE 242	Spirit Bells Intermediate and advanced techniques applied to performance of advanced literature on campus, in concert, in area churches and on tour. Membership is by audition; previous handbell experience expected.	I
MuE 243	Concert Handbells Performance of significant five-octave handbell literature in major concerts and on tours as well as campus events; mastery of advanced techniques. Membership is by invitation.	I
MuE 244	Handbell Quartet Intensive experience in small-ensemble handbell performance with possible off-campus travel. Membership is selected from ringers in one of the touring handbell ensembles.	.5
MuE 251	Concordia Wind Orchestra Performance of significant literature for winds and percussion in concerts, tours and worship services. Development of advanced ensemble playing techniques, musical perception and music ministry is emphasized. Membership is by audition.	I
MuE 252	String Ensemble Performance of significant literature for strings in concerts and worship services. Development of advanced ensemble playing techniques, musical perception and music ministry is emphasized. Membership is by audition.	I
MuE 253	Concordia Brass Select ensemble of brass and percussion students for special performances on and off campus. Membership is by invitation from among students registered in MuE 251.	.5
MuE 254	Woodwind Ensemble Select ensemble of woodwind students for special performances on and off campus. Membership is by invitation from among students registered in MuE 251.	.5
MuE 255	Jazz Combo An opportunity for advanced musicians to cultivate skills in jazz improvisation and performance. Membership is by audition.	.5

MuE 256	Percussion Ensemble	.5
	Select ensemble of percussion students for special performances on and off campus. Membership is by invitation.	
MuE 257	Jazz Ensemble	.5
	Performance of significant jazz literature for saxophones, trumpets, trombones and rhythm section in concerts and events on and off campus. Development of advanced ensemble playing techniques, musical perception and improvisation is emphasized. Membership is by audition.	
MuE 281	Beginning Worship Ensemble	.5
	Beginning experience in focused rehearsal and performance using standard music-industry techniques and approaches found in much of today's worship repertoire. Note: Students enrolled in this course may be invited to perform for campus worship at the discretion of the instructor.	
MuE 282	Intermediate Worship Ensemble	.5
	Focused rehearsal and performance experiences for selected, more experienced musicians using standard music-industry techniques and approaches found in much of today's worship repertoire. Membership is by audition and/or invitation from among students participating in campus worship bands.	

NURSING

Nusa 201	Fundamentals of Nursing Care and Health Assessment	3
	Nurse will familiarize the student with the nursing process, steps in taking health histories conducting a health assessment, didactic information pertaining to safe nursing care skills and procedures. Nurse will begin to practice skills in skills lab and then progress to the care of patients in acute care settings. Each student will have opportunities to integrate this didactic information into the practice of nursing care skills in Nusa 294.	
Nusa 203	Adult Medical and Surgical Nursing Theory	3
	Nurse focuses on the medical and surgical nursing theory related to health and health disruption, nursing options, and medical management of young and older adults. This course will offer a physiologic systems approach to the exploration of medical and surgical conditions requiring medical and nursing care. Content will include the three levels of prevention and intervention (primary, secondary and tertiary).	
Nusa 205	Pathophysiology Theory	2
	This course is designed to provide an understanding of common physical disruptions that contribute to an imbalance in homeostasis. Common disruptions that interfere with physical systems, their manifestations, and both their medical as well as nursing management will be discussed. An exploration of the role of nurses in optimizing patients' health status will also be presented. The student will be exposed to the elements that relate to pain, its management and the nursing role in this management.	
Nusa 207	Pharmacology Theory	2
	This course is designed to prepare the student to become knowledgeable about medications, medication administration, appropriate use of medications that are illness and disease specific, side effects and contraindications as well as nursing responsibilities. Administration techniques will be discussed including intra-	



venous therapy. Medication administration skills will be further discussed and developed in Nusa 296 and 294.

- Nusa 292 Adult Medical/Surgical Nursing Clinical 4**
This course offers students opportunities to apply theoretical knowledge to the actual care of patients in clinical settings. The focus is on building skills necessary to care for patients experiencing medical and surgical health problems. The target populations will include adults and older adults. Students will have opportunities to assess the patients, arrive at nursing diagnoses, plan nursing care measures, implement physicians' orders and evaluate patient progress. Settings: acute care, skills nursing facilities.
- Nusa 294 Fundamental Patient Care: Skills Lab 2**
This course is designed to provide both the theoretical as well as the practice dimensions of patient care. Students will have the opportunity to develop and refine selected nursing skills before applying them in the patient care agencies.
- Nusa 296 Pharmacology Lab 1**
This course will provide opportunities for students to learn and practice the skill of medication administration. Students will utilize these lab hours to learn and demonstrate their ability to administer: inhaled, oral, ophthalmic, topical, vaginal, enteral, rectal medication. In addition, students will have opportunities to demonstrate intravenous infusion skills.
- Nusa 301 Advanced Medical/Surgical Nursing Theory 2**
This course is designed to provide didactic information about the care of adult and older adult patients who are experiencing medical and surgical health problems. Medical and surgical issues, the medical and surgical management, and the nursing care of these patients will be presented in order to prepare the students to apply the information in the acute care settings.
- Nusa 303 Maternal/Child Nursing Theory 3**
This course is designed to prepare the students to care for the childbearing families. This course will include the care of women, newborns and family during the laboring process, post-partum periods as well as health promotion and disease prevention in the home and community. Students will also learn about prenatal health problems and their management as well as the care of the neonate.
- Nusa 305 Psychiatric/Mental Health Nursing Theory 2**
This course is designed to provide information and facts about psychiatric and mental health nursing. The course will present facts that emphasize mental health, personality development, prevention of mental illnesses as well as on dysfunctional behaviors, nursing and medical management of clients. This course is presented concurrently with Nusa 396.
- Nusa 307 Pediatric Nursing Theory 2**
This course is designed to provide information and facts about the pediatric nursing specialty. The course will present pathophysiologic data, information about the health and illness problems related to the nursing care of children, from infancy through adolescence. Attention will also be provided about incorporating consideration for the families in the care of these children. This course is presented concurrently with the Nusa 398.

- Nusa 392 Advanced Medical/Surgical Nursing Clinical 2**
This course provides students with opportunities to apply the theoretical knowledge in into the practice setting. The focus is building necessary skills to care for adult and older adult patients experiencing complex medical and surgical disruptions. Students will have opportunities to assess the patients, arrive at nursing diagnoses, plan nursing care interventions, implement physicians' orders, and evaluate patient progress and recovery in acute care settings, rehabilitative settings, skills nursing facilities. This course is taken concurrently with Nusa 301 or follows the successful completion of this course.
- Nusa 394 Maternal/Child Nursing Clinical 2**
This course is designed to provide the students with clinical experiences in maternal/child nursing practice. These experiences will prepare them to deliver nursing care to patients and their families in the prenatal, labor and delivery, post-partum and newborn nursery areas. This course is taken concurrently with Nusa 303. This clinical will be completed in acute care settings.
- Nusa 396 Psychiatric/Mental Health Nursing Clinical 2**
This course is designed to provide the nursing students with clinical experiences in caring for clients and patients who are suffering with mental illnesses and disorders. Students will have the opportunities to implement their theoretical knowledge and practice skills in both acute care and outpatient settings.
- Nusa 398 Pediatric Nursing Clinical 2**
This course is designed to provide the nursing students with clinical experiences in caring for infants, children and adolescents patients. Incorporated in the nursing care will be considerations toward the families and their needs. This course must be taken concurrently with Nusa 307 or following the successful completion of Nusa 307.
- Nusa 400 Advanced Senior Preceptorship Clinical 3**
This course is designed to provide the senior student with additional opportunities to refine clinical skills within a particular specialty of the student's choosing. The student will also have the opportunity to choose a specific agency in which to complete the clinical hours. In addition, the students will develop such skills as clinical assessments of patients, leadership, and application of evidence based practice, and patient teaching. Each student will choose what area of specialty they will utilize to complete this clinical course (acute care, community health, skilled nursing facility).
- Nusa 403 Community/Public Health Nursing Theory 2**
Students will be prepared to assess the health needs of individuals, families, aggregates, and communities. Application of the nursing process will be discussed related to the present and potential diseases and illnesses that present themselves in communities. The goal of this course is to prepare students to understand themselves and communities. Also, the goal of this course is to prepare students to understand the theories of communicable disease and be able to promote a community's health status. The analysis of relevant data will prepare the students to practice evidence-based nursing care. Healthy People 2010 Objectives, across the life continuum, will be threaded throughout the course.
- Nusa 405 Nursing Research 2**
This course introduces the basic processes of conducting research with an emphasis on nursing research needs. Students will apply a conceptual framework to a group research proposal. The course will also allow for the comparison between the research and nursing processes. Application of relevant data to health prob-



lems and disease entities will also be presented. Methods of research utilization in practice will also be discussed.

- Nusa 409 Advanced Senior Preceptorship Seminar 1**
 This seminar is designed to provide students with opportunities to discuss and analyze issues that present themselves during the Advanced Preceptorship Clinical (Nusa 400). During the seminar time, the faculty will present various nursing care and health issues so that students can critically think through problems and potential solutions through the use of the nursing process.
- Nusa 413 Leadership and Management Practices in Nursing 2**
 This course introduces the ethical dimensions as well as the principles of effective leadership and management in nursing. The students will build on their existing skills to supervise various categories of healthcare workers, such as, unlicensed assistive care partners, medical assistants, and other staff members. Methods used to analyze and implement various leadership styles will also be discussed and analyzed.
- Nusa 494 Community/Public Health Nursing Clinical 2**
 Students will utilize knowledge of community/public health concepts in the community. This course will provide the students with opportunities to apply community health theory to community/public health settings. The length of this clinical experience will be sufficient so that the student will be eligible to apply for a California public health certificate. Clinical experiences will be completed in public health departments, senior centers, community agencies, day care for children and older adults, and in schools. The experiences will be relevant aggregates across the life span.
- Thl 467 Bioethics and Health Care Professionals 3**
 An examination of ethical issues raised by modern advances in health care and biological research. We will examine both philosophical and theological approaches to ethics. Special attention will be given to contemporary developments in both religious and philosophical ethics and to possibilities for dialog today between philosophical theories, religious voices, and biblical ethics. Study of philosophical and theological approaches will be closely tied to study of a range of concrete cases and narratives likely to be encountered by today's health care professionals.

PHILOSOPHY

- Phi 101 Introduction to Philosophy 3**
 This course studies and practices rational inquiry into fundamental questions about human wisdom, action and creativity. Because the course is paired with study of mathematics and because philosophy has always considered that mathematics provides clear examples of rational problem solving, the course includes mathematical examples along with examples from public policy, life choices, science, literature, the arts and the professions. Students learn the elements of rational inquiry, including basics of statement logic and strategies for information gathering. Students are introduced to the traditions of western philosophy, beginning with the ancient Greeks and following selected threads in subsequent eras. Classic texts by selected philosophers are studied. Topics include ontology, epistemology, aesthetics, ethics, language and logic.

Phi 201	Critical Thinking	3
	This course explores the theory and practice of rational inquiry in oral and written argumentation. The course may examine reasoning via arguments from public policy, life choices, science, the arts and/or the professions. Students will learn to clarify complexities, expose assumptions, evaluate sources and articulate solutions. They will study elements of statement logic (including fallacies) and deepen their rhetorical and reasoning skills in researched writing. Prerequisite: Wrt 102 recommended.	
Phi 210	Introduction to Philosophy A	3
	Students are introduced to the traditions of western philosophy, beginning with the ancient Greeks and following selected threads in subsequent eras. Classic texts by selected philosophers are studied. Topics include ontology, epistemology, aesthetics, language and logic.	
Phi 211	Philosophical Ethics A	3
	An introduction to philosophy through study of major traditions of ethical reflection in the history of philosophy. Socrates, Plato, Aristotle, Kant and Mill will be among the philosophers studied. The course will be used as part of Concordia University preparation of teams for ethics competitions.	
Phi 433	Philosophy of Religion A	3
	An introduction to the issues of the philosophy of religion, including epistemological method, the classical proofs for God's existence, determinism, free will, religious experience, faith and reason and the problem of evil. Prerequisites: Thl 101 or 371, Phi 210 or 211 or consent of instructor.	
Phi 439	Analytic Philosophy A	3
	An introduction to contemporary western philosophy. Includes 19th century background, the "early" and "later" Wittgenstein, G.E. Moore, B. Russell and the "ordinary language" movement. Reference to Christian respondents to the practitioners of this style of philosophy. Prerequisites: Phi 201 and 210 or 211.	
Phi 467	Bioethics and Health Care Professions	3
	An examination of ethical issues raised by modern advances in health care and biological research. We will examine both philosophical and theological approaches to ethics. Special attention will be given to contemporary developments in both religious and philosophical ethics and to possibilities for dialog today between philosophical theories, religious voices, and biblical ethics. Study of philosophical and theological approaches will be closely tied to study of a range of concrete cases and narratives likely to be encountered by today's health care professionals.	

PHYSICS

Phy 211	Physics 1 (Lecture 3, Lab 2)	4
	Introduction to physics with emphasis on classical mechanics, wave motion and thermodynamics. Prerequisite: Mth 251 or consent of department chair.	
Phy 212	Physics 2 (Lecture 3, Lab 2)	4
	Continuation of Phy 211 with emphasis on electricity, magnetism, light, optics and modern physics. Prerequisite: Phy 211.	

**POLITICAL SCIENCE**

- Pol 211 U.S. History and Government 3**
The theories of government basic to an understanding of the American Constitution; political parties in the American system; history, character and functions of government in the United States. Meets Professional Clear Credential requirements—state of California.
- Pol 241 Early Modern England A 3**
A thematic study of English culture and life from the reign of King Henry VIII through the War of American Independence. Special attention will be paid to culture, governance and factors that led to the expansion of the British Empire and the conflicts in North America.
- Pol 301 Political Theory A 3**
A study of the origins and development of classical and modern political philosophy as expressed in the writings of such theorists as Plato, Aristotle, Machiavelli, Locke, Rousseau, Hobbes, Marx and Dewey.
- Pol 304 International Relations 3**
Basic background and methods for analysis of current issues in international affairs such as the arms race, detente, human rights and the role of multinational corporations.
- Pol 308 Comparative Political Systems A 3**
A comparative study of several types of governments, their similarities and differences in structure and function. Comparisons of historical as well as contemporary political systems. Special emphasis on political culture and political sociology and on the comparison between democratic and totalitarian governments.
- Pol 312 Constitutional Law A 3**
The development of judicial interpretation of the U.S. Constitution from 1789 to the present. Emphasis on the political, social, cultural and economic context for key Supreme Court decisions. Use of the case study method to introduce students to legal reasoning. Topics include controversial court decisions involving race, religion, gender and limits of government authority.
- Pol 412 Origins of the American Political System 1763-1803 A 3**
The origins of the American political system from the end of the Seven Years' War through the Louisiana Purchase and Marbury vs. Madison. Focuses on government under the Articles of Confederation, the Constitutional Convention, ratification controversies, the first political party system and Jeffersonian vs. Hamiltonian approaches to government.
- Pol 413 Religion and Politics in America A 3**
The role of religion in American public life. Special emphasis on the interpretations and impact of the First Amendment and the concept of the separation of church and state on religious and political life in the United States.

PSYCHOLOGY

- Psy 101 Introduction to Psychology 3**
Concepts and principles pertinent to psychological processes of social behavior, development, motivation, sensation, perception, thinking and symbolic processes, learning, personality and psychological disorders.
- Psy 202 Human Sexuality 3**
Survey topics in human sexuality, with a foundation in Christian ethics guiding sexual conduct. The focus is on the development of sexual behavior, including areas such as gender identity, sexual orientation, sexual anatomy, contraception, reproduction and birthing, sexually transmitted diseases, sexual dysfunctions and the paraphilias.
- Psy 261 Chemical Dependency and Addiction 3**
Introduction to the addictive behavior connected with alcoholism and drug use. An understanding of the biological and psychological processes of addiction and the use of various interventive strategies in treatment.
- Psy 313 Developmental Psychology: Childhood 3**
The development of physiological and psychological aspects of human growth will be traced from birth through childhood. Theories and research evidence as well as methodological problems will be reviewed as they relate to the growth process. Prerequisite: sophomore standing or above.
- Psy 314 Developmental Psychology: Adolescence 3**
A study of human development during the adolescent period. Emphasis will be placed on an examination of theories and research data as these relate to adolescent development. Problems and adjustment patterns in the context of the family, peer groups, school and society will be included.
- Psy 315 Developmental Psychology: Adulthood and Aging A 3**
An introduction to the major psychological and developmental issues concerning adulthood, aging and the aging process. Specific objectives are: to dispel many of the myths and stereotypes about aging; to examine issues associated with the physical, psychological, cultural and social aspects of aging; and to give the student a better understanding of the grief process as it relates to the issues of adulthood and aging.
- Psy 320 Life Span Development for Nursing 3**
This course focuses on development and change through the human life-span. Life-span stages include childhood, adolescence, adulthood and ageing. Physical, social, communicative, emotional, and cognitive issues are covered, as well as the expected developmental milestones during each phase of development. The latest research, theories and applications are highlighted throughout the course. Each individual has unique and multifaceted physiological, psychological, sociological and spiritual dimensions. Individuals develop in identifiable stages throughout the life-span. Nursing care is most effective when the patient's developmental status is considered in the plan of care.
- Psy 340 Introduction to Biopsychology 3**
An introduction to the biological basis of behavior. Topics include the structure and functioning of the nervous system, brain-behavior relationships and hormonal and genetic effects on behavior. Limited to psychology and behavioral science majors or consent of instructor. Prerequisite: Psy 101.



Psy 345	Social Psychology The effect of social influences upon the development of personality and behavior patterns. Topics include socialization, attitude formation and change, communication, propaganda, roles and stereotypes, leadership and collective behavior. Prerequisite: BSc 296.	3
Psy 351	Personality Theory A study of personality through examination of those psychological systems which determine individuals' unique adjustments to their environment. Major issues and variety of personality theories are explored and underlying researches are evaluated. (Alternate prerequisite for all upper-level psychology courses.)	3
Psy 361	Abnormal Psychology An introduction to the symptoms, causes, treatment and prevention of psychopathology. Topics include anxiety disorders, personality disorders, psychophysiological disorders, psychoses, addictions, sexual deviations and organic disorders. Prerequisite: Junior or senior standing or consent of instructor.	3
Psy 371	Cognition A theoretical and research-based investigation of the mental processes that underlie perception, imagery, attention, memory, language, reading, reasoning, decision making and problem solving.	3
Psy 381	Advanced Research Methods I Students will conduct original, empirical and/or literature review only research in psychology under the direct supervision of and/or collaboration with a psychology faculty member. The express intent of the projects is to have the resulting manuscript published in reputable psychological outlets; e.g. professional journals, monographs, book chapters. Students will be required to submit their projects for presentation at professional conferences.	3
Psy 382	Advanced Research Methods 2 A continuation of Psy 381.	3
Psy 403	Health Psychology This course is designed to introduce students to Health Psychology, a relatively new area in the psychology discipline. Unlike traditional models and schools of thought that see diseases solely as malfunctions or organs or breakdowns of body systems, health psychology approaches health and illness as parts of a complex interplay among biological, psychological and social factors.	3
Psy 441	Clinical and Forensic Psychology An overview of the field of clinical psychology, with a particular emphasis on its sub-discipline of forensic psychology; the application of clinical research and practice findings to legal cases where someone's mental status is one of the issues being adjudicated; e.g. competency to stand trial, insanity, dangerousness and other forensic questions. The course covers clinical psychology's history and current professional issues, psychological assessment, training and ethical issues; emphasizing the role of the psychologist as an expert witness in court. Prerequisites: Psy 351 and 361; junior or senior standing.	3
Psy 466	Principles of Counseling A foundation course providing an understanding of the content and process of counseling. Specific aspects of the counseling process addressed include: basic skills, legal and ethical issues, crisis intervention, cultural sensitivity, how and	3

when to refer, control-mastery theory and the integration of psychology and theology.

SCIENCE

- Sci 103 Safety Seminar (Individualized Study) 1**
This course provides an introduction to federal, state and local regulations, material safety data suggestions, chemical hygiene plans, labels, equipment, spill response, and proper handling and disposal of chemicals as related to an academic laboratory.
- Sci 115 Physical Science: Introduction to Chemistry and Physics (Lecture 3, Lab 2) 4**
Integrated, interdisciplinary introduction to chemistry, the central science, and physics, the fundamental science, emphasizing key concepts, significant chemical and physical phenomena and practical applications together with a brief introduction to the historical, philosophical, epistemological and theological underpinnings of chemistry and physics in current Christian apologetic context. Prerequisite: Mth 201, 211, 251 or higher or concurrent registration.
- Sci 211 Geology (Lecture 2, Lab 2) A 3**
A study of the origin and composition of rocks and minerals; landscape development by water, ice and wind; earthquakes; the earth's interior; the nature of mountains and their development; the drift of continental and oceanic plates; and environmental aspects of geology. Students should be prepared for one or two weekend field trips.
- Sci 231 Astronomy (Lecture 2, Lab 2) A 3**
A study of the earth, time, moon, sky, celestial mechanics, solar system and the sidereal universe. Also included are star formation and evolution, space-time, black holes and galaxies. Labs include a study of the laws of physics related to the optics of telescopes. Evenings in observation and a possible weekend field trip may be included.
- Sci 301 Earth Science (Lecture 3) 3**
An introduction to position, motion and properties of the solar system and cosmos. A survey of spatial concepts of the earth's crust, materials, structure and the effects on the land forms, soil, vegetation and natural resources. An overview of the atmosphere, its composition and the processes that makes the earth's surface so dynamic. Prerequisites: Bio 101 and Sci 115.
- Sci 318 Ocean Science (Lecture 2, Lab 3) A 3**
A study of the characteristics of the marine biotypes and physical characteristics; the organisms indigenous to each; physical, chemical and biological parameters affecting the productivity of each biotype; the geological composition of the ocean floor and air-sea interactions. Lecture and field work also included. Two weekend field trips are possible (Friday afternoon through Sunday). Prerequisites: Bio 101 or 111 and Sci 115.
- Sci 455 History and Philosophy of Science (Lecture 3) A 3**
An historical overview of the development of science and its philosophy, concentrating on Western thought and the changing worldviews from Aristotle and the Greek influence through today's EPR/Bell/Aspect trilogy. Emphasis will be placed



on the nature of science, the difference between empirical facts and philosophical/conceptual facts and the various worldview developments from these 'facts.'

SOCIOLOGY

- Soc 101 Introduction to Sociology 3**
The analysis of social interaction, social relationships, socialization, social deviance, social control, social institutions, social processes and social change, family and educational problems, child abuse, social deviance, crime and delinquency and drug, alcohol and tobacco abuse.
- Soc 229 Criminology 3**
Introduction to the scientific study of crime as a social phenomenon. Course focuses on how crime in our society is related to the collective aspects of human life.
- Soc 316 Ethnic and Minority Relations 3**
An analysis of ethnicity in contemporary urban society including relationships between subcultural communities and the larger society. Factors and processes in the formation of minority groups will be examined as well as strategies for changing dominant-minority patterns.
- Soc 320 Social Stratification 3**
This course introduces the sources, functions and dynamics of the unequal distribution of wealth, power, knowledge and prestige in an historical, comparative perspective.
- Soc 321 Social Problems 3**
An introduction to the major problems in contemporary America with a focus on the causes, theoretical explanations and social policy solutions. Topics include economic and political problems, urbanization and environmental problems, family and educational problems, child abuse, social deviance, crime and delinquency, and drug, alcohol and tobacco abuse.
- Soc 325 Women and Gender Issues 3**
An analysis of the status of women in Western society as well as from a cross-cultural perspective. Topics include: theories of male domination, gender stereotypes, male-female relationships, women's liberation and the role of women in the church. A multidisciplinary perspective in understanding women's roles will be featured.
- Soc 331 Marriage and the Family 3**
A study of marriage, the family and the intimate environment. Topics such as courtship, marriage and role relationships in the family as a social institution will be discussed. Additional emphasis will be placed on the changing nature of the family, family problems and family strengths. A Christian perspective of the family will be offered.
- Soc 332 Child, Family and Community 3**
An overview of the socialization process involving the young child in the larger cultural setting. Focus will be on social institutions as social agents including the family, the school, peer groups, mass media and community structures. Prerequisite: sophomore standing or above.

Soc 355	Social Gerontology A	3
	An introduction to the study of aging from a sociological perspective with attention given to current research, problems faced by the elderly, the impact of an increasingly aged population on society, and the resulting implications for policy and social intervention.	
Soc 461	Social Theory A	3
	Selected major social theories and theorists; introduction to the formulation and evaluation of social theories, including social systems theory, evolutionary theory, formal and phenomenological theory, sociology of knowledge, symbolic interaction theory functionalism, social action theory and exchange theory. History and development of social theory.	

SPANISH

Spa 101	Spanish 1	4
	Natural approach to Spanish with an emphasis on developing conversational skills speaking, listening, reading and writing in Spanish. Reading and writing skills also introduced. Course taught completely in Spanish and is for students who have had no or very little prior study of Spanish or less than two years of high school Spanish.	
Spa 102	Spanish 2	4
	Continuation of Spanish 101. Prerequisite: Spanish 101 or two years of high school Spanish. Fulfills Concordia's foreign language requirement.	
Spa 201	Intermediate Spanish I (Lecture 3, Lab 1)	3
	Systematic review of grammar including readings to provide an introduction of Spanish culture and literature. Prerequisite: Spa 102 or equivalent.	
Spa 202	Intermediate Spanish 2	3
	Continuation of Spa 201. Prerequisite: Spa 201 or equivalent.	
Spa 301	Advanced Conversation	3
	Development of increased mastery of the spoken language through extensive text and periodical readings. Emphasis placed on small-group discussion to improve skills in Spanish. Prerequisite: Spa 202 or equivalent.	
Spa 302	Advanced Grammar/Reading	3
	Extensive reading of Spanish writings, review of grammatical principles and regular composition work based on these readings. Prerequisite: Spa 202 or equivalent.	
Spa 311	Survey of Spanish Literature A	3
	Study of representative works of literature of Spain from the Middle Ages to the present. Prerequisite: Spa 202.	
Spa 312	Survey of Spanish American Literature A	3
	Study of representative works of Spanish-American literature from the Conquest to the present. Prerequisite: Spa 202.	



THEATRE

NOTE: THERE MAY BE AN ADDITIONAL CHARGE FOR REQUIRED FIELD TRIPS. A LAB FEE OF \$50 IS REQUIRED FOR EACH DESIGN/TECHNICAL COURSE MARKED WITH AN *

Thr 101	Experiences in Theatre	1.5
	An activity-oriented course designed to acquaint students with the ephemeral, experiential nature of the theatre. Course content includes play-going, play-making (i.e., scene work), rudimentary play analysis, and discussion and direct participation in on-campus production work.	
Thr 141	Voice for the Actor	1.5
	Intensive training in the integral use of the voice for the actor; developing skills for vocal relaxation, flexibility and strength. The development of the voice as a tool for communicating character and subtext.	
Thr 151	Movement for the Actor	1.5
	Intensive training in the integral use of the body for the actor; developing skills for physical relaxation, flexibility and strength. The development of the body as a tool for communicating character and subtext.	
Thr 201	Drafting and Color Media* A	3
	The use of drafting and drawing media as a communication tool in the theatre. A hands on class based upon projects and presentations.	
Thr 211	Computer Aided Design* A	3
	An introduction to the application of computer hardware and software to design for the theatre including instruction and practice in computer aided design (CAD), computer rendering and 3D modeling.	
Thr 251	Introduction to Theatre	3
	An overview of the various conventions, forms, styles and genres of the theatre. Principles of play analysis. Explorations in theatre criticism from dramaturgical, literary and cultural perspectives. Thematic discussions of representative contemporary plays. Field trips.	
Thr 261	Acting 1	3
	An introduction to basic acting technique. Students examine ways to construct the interior, physical and vocal life of a character and learn warm-up procedures and staging principles. Experiences in scene and character analysis; performance of monologues and improvisations; introduction to scene study. Field trips. Prerequisite: Thr 251 or consent of instructor.	
Thr 262	Acting 2	3
	An advanced approach to acting techniques using theatrical material from contemporary realism. In-depth experiences in scene and character analysis; performance of monologues, improvisations and scenes; exercises based in the Meisner technique and other acting approaches. Field trips. Prerequisite: Thr 261 or consent of instructor.	
Thr 311	Introduction to Technical Production*	3
	Introduction to the practical application of theatrical design principles. Techniques and practices of technical organization, set construction, lighting preparation, costume construction, makeup application and sound preparation, with	

emphasis on hands-on experience. Field trips and participation in on-campus production work required. Prerequisite: Thr 251 or consent of instructor.

Thr 321	Introduction to Theatrical Design*	3
	Introduction to theories and principles of theatrical design, with emphasis upon a wholistic, scenographic approach. Exploration of set, lighting, costume, makeup and sound design, with consideration of director/designer collaboration. Field trips and participation in on-campus production work required. Prerequisite: Thr 251 or consent of instructor.	
Thr 323	Period Styles of Design* A	3
	A survey of historical periods and design styles as they are applied to the theatre. Includes an examination of architecture, costumes, furniture, interiors, lighting, ornament and stage scenery.	
Thr 325	Scenic Design* A	3
	Scenography covering the design of stage settings and properties and including further development of skills in drafting for the theatre.	
Thr 327	Lighting and Sound Design* A	3
	The design of theatrical lighting and sound and the practical application of those designs to the stage.	
Thr 329	Costume Design* A	3
	The design of theatrical costumes and accessories expressed through color rendering, including an overview of the history of costume.	
Thr 330	Performance Studies and Readers Theatre A	3
	In-depth work in solo and group oral interpretation, including selection, adaptation and presentation of reader's theatre programs for adults and children. Topics include: intercultural issues in performance, performing for religious audiences and performance of non-fiction. Field trips required.	
Thr 351	Play Direction I	3
	Students are introduced to the following directing techniques: play selection and analysis, auditioning, scenic design and staging, actor coaching, rehearsal strategies and production management. Principles in directing for both the proscenium and the open stage are examined. Workshop scenes are presented and evaluated. Prerequisites: Thr 251, 261 and 262 or consent of instructor.	
Thr 371	Acting 3	3
	Advanced study of techniques of theatrical performance through intensive in-class workshop experiences. Special emphasis on acting Shakespeare and other period styles. Exercises, analytical skills, rehearsal procedures and methods of artistic criticism are also considered. Field trips. Prerequisite: Thr 262 or consent of instructor.	
Thr 381	Acting in Musical Theatre A	3
	Exploration of the voice, movement and acting skills necessary to performing in modern musical plays. Students participate in workshops, exercises, warm-ups, rehearsal procedures, solo and group in-class performances. Field trips. Prerequisite: Thr 261 or consent of instructor.	
Thr 390	Theatre Practicum (earned in one-unit increments)	3
	Hands-on learning by working on one or more of the productions in the theatre department season.	



Thr 441	Theatre and Culture 1 A	3
	An examination of the theatre of various cultures from the Classical period through the Renaissance. Intensive study of representative plays. Consideration of the theatrical conventions, visual art, music and significant historical events of various periods. Field trips. Prerequisite: Thr 251 or consent of the instructor.	
Thr 442	Theatre and Culture 2 A	3
	A continuation of Thr 441. An examination of the theatre of various cultures from the Renaissance to 1945. Prerequisite: Thr 251 or consent of instructor.	
Thr 443	Contemporary Theatre and Culture A	3
	An examination of theatre from various cultures, concentrating on theatrical text and performances written and produced within the past 60 years; study of contemporary trends and styles in theatre.	
Thr 445	Dramatic Theory and Criticism A	3
	Reading and analysis of theoretical and critical approaches to theatre.	
Thr 451	Play Direction 2	3
	A continuation of Play Direction I; students deepen their knowledge and skills in the theory and practice of stage directing. Topics covered include director/designer collaboration; analysis of period style and genre with application to directors' choices; analysis of modern and contemporary theories of the stage; artistic direction and dramaturgy in the contemporary theatre. Workshop scenes are presented and evaluated. Field trips are required.	
Thr 452	Advanced Script Analysis A	3
	Advanced study of selected plays from the standpoint of the theatre artist (actor, director, designer). The process of translating a dramatic text to theatrical production with an emphasis upon the techniques of perception, imagination and integration used by the theatrical artist in developing a concept and determining specific performance and design choices. Practical application of analysis through projects and presentations.	
Thr 461	Creative Drama and Improvisation	3
	Emphasis upon personal dramatic experience and drama as process instead of theatrical product. Principles and procedures for utilizing creative dramatics activities in educational and other settings, as expressed through individual and group movement, sound and improvisation. Practicum lab hours required.	
Thr 471	Acting 4	3
	An advanced experiential course covering performance techniques and principles through in-class scene study. Exploration of Greek tragedy and Comedy of Manners theatrical styles. Exercises, analytical skills, research of theatrical styles and rehearsal procedures are also considered. Field trips. Prerequisites: Thr 251 and 261 or consent of instructor.	
Thr 498	Theatre Showcase	3
	An advanced, thesis-style project open to students in the theatre major. Requires a written application describing the proposed project, typically in one of the following areas: acting, directing, design, playwriting or theatre ministry. The Showcase requires intensive hands-on activity at an advanced level under the supervision of a faculty member; a written component is also required. Prerequisites: senior status and application approval by the theatre faculty. (Also see Theatre Showcase Guidelines available in the Theatre Office.)	

THEOLOGY

- Thl 101 Foundations of Christian Theology 3**
 This course studies the source of Christian theology, namely the Holy Scriptures. Drawing upon the Scriptures as well as historical and doctrinal writings by Christian theologians, the student will examine major teachings of the Christian faith (e.g., the nature and knowledge of God, Christology, justification, ecclesiology, eschatology, sacramentology). Differing understandings of these teachings will be explored when appropriate. Such engagement will enable the student to understand and articulate the basic tenets of Christianity.
- Thl 105 Life of Christ 3**
 An exploration of the doctrine of Christ using both Old and New Testament biblical literature. The theological, historical and cultural background and significance of Christ will be studied. From the Old Testament the concept of Christ is taught as a constant promise from God and as having a direct role in creation and history. New Testament literature is used to teach that the life and work of Jesus is the incarnation of the promised Christ and that Christ has an ongoing role in the Christian church. Designed primarily for the student who has had little or no contact with Western philosophy and culture and no formal education or exposure to Christian doctrine or practice. Such students may take this course in place of Thl 101.
- Thl 201 History and Literature of the Old Testament 3**
 An historical and literary survey of the Old Testament, with an emphasis on theological themes and their relevance for Christian faith and life.
- Thl 202 History and Literature of the New Testament 3**
 An historical and literary survey of the New Testament, with an emphasis on theological themes and their relevance for Christian faith and life.
- Thl 222 Christian Witness and Evangelism 1**
 This course will introduce the student to the theology and practice of Christian evangelism. Skills in speaking the Gospel to others will be developed and applied in field experience.
- Thl 281 Introduction to Worship Arts A 1**
 An overview of the worship arts profession and the methods and principles of contemporary worship arts, including the study and evaluation of worship services in churches of various sizes and denominations; technologies, equipment and tools that support worship arts programming; common worship band principles; approaches used in service planning; and the use of dance, drama and visual arts.
- Thl 304 History of the Christian Church 3**
 This course surveys the origin and development of the Christian church. Political and cultural contexts and influences on the church will be examined. Special consideration will be given to theological themes which surfaced at different times and in different places throughout the history of the Christian church, culminating with twenty-first century trends in fundamentalism, evangelicalism and ecumenism.
- Thl 311 Old Testament Book of the Bible A 3**
 An in-depth study of a single book of the Bible or several smaller books in their entirety. The books studied will vary from offering to offering and be selected by the instructor. This class may be repeated for credit if the book studied is different. Prerequisite: Thl 201 or consent of instructor.



- Thl 312 New Testament Book of the Bible A 3**
An in-depth study of a single book of the Bible or several smaller books in their entirety. The books studied will vary from offering to offering and be selected by the instructor. This class may be repeated for credit if the book studied is different. Prerequisites: Thl 201 and 202 or consent of instructor.
- Thl 321 World Religions 3**
A survey of the world's major non-Christian religions including major motifs, belief patterns, ritual and worship, ethics and social patterns, origin and development and sacred writings.
- Thl 351 Patristic and Medieval Christianity A 3**
Emphasis on the major themes in the history of medieval Christian thought. Beginning with the church fathers, the student will continue through the thought of the major medieval thinkers culminating with the work of St. Thomas.
- Thl 355 The Reformation A 3**
An introduction to the social, political and intellectual context of the various sixteenth-century reformations of the church in Europe as well as the events, ideas and implications of these reform movements. Attention will be given to both the "magisterial" and "radical" Protestant reformations as well as to the Catholic reformation.
- Thl 358 Contemporary Church History A 3**
Emphasis on the major themes in the history of 20th century Christian thought. After a survey of the 18th and 19th century background, the course will focus on theological thought after Protestant liberalism and up to the present day. Some time will be devoted to conservative responses.
- Thl 371 Christian Doctrine I 3**
Introductory course in systematic and confessional theology for undergraduates. Covers the subjects of theological method, revelation and scripture, Law and Gospel, the Triune God and His attributes, humanity and sin, and the person and work of Jesus Christ as the God/man. Stresses acquaintance with key biblical material and its expression in the Lutheran Confessions. Students with significant education in Christianity may use this course in place of Thl 101 in the general education requirements upon consultation with the instructor.
- Thl 372 Christian Doctrine 2 3**
Introductory course in systematic and confessional theology for undergraduates. Covers the subjects of justification, the person and work of the Holy Spirit, conversion, preservation, election, sanctification, the sacraments, the church, the ministry and eschatology. Stresses acquaintance with key biblical materials and its expression in the Lutheran Confessions. Prerequisite: Thl 371.
- Thl 375 Contemporary Religious Bodies in America 3**
Introductory survey of several major Western theological positions and their theology. Designed as an undergraduate course in "comparative dogmatics." The course is organized around the systems of Roman Catholicism, Luther, Calvin and Wesley. Prerequisite: Thl 101 or equivalent.
- Thl 381 Worship Arts Ministry A 3**
Theology, methods and principles for leading a worship arts ministry. Evaluation and development of working definitions for "contemporary" worship; planning worship services for varied congregational settings; worship ministry in the context of congregational change; values that shape worship ministry program-

ming; the role of technology; application of a theology of worship in cultivating a character of leadership. Prerequisite: Thl 281 or consent of instructor.

- Thl 382 Corporate Worship 3**
An examination of the theology of corporate worship as it is taught in Scripture and the Lutheran Confessions, and in how it has developed through the history of the Church. Criteria for preparing and evaluating worship services in today's church are examined and applied. Prerequisite: Thl 101 or equivalent.
- Thl 429 Biblical Theology and Exegesis 3**
An intensive study of the major themes of the Old and New Testaments through the introduction and application of the tools and principles of exegesis and hermeneutics, with special emphasis on deriving Law and Gospel principles for use in congregational ministry. Prerequisites: Thl 201 and 202 or concurrent enrollment.
- Thl 430 Christian Apologetics 3**
An introduction to the intellectual defense of the truth of the Gospel to the thinking skeptic centered in a detailed, historical and factually-based defense of the Gospel. Particular apologetic issues such as the incarnation and resurrection of Christ, the existence of God, the problem of evil, the dependability of Scripture, and the exclusivity of the Gospel will be examined, as will various methods of apologetics including the mythopoeic writings of C.S. Lewis and J.R.R. Tolkien. Arguments against this apologetic (including pre-suppositionalism and Christian pietism) will also be examined. Prerequisite: junior or senior standing or consent of instructor.
- Thl 463 Readings in Classical Christian Thought 3**
Selected primary source readings in Western Christianity including Augustine (Confessions), Life of St. Antony, selected Western mystics, St. Anselm, St. Thomas Aquinas, Luther, Calvin and Wesley. Prerequisite: Thl 101, junior standing or consent of instructor.
- Thl 465 Christians and Ethics 3**
An exploration of morality and ethics in light of scriptural teaching concerning both creation and redemption. Students will be oriented to the main approaches, both traditional and contemporary, of non-biblical philosophical ethics and will study how Christian faith interacts with these approaches. The significance for ethics of the Lutheran confessional distinction between God's left and right hand rule will be explored in depth. The course will usually include student research and presentations on contemporary ethical issues in light of the student's growing understanding of Christian ethics. Prerequisite: junior or senior standing or consent of instructor.
- Thl 467 Bioethics and Health Care Professionals 3**
An examination of ethical issues raised by modern advances in health care and biological research. We will examine both philosophical and theological approaches to ethics. Special attention will be given to contemporary developments in both religious and philosophical ethics and to possibilities for dialog today between philosophical theories, religious voices, and biblical ethics. Study of philosophical and theological approaches will be closely tied to study of a range of concrete cases and narratives likely to be encountered by today's health care professionals.



- Thl 481 World Missions A 3**
An overview of the theology and practice of Christian missions including historical development, missionary methods, evangelism programs and paradigm shifts. Development of some skills in speaking the Gospel is included.
- Thl/Mus 482 Musical Heritage of the Church A 3**
Survey of the role, development and function of music in the Christian church from its roots in the Old Testament to the present day, with attention to biblical, theological, social and cultural considerations.
- Thl/Mus 483 A Survey of Christian Hymnody A 3**
A historical survey of Christian hymnody which will develop an awareness of the poetic, musical, theological, and spiritual aspects of hymnody for both congregational and devotional use.
- Thl/Mus 484 Planning Music for Christian Worship A 2**
Practical study of planning music within the worship service. Students will draw upon their course experiences in theology, worship, history, arranging, performance and repertoire for creating and evaluating worship forms in the church today. An in-depth study of the church year will serve as the framework for planning services appropriate for a Lutheran-Christian context. Prerequisite: Thl 382. Also suggested are MUS 331 or 482, 471, 481, 483 and 485.
- Thl/Mus 485 Contemporary Christian Song A 2**
A survey of the development and function of contemporary Christian music appropriate for use within both liturgical and non-liturgical worship services. Students will draw upon their course experiences in theology, music and worship as they learn to select and evaluate contemporary music appropriate for a Lutheran-Christian worship context. Prerequisite: Thl 382. Also suggested are Mus 482 and 483.
- Thl 489 Integrated Theology I**
Capstone course in Theology and Theological Studies. This course guides students in gathering a portfolio of their theological proficiency, self-evaluation of that portfolio, and an assessment of their theological competency. Prerequisite: Senior class standing in Theology or Theological Studies.

WRITING

- Wrt 102 Writing and Research 3**
Students will practice research methods and a variety of writing strategies such as narration, description, exposition and argumentation. Through research, reading, writing and writer workshops, students will develop as critical thinkers, readers and writers.
- Wrt 201 The Art of the Essay 3**
No genre is as rich and varied as the literary essay, from the seminal work of Montaigne to the modern writing of authors such as George Orwell, Virginia Woolf, E. B. White, Joan Didion and Annie Dillard. This course explores the range of the essay by reading selected works of major essayists. Writing for the course will look at the readings not only as objects of analysis but also as models for stylistic experiments in the art of the essay.

Wrt 231	Newspaper 1	1
	An introduction to the practice of journalism, with emphasis on news writing, as well as production of Concordia Courier.	
Wrt 232	Newspaper 2	1
	A further introduction to the practice of journalism, with emphasis on news writing, as well as production of Concordia Courier.	
Wrt 323	Introduction to Genre and Craft in Creative Writing	3
	A multi-genre introduction to the craft of creative writing. In the context of a variety of genres, students will examine literary conventions as well as the writing techniques and tools essential to effective writing and editing. Prerequisite: Wrt 102.	
Wrt 324	Writing for Children and Teenagers	3
	An introduction to the art and craft of writing for young audiences. Students will read, analyze and write both fiction and nonfiction pieces. The course includes market analysis techniques and the submission of work for publication. Prerequisite: Wrt 102.	
Wrt 327	Creative Writing: Fiction A	3
	This course involves a sustained exploration of the creative process in writing fiction. Students will complete several short stories, perform close analysis of published works and participate in writing workshops. Prerequisites: Wrt 102 and 323.	
Wrt 328	Creative Writing: Poetry A	3
	This course is designed to sharpen students' awareness of and skill in using the elements of poetry. Students will complete a number of original poems in a variety of traditional and contemporary forms and styles. The class will discuss its own creative work and a wide variety of anthologized poetry in a workshop setting. Prerequisites: Wrt 102 and 323.	
Wrt 329	Creative Nonfiction	3
	An examination and discussion of the art and craft of contemporary nonfiction, with practice in a variety of genres. Course includes market analysis techniques and the submission of work for publication. Prerequisite: Wrt 102 or consent of instructor.	
Wrt 331	Newspaper 3	1
	Advanced experiences in the practice of journalism, with an emphasis on news writing, editing, and page layout, as well as production of Concordia Courier.	
Wrt 332	Newspaper 4	1
	Advanced experiences in the practice of journalism, with an emphasis on news writing, editing, and page layout, as well as production of Concordia Courier.	
Wrt 333	Topics in Creative Writing A	3
	A focused exploration of genre and subject matter in a workshop setting. Possible topics include nature writing, travel writing, and experimental writing. This course may include travel. Class may be repeated for elective credit. Prerequisites: Wrt 102 and 323.	
Wrt 337	Writing for the Stage and Screen A	3
	An introduction to the art of writing dramatic works. Students will explore dramatic writing techniques through writing practice, close analysis of published works and student workshops. Prerequisite: Wrt 102.	



Wrt 427	Advanced Creative Writing A	3
	This course is the capstone class for the creative writing minor. It provides an opportunity for students to write more intensively and extensively, creating new work and revising previously written work in a workshop setting. Prerequisites: Wrt 323 and two of the following courses: Wrt 327, 328 or 329.	
Wrt 431	Newspaper 5	1
	Advanced experiences in the practice of journalism, with an emphasis on news writing, editing, and page layout, as well as production and administration of Concordia Courier.	
Wrt 432	Newspaper 6	1
	Advanced experiences in the practice of journalism, with an emphasis on news writing, editing, and page layout, as well as production and administration of Concordia Courier.	

ADDITIONAL EDUCATIONAL EXPERIENCES

The following individualized courses are independently-arranged academic and practical experiences that are available to the student only with the approval of a division or program area. The discipline prefix, number, title, description and credit units will be determined for each experience. Each experience must meet all academic standards of the institution.

—	Individualized Study	
	An arrangement between a student and the instructor to offer a course listed in the catalog at a time other than when it is normally offered. This arrangement is normally reserved for emergency situations and for transfer students unable to work courses offered every other year into their schedules. General education courses may not be taken by supervised study. Approval must be given by the dean of the appropriate school.	
— 390	Practicum Experience	1-3
	A practical experience outside the classroom that is directly related to the student's major, minor or professional program. It typically involves "hands-on" experience that is a beneficial complement to the student's academic experience.	
— 490	Internship	3-8
	An intense practical experience outside the classroom that is an integral part of a professional program. This may be either a part-time or full-time experience that contributes significantly to the preparation of a student for entrance into a profession. Approximately 40 contact hours are required for each unit of credit. Each school may determine the registration deadline. Check with the school for more information.	
— 499	Honors Course	1-3
	An educational experience reserved for students who have excelled in an academic discipline and who seek a challenging study and/or research experience beyond the scope of the curriculum. The student will typically suggest an area of interest and the instructor will assist in defining the parameters of the study. The study will typically result in a significant paper describing the experience and its findings.	

ADMINISTRATION

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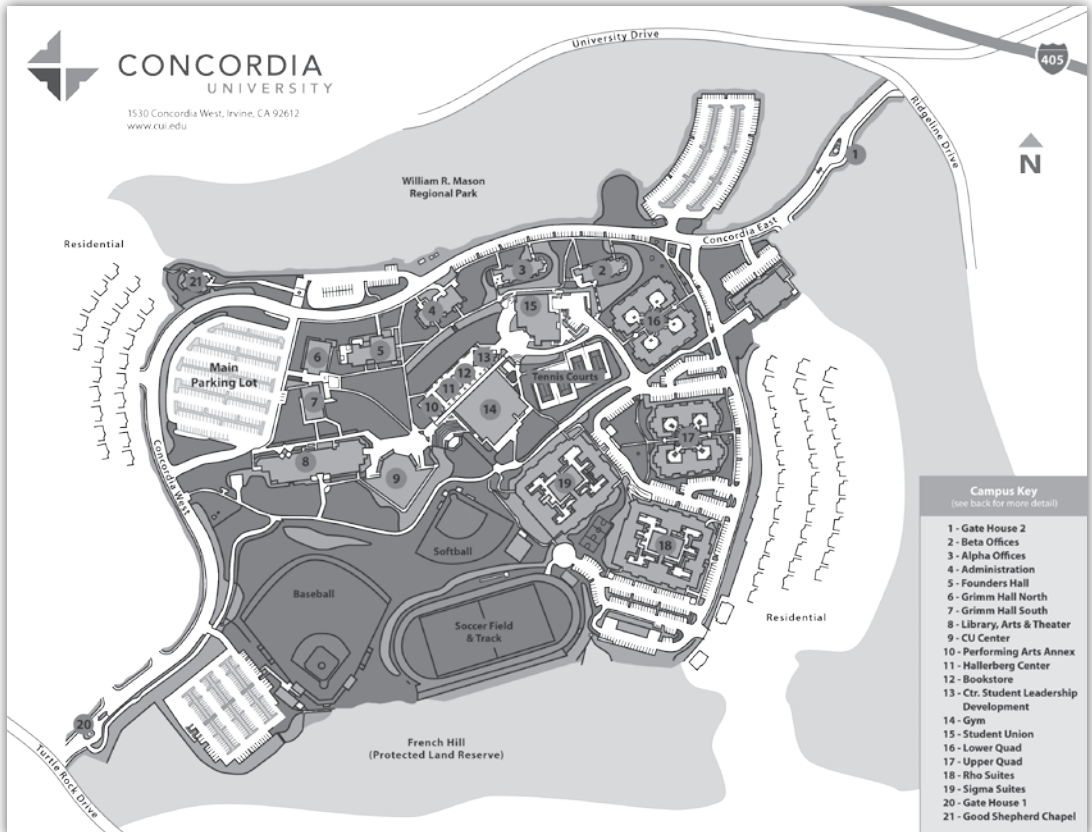
MAP AND DIRECTIONS

DIRECTIONS FROM CULVER

1. Take 405 or 5 freeway
2. Take Culver south to Campus Dr.
3. Left turn on Campus to Turtle Rock Dr.
4. Left turn up hill
5. Left turn at Concordia West

DIRECTIONS FROM JEFFREY

1. Take 405 or 5 freeway
2. Take Jeffrey south which becomes University Dr.
3. Left turn at Ridgeline Dr.
4. Right turn at Concordia East





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