

CONCORDIA UNIVERSITY ANN ARBOR 2008–2009 ACADEMIC CATALOG



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**CONCORDIA
UNIVERSITY**
Ann Arbor

4090 Geddes Road • Ann Arbor, MI 48105

Office of Admission

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www.cuaa.edu • admission@cuaa.edu



CONCORDIA
UNIVERSITY
Ann Arbor, Michigan

Concordia University of necessity reserves the freedom to change without notice any programs, policies, requirements, or regulations published in this catalog. The catalog is not to be regarded as a contract. The official version of the catalog can be found on Concordia's website (<http://www.cuaa.edu>). This paper version is correct as of 09/17/08.

Current course descriptions are available on the Concordia University website:
www.cuaa.edu/catalog

How to Enroll at Concordia University Ann Arbor

There are many ways to contact Concordia University. We suggest that you first contact the Office of Admission. The Office of Admission can supply the information you will need or direct you to the academic office of your interest.

Office of Admission
Concordia University
4090 Geddes Road
Ann Arbor, MI 48105

Tel: 1-888-CUAA-EDU
Email: admission@cuaa.edu
Web: www.cuaa.edu

Concordia University Ann Arbor

Concordia University is a member of the national Concordia University System of ten universities and colleges of the Lutheran Church-Missouri Synod and is accredited by the North Central Association of Colleges and Schools. Concordia University admits qualified students without regard to age, race, color, national or ethnic origin, gender or disability to all the rights, privileges, programs and activities made available to students. Concordia University does not discriminate contrary to law on the basis of age, race, color, national or ethnic origin, gender or disability in the administration of its educational or admission policies, scholarship and loan programs, athletic and other university-administered programs. Concordia University's Disability and Title IX Coordinator is the Executive Vice President, who may be contacted at 4090 Geddes Road, Ann Arbor, MI 48105 or 734-995-7472.

Table of Contents

Academic Calendar	3
Overview of Concordia University	5
Undergraduate Admission	6
Tuition & Fees	8
Financial Assistance	10
Student Services	12
Study Abroad Programs	14
Academic Regulations & Procedures	18
Registration	18
Grading System	21
Transfer Credit	23
Commencement and Graduation	24
Courses of Study	25
Programs/Majors/Minors/Emphasis/Concentrations	25
Degree Requirements	27
General Studies Curriculum Overview	30
The Ethel M. Haab School of Business & Management	35
School of Education	37
School of Arts & Sciences	47
Pre-Engineering	47
Pre-Law	47
Pre-Seminary	48
Reserve Officer Training Corps (ROTC) Program	49
Humanities	
Art	50
Music	52
Literature & Communication	
English	54
Language Arts	56
Natural Sciences & Mathematics	
Biology	57
Chemistry	58
Pre-Medical or Pre-Dental Preparation	59
Integrated Science	59
Mathematics	60
Physical Education	61
Physics	62
School of Religious Studies & Social Sciences	
Religion & Philosophy	
Biblical Languages	63
Philosophy	63
Religious Studies	64
Social Sciences	
Criminal Justice	64
Family Life	65
History	68
Psychology	68
Social Studies	69
Sociology	70
School of Adult & Continuing Education Admission to ADP Programs	71
Business Administration & Leadership	75
Communication	76
Criminal Justice Administration	77
Public Safety Administration	77
Graduate Studies: Graduate Admission	81
Master of Science in Educational Leadership & Administration	82
Master of Science in Organizational Leadership & Administration	84
Course Descriptions	87
Board of Regents & Faculty Listing	123

Academic Calendar 2008–2009

Fall Semester: 2008

August 20–22	Wed. – Fri.	Faculty Seminar
August 30-September 1	Sat. – Mon.	Orientation; Registration
September 2	Tues.	Classes Begin 8:00 am; Opening Service 10:45 am
October 23-24	Thurs. – Fri	Midterm Break
November 25	Tue. 10:00 pm	Thanksgiving Recess Begins
December 1	Mon. 8:00 am	Classes Resume
December 12	Fri. 4:30 pm	Last Day of Classes
December 15	Mon.	Final Exams Begin
December 17	Wed.	Study Day
December 19	Fri.	Final Exams End; Last Day of Semester

Spring Semester: 2009

January 12	Mon.	Classes Begin
January 19	Mon.	M. L. King, Jr. Day; Community Service Activities; No Day Classes/Night Classes Meet
February 27	Fri. 8:00 pm	Spring Break Begins
March 9	Mon. 8:00 am	Classes Resume
April 8	Wed. 10:00 pm	Easter Break Begins
April 13	Mon. 6:00 pm	Evening Classes Resume (Only)
April 14	Tue. 8:00 am	All Classes Resume
May 1	Fri.	Last Day of Classes
May 4		Mon Final Exams Begin
May 6	Wed.	Study Day; Evening Final Exams
May 8	Fri.	Final Exams End; Baccalaureate, 7:30 pm
May 9	Sat.	Spring Commencement

May Term: 2009

Monday, May 11 – Friday, May 29

June Term: 2009

Tuesday, June 1 – Friday, June 19

Academic Calendar, 2009–2010

Fall Semester: 2009

August 19-21, 2009	Wed.-Fri.	Faculty Seminar
August 29, 2009	Sat.	Orientation
August 31, 2009	Mon. 8:00 am	Classes Begin; Opening Service 10:45am
September 7, 2009	Mon.	Labor Day - No Classes
October 22-23, 2009	Thurs. and Fri.	Midterm Break
November 24, 2009	Tues. 10:00 pm	Thanksgiving Recess Begins
November 30, 2009	Mon. 8:00 am	Classes Resume
December 11, 2009	Fri.	Last Day of Classes
December 14, 2009	Mon.	Final Exams Begin
December 16, 2009	Wed.	Study Day
December 18, 2009	Fri.	Finals End; Last Day of Semester

Spring Semester: 2010

January 11, 2010	Mon. 8:00 am	Classes Begin
January 18, 2010	Mon.	MLK Day - No Classes
February 26, 2010	Fri. 8:00 pm	Spring Break
March 8, 2010	Mon. 8:00 am	Classes Resume
March 31, 2010	Wed. 10:00 pm	Easter Break
April 4, 2010	Sun.	Easter
April 5, 2010	Mon. 6:00 pm	Evening Classes Resume
April 6, 2010	Tues. 8:00 am	All Classes Resume
April 30, 2010	Fri.	Last Day of Classes
May 3, 2010	Mon.	Final Exams Begin
May 5, 2010	Wed.	Study Day
May 7, 2010	Fri.	Finals End; Last Day of Semester Baccalaureate, 7:30 pm
May 8, 2010	Sat.	Commencement

May Term: 2010

Monday, May 10 - Friday, May 28

June Term: 2010

Tuesday, June 1 – Friday, June 18

Concordia University Ann Arbor

Located in the heart of Southeast Michigan, Concordia University offers an intimate, stimulating campus environment in the midst of a cosmopolitan university community with an international flair. Downtown Ann Arbor, a city of 110,000, is less than five miles from campus. Concordia is also close to several metropolitan areas and to the rest of the United States via Detroit Metro Airport, which is only 25 miles away.

Concordia students enjoy a challenging academic environment dedicated to the intellectual, social, and spiritual growth of each individual in a supportive Christian community.

History of the Campus

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

The University offers a variety of pre-professional programs, in addition to degree programs. These programs prepare students to enter professional schools or are for those who desire a two year course of study.

Objectives of the University

Mission and Purpose Statement

Within its distinctly Christian environment and its academic community dedicated to excellence, Concordia University serves as a liberal arts University of The Lutheran Church-Missouri Synod, preparing men and women for a life of service in the church and in the world.

Core Values

Concordia University is a Christian educational institution where the Lutheran understanding of Scripture and the Good News of Jesus Christ permeates the culture and is shared with everyone. Our primary enterprises are learning, teaching, and scholarship grounded in faith. We are a community that expresses concern and care for every individual.

Vision Statement

Concordia University will enable learners to succeed in a rapidly changing world. Concordia will be:

- committed to faith and values formation
- focused on learner-centered achievement
- populated with diverse scholars
- engaged locally and globally

Accreditations and Affiliations

Concordia University is a member of The North Central Association of Colleges and Schools. North Central granted initial accreditation of Concordia's program in 1968. The North Central Association most recently reviewed the expanded academic program in 2001. Accreditation of the four-year program has been in effect since July 1976 and the graduate program since 1999. In addition, Concordia University is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Documents are on file in the Academic Vice President's Office and may be reviewed by appointment.

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

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

Admission

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

Admission Criteria

When making the admission decision, the Director of Admission and/or Admissions Council considers a number of factors, including special characteristics of their secondary education experience. These may include: the difficulty of the student's overall curriculum; performance in the curriculum; rank in class; recommendations; test scores; personal statement and/or interview; work experience; and special abilities not reflected in the student's secondary education experience. In addition, recent grade trends and general contributions to the school, community and church may be considered.

General Requirements

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

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

Admission Process for First-Year Applicants

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

GED Diploma Students

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

Home-Schooled Student Admission

The Office of Admission requires that home-schooled students submit a transcript of their academic work and/or official documentation from a home-based educational organization. Students must also submit test scores from either the American College Testing Program (ACT) or the Scholastic Assessment Test (SAT). The ACT is preferred. Two letters of recommendation are required. The nonrefundable application fee should accompany a submitted paper application for admission. Applying online (www.cuaa.edu) is free. A personal

statement of 300-500 words or more is required which addresses the student's goals, achievements, strengths, weaknesses, and reasons why the student is considering Concordia University. A resume or extracurricular activities sheet is also required. A personal interview may be requested.

Transfer Student Admission

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

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

Financial Aid

If a student wishes to be considered for financial aid, the Free Application for Federal Student Aid (FAFSA) may be completed online at www.fafsa.ed.gov school code: 002247 by March 1. All supporting financial aid information must be received by May 1 to receive the best financial aid package. The Concordia University Financial Aid Application is required, and may be obtained from the Office of Admission. Concordia University has a strong desire to make our university experience possible for interested students. After May 1, awards are allocated on a funds-available basis.

International Student Admission

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

Audit Admission

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

Guest Student Admission

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

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

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

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

Facsimile Transmission of Documents

Faxed documents are not considered official documents. While these documents may be helpful in advising and counseling students, official documents, sent directly from the originating school's registrar's office to Concordia, must follow facsimile transmission in order for the University to take official action.

Advanced Placement

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

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

Credits Earned Through Standardized Tests

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

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

An official score report, sent directly from the testing company to Concordia, is required. The Registrar maintains a list of the specific tests that are acceptable from these testing programs. For CLEP, the list includes test names, passing scores, the number of credits awarded if the test is passed, and equivalent Concordia courses if such exist. Partial credit for scores below the designated passing score will not be granted. Please contact the Registrar's Office for further information.

Tuition & Fees

As a private, not-for-profit educational institution sponsored by the Lutheran Church-Missouri Synod, Concordia University strives to provide the highest quality educational experience for its students at the lowest cost possible to insure the delivery of excellent educational services. The University provides and coordinates financial assistance to help students defray the costs of their educational endeavors. For more information on Financial Aid, see that portion of this catalog (page 10).

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

Payment of Fees

The full payment of tuition and fees is required before the start of a given semester. Prior to each semester, Concordia University will mail a statement of the student's account including tuition and fees. If the student is receiving financial aid, the anticipated amount is subtracted from the "payment due" on the account statement to arrive at the revised balance due. This **revised balance is due before the start of the semester**. Students will be dropped from all classes, if payment is not made or a payment plan is not arranged by the first day of class.

The University will offer deferred payment options in which a student may request to make a partial payment at the time of registration and subsequent payments for the remainder of the semester. This request must be made to the Accounting Office and approved by the Director of Accounting prior to the start of the semester. Where approval is granted, a service fee of \$100 or 1.5% flat rate for balances over \$6,666.67 **per semester** will be assessed as well as finance charges on the outstanding balance. Under a deferred payment option, full payment of all charges must be made by the end of each semester. A student with an outstanding balance at the end of a semester will not be authorized to register for a subsequent semester until the account obligation is satisfied or after special payment arrangements have been completed.

Statements are printed on approximately the 15th of each month (processing date), and mailed to the student's address of record. If the student's address is on campus, a copy of the statement will be delivered to their campus mailbox. If a statement is not received within a few days of the "processing date" the student should contact the Business Office 734.995.7332 or email studentaccounts@cuaa.edu. A duplicate statement will be sent to the student's Concordia email account. Additional statements may be requested via phone or e-mail at any time. Concordia University accepts payments by cash, check, or credit card (Visa, MasterCard, and American Express).

Release of Records

Official Grade reports, transcripts of credits and diplomas are issued by the Registrar's Office to those students who have met all financial obligations to the university.

Outstanding Balances and Collections

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

Deposits

The tuition deposit fee of \$125 for a student in the traditional program is due once the student has been admitted and has decided to attend Concordia University. Additionally, all students wishing to live on-campus must make a \$100 deposit for room and board. These deposits apply toward education costs for the first academic year and are not refundable after May 1 unless the offer of admission is withdrawn at the initiative of the University.

Room and Board

The amounts paid for room and board provide a shared room and a meal plan. Single occupancy rooms may be available from time to time at additional cost. All students living in campus housing must participate in the food service program of the University. Meal service is not available during the Thanksgiving, Christmas, Spring break, and Easter recesses. Students living off campus may purchase individual meals through the food service program.

Students with documented medical dietary needs may obtain a "Request for Special Diet" form from the Director of Dining Services. The Director of Dining Services will have the option to accommodate a student's medical dietary needs. In the event that the Director of Dining Services cannot accommodate a student's medical dietary needs then that student may be exempted from mandatory participation in the food service program.

Refunds-Traditional Program

Students enrolled in the traditional program who completely withdraw from Concordia University and did not receive federal Title IV aid will receive a prorated refund of tuition and fees according to the following schedule. Special fees are non-refundable. Any refund due to a student for withdrawal from individual classes will be prorated in accordance with the following schedule.

First Week	90%	Fifth Week	50%
Second Week	80%	Sixth Week	40%
Third Week	70%	After sixth week	None
Fourth Week	60%		

Upon complete withdrawal from the University, refunds of room and board will be calculated at an estimated weekly charge based on a 15-week semester dormitory stay. Refunds are only available once the room key is returned to the housing office. Under no circumstances may an unregistered student maintain occupancy in campus housing. Students are expected to vacate campus housing and return their key no later than one week following complete withdrawal from the University.

Refunds of federal aid for students who received Title IV aid will be made according to the federally-mandated refund policy through 60% of the semester in the following order: 1) Unsubsidized Stafford Loan, 2) Subsidized Stafford Loan, 3) Perkins Loan, 4) PLUS Loan, 5) Federal Pell Grant, 6) Federal SEOG. Charges will be reduced and institutional and outside aid will be refunded through the sixth week according to the above schedule. Further information is available from the Office of Financial Aid.

Personal Expenses

In calculating costs for the year, the student should include personal items such as laundry and dry-cleaning, clothing, books, school supplies, membership dues in organizations, contributions to church and charity, recreation, travel, special health needs and a small reserve for miscellaneous items. For cost of attendance purposes (in addition to tuition, fees, room and board) Concordia University assumes \$550 for books, \$250 for travel, and \$1,000 for miscellaneous personal expense for the year.

Financial Assistance

Concordia University attempts to make it possible for all who have the capacity and the desire for a Christian college education to obtain it, regardless of their financial resources. Returning students must apply before May 1st, the Priority Financial Aid Deadline. New students should have their FAFSA (Free Application for Federal Student Aid) and the Concordia Application for Financial Assistance in by March 1st. Returning students need only submit the FAFSA, unless instructed otherwise by the Financial Aid Office. Students in the Accelerated Degree Programs and Graduate Program should refer to page 101.

The amount of financial aid awarded is based mainly on the applicant's financial need. As a general rule, the primary financial responsibility lies with the student and his or her parents. On the basis of this financial information, the University is able to determine the difference between educational costs and the amount a student and his or her parents can reasonably be expected to provide. This difference is defined as need.

How to Apply for Aid

New students must complete Concordia's Application for Financial Assistance (available for download from the Concordia Financial Aid website at www.cuaa.edu) and the Free Application for Federal Student Aid (FAFSA), also available on the Web at www.fafsa.ed.gov to apply for scholarships, grants, loans or work study at Concordia. For renewal of aid, the FAFSA must be completed each year as soon as possible, after January 1st. After the above information has been received at Concordia, students will be advised of the financial assistance for which they are eligible. This includes employment, loans, grants and scholarships administered by Concordia. Applications received by May 1st will receive full consideration for all assistance, but applicants are encouraged to apply before this date, as some types of federal aid are limited and are awarded on a first-come, first-awarded basis. Applications received after May 1st will be subject to the limitations of available institutional resources. As a general rule, one half of the grants, scholarships, and loans are applied toward each semester's charges. Eligible males of at least 18 years of age must be registered with selective service to receive Federal funds.

If you have any questions or need any forms, contact the Office of Financial Aid, Concordia University, 4090 Geddes Road, Ann Arbor, MI 48105 — Ph. (734) 995-7408.

Scholarships and Grants-In-Aid

Some of the scholarship money the University administers is assigned to students of outstanding academic achievement, as well as those displaying special music, dramatic, artistic or athletic abilities. Students must be enrolled full-time to receive Concordia scholarships.

Many local congregations, organizations and individuals offer some financial assistance to students. These students should also apply to their synodical districts.

All students are encouraged to apply for additional outside scholarships. Many such scholarships are listed on the internet at www.finaid.org.

Michigan Competitive Scholarship/Tuition Grant Program

The Michigan Higher Education Assistance Authority provides scholarships and grants to eligible students who are Michigan residents attending a college or university in Michigan.

The Michigan Tuition Grant Program provides grants to eligible students at private colleges. No qualifying test is necessary. Tuition grants are awarded to students who are able to demonstrate financial need and are attending or planning to attend Concordia.

Michigan Competitive Scholarship awards are made on the basis of demonstrated need and the ACT score. High school seniors must take the ACT on or before the October test date at any ACT testing center and have their score reported to the Michigan Scholarship Program.

This program is subject to yearly renewal by the state, based on the annual budget and approval by the legislature.

Students who meet the eligibility requirements for the Michigan Merit/MI Promise Scholarship (appropriate Michigan Educational Assessment Program [MEAP] scores, ACT/SAT scores, and enrollment in a degree or certificate post-secondary institution in Michigan) may receive an award with the amount to be determined by the State of Michigan.

All Michigan students attending Concordia need to complete the Free Application for Federal Student Aid (FAFSA) to apply for these Michigan programs. Entering freshmen should apply before March 1.

Student Employment

Students who find it necessary to earn part of their expenses have opportunities to do so, both on the Concordia campus and in Ann Arbor places of business.

To avoid an adverse effect on grades, it is suggested a student not exceed 15 hours of work per week.

Interested students should check the employment page of Concordia's web site, and apply to the appropriate department. Concordia participates in the Federal Work Study Program and the Michigan Work Study Program.

Veterans' Benefits

Veterans or children of veterans who seek government aid in continuing their education may secure pertinent information from the Veterans Administration Office by calling 1-888-442-4551. Once enrolled, further assistance is available from the Office of the Registrar.

Loans

In some cases it is necessary for students to borrow to finance their education. Students should use caution in borrowing and generally should not rely primarily on loans.

There are two types of Federal Stafford loans, subsidized and unsubsidized. Subsidized loans are need-based, interest free, and payment free while the student remains in school at least half time. Unsubsidized loans can be used to replace family contribution but interest begins accruing immediately. The interest can either be paid while the student is in college, or capitalized. Students can obtain application information from Concordia's Office of Financial Aid.

Federal Parent Loans for Undergraduate Students (PLUS) may be requested by the dependent students' parents. A PLUS loan is limited to the total cost of education minus any other aid. Repayment of the PLUS loan begins while the student is still in school. Alternative loans are also available.

Concordia also participates in the Federal Perkins Loan Program. Students who show a high need are eligible for this low interest loan. These loans are scheduled for repayment after the student graduates or discontinues his education. Paperwork for the Perkins loan is completed through the Office of Financial Aid.

Renewal of Financial Aid

Concordia makes every effort to continue assistance to a student through his years of college. Renewal is based upon the following stipulations and principles:

1. A Free Application for Federal Student Aid (FAFSA) should be filed between January 1 and April 15 in order to assure a timely application. Late applications will be accepted and processed as funds become available.
2. If requested, a signed copy of the parents' (if dependent) and the student's federal income tax form (1040, 1040A, or 1040E-Z and W-2s) must be submitted to the Office of Financial Aid by May 1.
3. Renewal of scholarships, grants, campus employment, and loans depends upon financial need as determined by the needs analysis form (FAFSA), the availability of funds, and meeting GPA, cumulative credits, and deadline requirements.
4. Any award or any portion thereof may be either declined by a student or revoked by Concordia if such assistance is not to the advantage of the student and the University.
5. Concordia will do everything possible to maintain the student's level of aid if the student's need has not changed significantly and/or poor academic performance has not caused a loss of scholarship eligibility.
6. Students must be in conformity with the financial aid satisfactory academic progress (SAP) policy.

Academic Progress

Satisfactory Academic Progress (SAP) will be monitored after fall and spring semesters. For financial aid purposes, students are considered maintaining Satisfactory Academic Progress toward a degree if they meet the following requirements:

Terms at College	Credits Needed to Remain Eligible for Financial Aid	Cumulative GPA
1	8	1.5
2	16	1.5
3	25	1.7
4	34	2.0

5	44	2.0
6	54	2.0
7	65	2.0
8	76	2.0
9	88	2.0
10	100	2.0
11	113	2.0
12	128	2.0

Transfer students attending Concordia for the first time will enter Concordia meeting the Satisfactory Academic Progress requirement (SAP). If a student is half-time, six to eleven hours, one-half of the above increment will be applied. A student who is less than half-time will not have to meet the above standard. Courses retaken are counted toward SAP only if the student did not previously receive credit for that course. SAP for students with incompletes will be reevaluated once the “I” becomes a letter grade. Students may receive aid for two terms while on probation. After the 1st semester of probation, students who were previously placed on financial aid probation will again be evaluated. If they are still not meeting the SAP requirements, they will be placed on financial aid academic probation for a second semester. Students will receive written notification of their status. Failure to meet the SAP requirements at the end of the academic year will result in termination of eligibility for financial aid for the following year.

Students may appeal their loss of eligibility for aid by submitting to the Office of Financial Aid a written explanation of any extenuating circumstances, such as personal illness or injury, or a major illness or death in one’s family. A Financial Aid Committee will evaluate appeals on a case-by-case basis and a timely decision will be made in writing to the student.

Veterans and others receiving U.S. Department of Veterans Affairs benefits must also meet the above stated standards. After a probationary period, the U.S. Department of Veterans Affairs will be notified and VA benefits will be terminated. Reinstatement of aid may occur when standards of progress and GPA requirements are once again met.

Student Services

Residence Halls

All full-time traditional students are required to live in campus residence halls. Only continuing education students, married students, students who are 21 years and older or of junior class standing, or students who live with members of their immediate family are permitted to live off campus. Limited private rooms and married student housing is available by contacting the student services office. The Executive Director of Student Services may grant exceptions to this policy.

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

Concordia is a substance free environment and policies of alcohol and other drug usage on campus are distributed to every student.

University Food Services

All students living in campus housing must participate in the food service program of the university. Commuter students may open a food service account. Students with special dietary needs are requested to submit written statements from a medical doctor indicating their needs. In rare instances that the food service cannot meet those needs, the student may be exempted from the food service program upon approval of the Director of the Food Service and the Executive Director of Student Services.

Academic Resource Center

The Academic Resource Center (ARC) provides academic assistance to Concordia students peer tutors and writing consultants are available to help students with class assignments. The ARC can also provide instruction in study skills such as time management, note-taking, reading, and textbook annotation. In addition, the ARC maintains a web site with on-line writing help and links for mathematics, sciences, foreign languages and music. The ARC is located in the Library.

The Counseling Center

The Counseling Center is a resource to students in personal and professional counseling and development. Career counseling and assistance in the job search process are also available as well as confidential personal counseling. The Counseling Center is located in the Student Services Building.

Testing Services

Concordia University participates in the national educational testing programs listed below.

American College Test or Scholastic Assessment Test

Completion of the ACT or SAT I is required of all applicants who have fewer than 12 college credits to transfer. The ACT is preferred, but the SAT is also accepted. The ACT profiles (test results) help students make decisions about college and career plans. They are used in academic advising and course placement, as appropriate. Entering students should take the ACT or SAT during their junior or senior year of high school, if possible. The ACT or SAT may be taken on a national test date at a national test center or by appointment at Concordia University's Admission Office. However, students who wish to participate in intercollegiate athletics must take either test on a national test date at a national test center. For further information, contact any high school guidance counselor or Concordia University's Admission Office.

Credits Earned Through Standardized Tests

Credits may be earned through the following standardized testing programs:

- Advanced Placement Program (AP)
- College Level Examination Program (CLEP)
- Defense Activity for Non-Traditional Education Support (DANTES)
- Proficiency Examination Program: Regents College Examinations (PEP:RCE)

The Coordinator of Testing maintains a list of the specific texts which are acceptable from these testing programs. The list includes test names, passing scores, the number and level (lower/upper) of credits awarded if the test is passed, and equivalent Concordia courses if such exist. Partial credit for scores below the designated passing score will not be granted. Please contact the Registrar's Office for further information.

Campus Life and Leadership

Concordia offers activities for students to broaden their social and cultural experience on campus. These activities serve to develop leadership in addition to enhancing student life. Opportunities include: theater, music, intramural sports, exhibits, and athletics. Leadership opportunities include: Spiritual Life Representative, Resident Assistant, and Senator.

Campus Activities

Concordia offers a variety of activities for students to broaden their social and cultural experience on campus. These activities serve to develop leadership in addition to enhancing student life.

Theatre

Concordia University has an active theatre program with three major productions each year in the fully equipped Kreft Center Black Box Theatre. Additional opportunities exist for students to direct and/or design their own productions. Auditions are open to any student in good academic standing.

Music

Concordia Choir, Concordia Chorale, Concordia Wind Ensemble, Brass Ensemble, Jazz Ensemble and Handbells are open to students and may be taken for credit or audit. Numerous opportunities also exist to provide music for chapel services.

Intramural Sports

Both men and women students are encouraged to participate regardless of ability levels. Opportunities exist for non-competitive involvement.

Concerts, Speakers, Exhibits

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

Athletics

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

The Cardinal's Nest

This facility located in the Student Union is the evening and late-night snack bar of the campus. Regularly scheduled formal and informal events include dances and coffee house nights.

Student Organizations

The primary vehicle for student involvement on campus is the *Student Association*. The goals of the Association are to promote individual growth in Christian character, to facilitate interaction and involvement by students with others in the campus community, and to provide opportunities for growth in leadership and service in the church and the world.

The activities of the *Student Association* are directed by the elected leadership in the *Student Senate*. Leadership and participation are facilitated through the various committees and councils of the Senate. In addition, the Senate coordinates and allocates the funding for other groups and organizations in response to requests, subject to availability of student funds.

The Student Activities Council (SAC) is responsible for the overall development of a varied co-curricular campus program. To this end, SAC plans, implements, and evaluates campus events.

The primary elected and appointed residential life leadership groups are the Student Senate, the *Resident Assistants (RAs)*, and the *Spiritual Life Representatives (SLRs)*.

There are many other positions available through which students may develop leadership skills and experience. Other organizations include special interest clubs and off-campus ministries.

Study Abroad Programs

Concordia University encourages students to enrich their education through affordable overseas study programs that add a rich intercultural component to the traditional undergraduate experience. Concordia students can step out of the textbook and immerse themselves in the music of Mozart, the culture of Spain, the splendor of Italy, or the grandeur and vitality of London, while earning academic credit from Concordia.

In partnership with AHA International, Concordia University offers a variety of study abroad programs, including those in London, Vienna, Macerata, and Segovia. Concordia University as well as other members of MCSA, the Midwest Consortium for Study Abroad, offers students the opportunity to study at these sites during the fall and spring semesters or in the summer in Dublin.

Students receive academic credit for all courses taken overseas (12-16 credit hours per semester). With careful planning, students can study abroad and still graduate on time since at least six hours of core requirements can usually be fulfilled through an overseas program. The study abroad experience often takes place during the junior or senior year, but undergraduates are encouraged to begin planning for study abroad while they are freshmen or sophomores. Financial aid can be applied to these programs.

Semester in London

A dynamic, cosmopolitan world capital, London offers incomparable access to museums, galleries, West End theatres, architectural jewels, and historic landmarks. Concordia undergraduates can delve into this rich cultural heritage during either the fall or spring semester since the University participates in a humanities program at the ILACA London Centre.

Most courses at the Centre, located within walking distance of numerous museums and galleries, are taught by British faculty who are practitioners as well as teachers in the disciplines of literature, theatre, history, art, and political science. Affiliated with AHA International, the London Centre offers an extraordinary itinerary of excursions and theatrical performances designed to enhance the in-class experience. Included in this experiential program are guided excursions to major sites of British culture and history such as Stonehenge, Oxford, Canterbury, Stratford-on-Avon, and Scotland or Wales.

Semester in Vienna, Austria

In Vienna, with its majestic ambience, students move beyond their textbooks to explore the array of cultural, musical and academic resources of this capital that serves as a diplomatic center and focal point for modern European culture. Located at the crossroads of Europe, Vienna has always attracted artistic genius in music, art, architecture, literature, and philosophy.

Tailored to the Americans and taught in English, courses are designed by both American and local university faculty to take advantage of the Viennese setting. Vienna program participants live in the homes of host families while classes are taught close to the city center with easy access by bus and subway. All student participants take four semester hours of German language instruction at their appropriate level, including beginning German. Students make course-related field trips to sites in and around Vienna along with two weekend excursions to Prague, Krakow, and lower Austria.

Semester in Macerata, Italy

In Macerata, a university town nestled in the hills of the Marches region a short distance from the Adriatic Sea, students can experience both modern Italian culture and Romanesque, Renaissance and Baroque architecture.

The program offers courses in Italian/European culture, studio art, Italian cinema, and modern history along with a required course in Italian language. Students have the option of living in an apartment with other students or, on a limited basis, with an Italian family or in university housing. With Italy as their classroom, students take day-long field trips in and around Macerata and three-day excursions to both Florence and Rome.

Semester in Segovia, Spain

For students who desire a minor in Spanish, Concordia offers a language-intensive program in Segovia, where students earn twelve to sixteen semester hours of credit toward their language minor. Located sixty miles north of Madrid, Segovia is one of Spain's most beautiful and historically interesting sites.

To apply for this rigorous study of Spanish language and culture, students must have the equivalent of two years of college-level Spanish. Ideal for students with upper-intermediate Spanish skills, this program appeals to students from a variety of disciplines with curricula in art history; European Union studies; and Spanish grammar, literature, culture, and civilization. Homestay accommodations, course work, and program excursions help make the semester in Spain meaningful, especially for future educators.

Summer Term in Dublin

Students can experience Irish history and culture while living with a host family in Dublin. During this five-week midsummer MCSA program, students can gain an understanding of Irish history, literature, media, and theatre.

For more detailed information about these programs, contact the Overseas Study Coordinator or go to www.cuaa.edu/studyabroad or www.ahastudyabroad.org

London May Term

Concordia also offers a three-week, intensive course in London, running concurrent with May Term courses offered on campus. Students are housed in furnished apartments in south London, and the courses are taught by Concordia faculty. For more detailed information about the May 2009 term, contact the program director.

Concordia University System Visiting Student Program

This program allows and facilitates any student in good standing at one Concordia campus to attend another Concordia campus for one semester or a full school year. During that time, the student is still formally enrolled at Concordia University, Ann Arbor. All credits and grades earned on the other campus are counted as if they were earned at Ann Arbor. Tuition is determined by and paid to Concordia University, Ann Arbor and financial aid is still arranged through this campus.

Room and board, if needed, are paid to the university being visited at the rates established by that "host" campus. Special fees may also need to be paid to the "host" university. Transportation is the responsibility of the student.

Information about this program and about the other Concordias is available from the Office of the Registrar. Viewbooks, catalogs, course schedules, student handbooks, and other materials are available to examine.

Official Records and Release of Information

Official records are those records or files which directly relate to a student and are maintained by the college in accordance with policies and procedures stipulated in the Academic Procedures Manual. The official records of students are considered confidential information and, as such, shall be kept private from third parties. Every student in attendance, or who has been in attendance, has the right to inspect and review his/her official records. Concordia stipulates the following as official student records and names the corresponding position holders as responsible for their administration, retention and disposal:

Academic Advisement Files	Academic Advisors/Registrar
Academic Programs	Program Directors, Deans of Schools
Admission Files	Director of Enrollment Services
Athletic Records	Director of Athletics
Business and Accounting Records	CFO, Director of Accounting
Church Worker Placement Files	Program Directors
Disciplinary Files	Executive Director of Student Services
Financial Aid Files	Director of Financial Aid
Health Records	Executive Director of Student Services
Standardized Test Results/Transcripts	Registrar

Provisions can be made for the periodic routine destruction of non-permanent records and non-current disciplinary records. Each office listed above is responsible for publishing a statement detailing the following: (1) the length of time a record is maintained, (2) the kind of material(s) which will be kept in the record, (3) individuals and/or offices which will have access to the records and, (4) policy for disposal of documents.

Exceptions

1. Unsuccessful applicants for admission to Concordia are not eligible for the considerations noted above.
2. Parents of Concordia students are considered third parties. The student must sign a waiver authorizing the appropriate office to release information to parents or others.
3. An instructor's own records, when kept in the sole possession of the maker and not accessible or revealed to any other individual except a substitute instructor, are not considered official records of Concordia.
4. Records which simply reflect the student as an employee of the institution are exempted from the definition of official records.
5. Records created or maintained by a physician, nurse, psychiatrist, psychologist or other recognized professional, or paraprofessional acting in his/her official capacity and used only for treating the student and not disclosed to any other individual except for those providing treatment, are exempted.

Right to Amend

A student who believes the information in an official record is inaccurate or misleading or violates the student's privacy may request that Concordia amend the record.

If a request for amendment is refused, the student may request a hearing to challenge the content of the record within twenty-one days. The student must be given notice of the date and time of the hearing. The hearing will be conducted by a member of the President's Cabinet who does not have a direct interest in the outcome. The student must have full opportunity to present evidence relative to the issues and has the option of being represented by an individual, including an attorney. If Concordia decides not to change the record, the student must be informed in writing and given the opportunity to place in the record a statement commenting upon the information in the official record. This statement must be maintained with the record as long as the record is maintained.

Release of Information with Student Consent

Concordia may not disclose information from a student's official record without first obtaining the written consent of the student, except under certain limited circumstances noted below. Any consent for disclosure must be signed and dated by the student and must specify the records to be disclosed, the purpose(s) of the disclosure and the party or class of parties to whom the disclosure may be made.

Concordia may disclose without prior consent personally identifiable information regarding a present or former student if it is "Directory Information" from the three following categories:

- Category I:** Name, addresses (including permanent, local, and e-mail), current class schedule, telephone numbers, dates of attendance, class level (e.g. sophomore, graduate student), photographs, birth date, place of birth
- Category II:** Previous institution(s) attended, major field of study, awards, honors (includes Dean's list), degree(s) conferred (including dates), full time/part time status, number of credits carrying in current semester
- Category III:** Past and present participation in officially recorded athletic and co-curricular activities, physical factors (i.e. height and weight of athletes)

Although such information may be released without student consent, students may request information contained in any or all of the above categories not be released to any and all parties, except as stipulated below. Such a request will be made in writing to the registrar's office.

- A student's consent is not required if a record is to be disclosed to other administrators, faculty or staff within the University who have a legitimate educational interest in the information.
- Information may be disclosed to determine the eligibility for student aid, the amount of it, the conditions which will be imposed regarding it, and to enforce such terms or conditions.
- Information about a student can be released without consent to organizations conducting studies for, or on behalf of, the University to develop, validate, or administer predictive tests, administer student aid programs or improve instruction or retention.
- Accrediting organizations may be given information about students in order to carry out their functions.
- Concordia may release a record without student consent to comply with a judicial order or lawfully issued subpoena.

The University may disclose education records in certain circumstances:

- To appropriate parties in a health or safety emergency
- To the official of another school, upon request, to which a student intends to enroll
- To Officials of the U.S. Dept. of Education, the Comptroller General, to state and local educational authorities, in connection with state or federally supported education programs
- To appropriate parties the results of an institutional disciplinary proceeding against the alleged of a crime of violence
- To military recruiters per the Solomon Amendment

Additional exceptions stipulated by the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, will be honored.

Record of Disclosure

Concordia must maintain a record of disclosure of official records to third parties. This record must be kept as long as the file is maintained. This record of disclosures is available for inspection by the student.

Social Security Privacy

Concordia University protects the student's right of privacy of information and recognizes the importance of maintaining the confidentiality of student records while performing effective functions of the University. In this effort, CUAA assigns each student a unique Student ID to be used in place of the Social Security Number (SSN).

Social Security Numbers are collected from all students and are required for financial aid and specific reporting functions as required by the State and Federal government. Social Security Numbers may be used for mailing of transcripts if the student makes the request, reporting to the National Student Clearinghouse, attendance verifications, degree reporting, and loan tracking.

The Student ID number is used whenever the student registers for classes, makes a payment, or other internal functions. The Student ID will print on any internal hard copy material such as grade lists, attendance rosters, bills, etc. Copies of materials with a student's ID or SSN are destroyed by shredding when not retained in a secure area. Any original hard copy material, such as applications, with the SSN listed, is treated as confidential material. It is either retained in a secure area or it is destroyed by shredding after the student has not registered for five or more years.

Students, faculty, and staff are notified annually of privacy procedures and FERPA requirements for any form of verbal or written communication.

Academic Regulations and Procedures for Traditional Students

Registration

Prior to each semester and before attending any class, Concordia University students must register and arrange for the payment of all tuition and fees. Dates and deadlines for registration are available from the Registrar's Office. Registration is not final and complete until all obligations to the Business Office have been met or satisfactory arrangements have been made. Concordia University reserves the right to remove students from courses due to non-payment of tuition and/or fees.

Classification of Students

A full-time student at Concordia University is one who has satisfied the entrance requirements, has been formally admitted to the University, has completed final registration, and is currently enrolled for at least 12 semester credit hours of undergraduate studies or 6 semester credit hours of graduate studies.

The part-time student is one who has satisfied the requirements for admission to the University, but who carries less than 12 semester credit hours of undergraduate studies or less than 6 semester credit hours of graduate studies.

The classification of students is as follows:

- **Freshmen:** Fewer than 28 semester credits earned
- **Sophomores:** 28-59 semester credits earned
- **Juniors:** 60-95 semester credits earned
- **Seniors:** 96+ semester credits earned
- **Post-B.A. /B.S.:** Baccalaureate students earning additional credits of undergraduate work, but not following a master's degree program
- **Graduate Students:** Baccalaureate students enrolled in a master's degree program

Credit Hours

All credits issued are semester credits. For a typical traditional three-credit class, there will normally be three 55-minute, two 85-minute, or one 175 minute class meetings per week for 15 weeks; 90 hours for reading, study and the preparation of papers or projects; and a final examination. Some courses require a laboratory session or studio work, in which two to three hours of such activity is the equivalent of one hour of lecture/discussion. Accelerated and on-line classes may be offered in different configurations and require less class time and more time devoted to individual learning.

Academic Load

Since the minimum number of credits required for B.A. graduation is 128, a student must average at least 16 credits per semester to graduate within eight semesters. Students may voluntarily register for a lighter load, or they may be advised to do so. Twelve or more credits in a semester are considered full-time for undergraduate students to be eligible for living on campus, financial aid, and NAIA athletic eligibility.

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

Adding, Dropping, and Withdrawing From a Class

A student may add or drop a scheduled course before the course begins by following the procedure announced by the Registrar's Office. Students may also register for a course during the first two weeks of the semester for 15-week classes. The instructor must approve any addition after the first week of the semester for 15-week classes. Courses may also be dropped during the first two weeks of the semester for 15-week classes. The student is encouraged to discuss this decision with the instructor and his/her academic advisor. No record of such classes is retained on the student's permanent transcript. Dropping from a course may have financial aid and athletic eligibility implications. Athletes must have the Director of Athletics signature on Drop Forms before they can be processed in the Registrar's Office.

A student must withdraw from any class by following the procedures announced by the Registrar's Office prior to the date which makes the 60% completion of the session. This date will be announced for each semester by the Registrar's Office. The student is encouraged to discuss this decision with the instructor and his/her academic advisor. The student will have a grade of W indicated on her/his permanent transcript. The grade of W carries no academic credit and has no affect on grade point average calculation. Withdrawing from a course may have financial aid and athletic eligibility implications. Athletes must have the Director of Athletics signature on Withdrawal Forms before they can be processed in the Registrar's Office.

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

The Registrar may drop or withdraw a student from a class at any time, with or without the student's consent, if the instructor confirms that the student never attended class or participated in any related learning activity. A written request is required to convert a grade of F to a grade of W. The Registrar shall determine the effective date for such withdrawals. The student will have a grade of W indicated on her/his permanent transcript.

Add, Audit, Drop, Pass/No Credit, and Withdrawal policies

Definition of Terms

- **Academic Calendar:** Published with every session schedule with start, end, add, drop, pass/no credit, and withdrawal dates.
- **Adding a Course:** Registration in a course.
- **Auditing a Course:** Taking a course for no credit.
- **Dropping a Course:** Termination of registration or enrollment in a course by the end of the specified drop date. No entry is recorded on the student's permanent transcript.
- **Enrollment in a Course:** Attendance one or more times in any course.
- **Session Dates:** Measured in calendar days, 7 days/week, from the first day of the session, which might not be the first scheduled meeting day of a course, to the last day of the session, which might not be the last scheduled meeting day of a course.
- **Withdrawal from a Course:** Termination of enrollment in a course with a "W" grade recorded on the student's permanent transcript through the 60% completion date of the session. Refer to the academic calendar posted with the schedule for the 15-week session for the withdrawal deadline date.

15-Week Sessions • Fall, Spring and Summer Semesters

Adding a Course without Instructor's Signature	1 st day of the session through 7 th day of the session
Adding a Course with Instructor's Signature	8 th day of the session through 14 th day of the session
Change from Credit to Audit OR Audit back to Credit	Through the 14 th day of the session
Dropping a Course	Through the 14 th day of the session
Electing the Pass/No Credit Option	1 st day of the session through the 60% completion date of the session
Withdrawal from a Course (The grade of "W" will be recorded on the transcript.)	Starting the 15 th day of the session through the 60% completion date of the session
Failure to Withdraw from a Course by 60% Completion Date of the Session (The final grade earned will be recorded on the transcript.)	Starting the day after the 60% completion date of the session until the last day of the session

- Effective dates to add, audit, drop, elect the pass/no credit option, and withdraw from a course will be determined by the Registrar.
- Exceptions can be granted by the appropriate Dean for all traditional undergraduate students.

Adding and Dropping a Course

- Courses may be added and dropped online through dates specified on the academic calendar for the corresponding session or by completing the required paperwork available in the Registrar's Office.
- Permit courses such as fieldwork, guided studies, independent studies, internships, music lessons, and senior projects can only be added by completing the required paperwork available in the Registrar's Office and obtaining the required signatures prior to the last day to add for the session.
- Once athletic eligibility rosters have been determined, for traditional undergraduate student athletes who are participating in any given intercollegiate sport, athletes will be required to obtain the signature of the Director of Athletics to drop a course.

Auditing a Course

- This option is available to undergraduate and guest students only. Undergraduate students may audit up to four credits per any 15-week session.
- The instructor's signature is required to audit a course. Credit/Audit forms are available in the Registrar's Office.
- Each instructor may set his/her requirements to audit her/his class. If the requirements of the instructor are met, then the grade of "AU" is assigned. If the requirements of the instructor are not met, then the grade of "W" is assigned.
- Students may choose to audit a class though the day specified on the academic calendar posted with the schedule for the corresponding session.
- A grade of "AU" does not affect a student's grade point average and does not count toward credits attempted. However, it may result in a negative impact the student's satisfactory academic progress.

Standards for satisfactory academic progress are defined in the academic catalog and may affect a student's financial aid and/or athletic eligibility.

Electing the Pass/No Credit Option

- In any given semester, the student may elect the pass/no credit option for any class that fits into one of the following categories:
 - One course of 2-4 credit hours
 - OR*
 - One or more one-credit course(s)
- A maximum of 10 credit hours of pass/no credit courses may be included in any degree program.
 - Practicum and other courses that are available only on a pass/no credit basis, such as directed teaching, internships, fieldwork, campus computing, and the like are not included in these limitations.
- The pass/no credit option may not be used for any course in the student's major, minor or program.
- The student must state his/her intention to elect the pass/no credit option to the Registrar on the designated form by the 60% completion date of the semester.
- First semester freshmen are not eligible for the pass/no credit option.
- An earned grade of C- or higher will result in a transcribed grade of P (Pass-credit awarded).
- An earned grade of D+ or lower will result in a transcribed grade of NC (No Credit-no credit awarded).
- P (Pass) and NC (No Credit) grades do not affect the student's grade point average.

Withdrawing from a Course

- Students may choose to withdraw from a class beginning on the day specified on the academic calendar posted with the schedule for the 15-week session, through the designated withdrawal date for 60% completion of the session. The grade of "W" will be entered on the student's permanent transcript.
- To withdraw from a course students must complete the required paperwork available in the Registrar's Office.
- Once athletic eligibility rosters have been determined, for traditional undergraduate student athletes who are participating in any given intercollegiate sport, athletes will be required to obtain the signature of the Director of Athletics to withdraw from a course.
- A grade of "W" does not affect a student's grade point average but does count toward credits attempted and may result in a negative impact the student's satisfactory academic progress. Standards for satisfactory academic progress are defined in the academic catalog and may affect a student's financial aid and/or athletic eligibility.
- If a student fails to withdraw from a course by the 60% completion date of the session, then the final grade earned will be posted to the student's permanent transcript. This grade is calculated into the student's grade point average and will count toward credits attempted and earned. This could result in a negative impact on the student's satisfactory academic progress depending on the grade earned. Standards for satisfactory academic progress are defined in the academic catalog and may affect a student's eligibility for financial aid and/or athletic eligibility.

Withdrawing from the University

- To withdraw from the University students must complete a Withdrawal from Concordia University, Ann Arbor Form available in the Registrar's Office.
- Students are required to obtain signatures from the Business Office, the Financial Aid Office, and the Campus Housing Office (if living on campus) on the Withdrawal from Concordia University, Ann Arbor Form before submitting it to the Registrar's Office.
- Students who withdraw from the university must return their student ID, parking permit, mailbox key, and dormitory key.
- Failure to complete these procedures may result in additional fees, a hold on the release of official transcripts, and/or problems with student loan deferment.

Academic Advising

All students will be assigned an academic advisor. Students are given the opportunity to select specific faculty advisors in their declared major, minor or program to assist in the explanation of academic requirements and planning their coursework at Concordia University. All students should have a four year academic plan

developed with their advisors by the end of their first year. Incoming Liberal Arts freshmen with an undeclared major will be assigned to their GST182-Freshmen Seminar professor for academic statement assignment declared area. Students may select a new advisor at any time by picking up a Declaration of Advisor Form in the Registrar's Office and obtaining the signature of their new advisor.

Final responsibility for meeting all graduation requirements rests with the student.

Guided Studies

A course which has an approved syllabus but is not available during the time period required by the student to graduate may be taken as a guided study with approval of the instructor and permission of the appropriate dean and the VP Academics. Guided Study Applications are available in the Registrar's Office. The limitations and requirements for this type of study are set by faculty policy. The list of criteria is available from the Registrar's Office or the appropriate school dean. Students applying for a guided study must have a cumulative GPA of 2.0000 or higher.

Independent Studies

Independent study is a form of self-directed learning that goes beyond coursework that is offered at Concordia University and is pursued by a student following a written plan of study developed in consultation with a supervising instructor. Independent Study Applications are available in the Registrar's Office. The limitations and requirements for this type of study are set by faculty policy. The list of criteria is available from the Registrar's Office or the appropriate school dean. Students applying for an independent study must have a cumulative GPA of 3.0000 or higher.

Grading System

Grades are assigned for all courses after completion. They reflect a student's achievement as indicated by class performance and examinations. Concordia uses the following letter grades and quality points:

A = 4.0000	C = 2.0000
A- = 3.6667	C- = 1.6667
B+ = 3.3333	D+ = 1.3333
B = 3.0000	D = 1.0000
B- = 2.6667	D- = 0.6667
C+ = 2.3333	F = 0.0000

- **I = Incomplete:** This grade is assigned, at the discretion of the instructor, when the course requirements have not been met. It must be removed by a date specified by the instructor that is no more than 120 days after the traditional course ends or the Incomplete automatically converts to the alternate grade specified by the instructor.
- **W = Authorized Withdrawal:** zero quality points, no credit earned, no affect on GPA
- **P = Pass:** zero quality points, credit earned, no affect on GPA
- **NC = No Credit:** zero quality points, no credit earned, no affect on GPA
- **AU = Audit:** zero quality points, no credit earned, no affect on GPA (see "Auditors" above)

If a student believes an error was made concerning a course grade, the student should contact the instructor immediately. The procedure for formally appealing a course grade is available at the Registrar's Office.

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

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

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

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

Academic Probation and Dismissal

All students are expected to maintain satisfactory academic progress toward graduation. Any student with a cumulative grade point average (at the end of any semester) lower than 2.0000 (C average) may be placed on academic probation for the next enrolled semester. The academic probation will be noted on the student's transcript.

A student on academic probation will be required to limit his/her course load to a maximum of 14 credit hours while on probation. An accepted transfer student entering with a grade point average below 2.0000 is subject to the 14 credit hour limit. Exceptions may be granted by the Vice President of Academics.

Students who remain on academic probation for three consecutive semesters may be academically dismissed and may not be eligible to enroll in classes following the third semester. The Admissions Council may recommend that any student whose cumulative grade point average is below 1.0000 (D average) be dismissed immediately. Under exceptional circumstances, the student may appeal academic dismissal to the Admissions Council. A dismissed student may qualify for readmission on the basis of evidence of satisfactory performance in college-level work through correspondence courses, summer courses, or courses taken at another regionally accredited college. Readmission of dismissed students is the decision of the Admissions Council.

Class Attendance

It is expected that a student enrolled in a course will attend class regularly. Registration assumes that the student is not merely interested in receiving credit for the class but wishes to contribute to it as well. Program policies or individual faculty members will specify attendance policies and/or requirements which may affect grades.

Repeating Courses

Students may choose to repeat a course (once or multiple times). While all grades are maintained on the student transcript, only the most recent grade and credits earned are used in computing the grade point average and total credits earned. If a student repeats a course and earns a higher grade, the most recent grade is used in the cumulative grade point average calculation. If a student repeats a course and earns a lower grade in a subsequent attempt, then the lower grade is the most recent attempt and is used in the cumulative grade point average calculation. If the second attempt at the course results in a failing (F) grade, the student will lose credit for the course. Students planning to repeat a course for additional credit, may wish to discuss this with their academic advisor.

Courses repeated to raise the student's cumulative grade point average must be taken at Concordia University, Ann Arbor. In the case of variable credit courses, the repeated course must be for the same number of credit hours as the first course, if it is to be used as a replacement for cumulative grade point average calculation.

Progress Reports

Grades are available to students at the end of each semester. An informational report of current standing in a course may be made to the student at the discretion of the instructor, if the student is having academic difficulties or attendance problems in a course.

Transfer of Credit

A student entering with advanced standing must have an official transcript sent directly to the Office of Admission from the registrar at each collegiate institution previously attended. Official transcripts are required for an accurate evaluation of transfer credits. All transcripts presented in person by the student are unofficial (even if issued to student in a sealed envelope) as are any evaluations based upon them.

For transfer credit, Concordia University will consider college-level credits originally earned at any regionally accredited institution of post-secondary education or through the military services (as recognized by the American Council on Education). Credits accepted by Concordia's Registrar may be used toward university-wide requirements, and they must be approved by the appropriate division/dean/council to fulfill

program/major/minor requirements. No credits from courses with grades below C- (1.6667) will be accepted for transfer. Grades of “pass” or “satisfactory” or any similar term will be considered as C- (1.6667) or better unless the official transcript indicates a different policy at the originating institution. Grades for transfer credits are not recorded on the Concordia transcript but may influence grade point averages for some programs/majors/minors and financial aid. After a student is enrolled at Concordia, courses taken at other regionally accredited institutions should be approved in advance and in writing through the Registrar’s Office.

Facsimile and Electronic Transmission of Documents

Faxed or electronically transmitted documents are not considered official documents. While these documents may be helpful in advising and counseling students, official documents, sent directly from the sending school’s registrar’s office to Concordia, must be received following facsimile and/or electronic transmission for Concordia to take official action.

General Education Transfer Credit

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

Credits Earned During Military Service

Veterans may receive appropriate credit for education preparation and experience acquired while in the armed forces. A veteran with an honorable discharge from active duty can receive such credit in accordance with the recommendations of the American Council on Education. Veterans should contact the Registrar’s Office for assistance and should submit a copy of their Dd214 and an official military transcript (AARTS-Army, SMART-Navy/Marines, and Community College of the Air Force).

Attendance at Neighboring Universities and Colleges

Students who would like to supplement Concordia’s curriculum offerings may consider attending other area schools such as the University of Michigan, Eastern Michigan University, Cleary University or Washtenaw Community College on a part-time basis while they are attending Concordia. Written approval from the Registrar is required before enrolling in courses outside of Concordia University–Ann Arbor. Michigan Uniform Undergraduate Guest Applications for all Michigan colleges and universities are available. The student is responsible for tuition charges and coordinating registration at the guest institution. These credit hours are not considered part of the student’s Concordia course load, unless a signed consortium agreement is executed through the financial aid office or an articulation agreement exists between the two schools. The student must request an official transcript to be mailed back to Concordia upon completion of the course.

Earning an Additional Baccalaureate Degree

Anyone who has already earned a baccalaureate degree from Concordia University–Ann Arbor or any other regionally accredited college or university may apply for admission to seek an additional baccalaureate degree under the following conditions:

The student must meet all degree requirements (including general studies) with the exception of the requirement for 128 credits; however, the student must earn at least 30 credits (beyond those used for any previous baccalaureate degree) at Concordia University–Ann Arbor.

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

ACADEMIC RECOGNITION

Commencement and Graduation

Eligibility to participate in commencement

Each student is eligible to participate in one commencement ceremony per degree/diploma. The Application to Commence/Diploma Order Form must be completed and returned by the announced deadline in order to participate in the commencement ceremony and/or receive a diploma. Diplomas are distributed only when all

Concordia academic requirements are met and all financial obligations to the University are fulfilled. The application form is available on the cuaa.edu website.

Commencement with Honors

Cumulative grade point averages are based on coursework taken at Concordia University, approved courses taken through the Concordia University Visiting Student Program, and courses taken through the Study Abroad Program. Honors recognition is recorded in the commencement program and on the diploma but not on the transcript. Fifteen percent of the graduates listed in the commencement program are so recognized. Additional details are available from the Registrar's Office. Only degree-seeking undergraduate students are eligible for honors.

Eligibility to receive diploma

A student is eligible to receive a diploma after meeting all academic requirements and financial obligations. The diploma is sent to the student's address on record in the Registrar's Office as soon as it is available.

Eligibility to receive a baccalaureate or associate transcript

A student is eligible to receive an official transcript indicating successful completion of a degree immediately upon meeting all academic requirements and financial obligations. An unofficial transcript is mailed to the student immediately upon the completion of all academic requirements. Additional transcripts may be sent upon written request from the student.

Dean's List

An undergraduate student who completes **12 or more graded credits** during a given semester and has a grade point average for that semester of 3.5000 or higher is eligible for the Dean's List for that term. At least 12 of the semester credits must earn letter grades other than P, NC, AU, I, or W to qualify. All I–Incomplete grades for the given semester must have a final grade assigned before a student is eligible for the Dean's List.

Division Scholars

Each spring, divisions may elect a limited number of students for recognition who have distinguished themselves in their field.

Courses of Study

The requirements described on the following pages are continuously updated in order to provide students with the best possible educational opportunities. The listings, therefore, are subject to revision as announced.

Programs/Majors/Minors/Emphases/Concentrations

These terms are used to describe courses of study listed on the following pages.

Program is the term used to describe the courses and requirements for a specific professional preparation and do not include major/minor requirements.

Majors are blocks of courses in an academic subject or a field of several related subjects. Majors require a minimum of 30 semester hours of credit. Majors, however, may require more than 30 credits.

Minors are similar to majors but require a minimum of 20 credits. Minors, however, may require more than 20 credits.

Emphases are particular sets of requirements within a major that differentiates areas of study in that major. Typically this takes the form of a specific set of courses that the student is required to take within the major in order to complete the given emphasis. It does not require credits over and above the number required by the major itself.

Concentrations are particular sets of requirements accompanying and in addition to the major that enhance the learning outcomes of the major. Concentrations require a minimum of nine credits in addition to the associated major.

Emphases and concentrations must be taken as part of or in addition to the required credits in the major.

Credits listed in this catalog are always semester credits.

Traditional Students

ELEMENTARY TEACHER EDUCATION MAJORS

- Integrated Science
- Language Arts
- Mathematics
- Social Studies

ELEMENTARY TEACHER EDUCATION MINORS

- Early Childhood Education**
- History**
- Integrated Science
- Language Arts
- Mathematics
- Physical Education**
- Social Studies

One major or two minors are required to complete the Elementary Teacher Education Program.

**These minors must be combined with a major or two additional minors from the following: Integrated Science, Language Arts, Mathematics or Social Studies.

SECONDARY TEACHER EDUCATION MAJORS

- Biology
- English
- Mathematics
- Physical Education
- Psychology
- Social Studies
- Visual Arts Education (K-12) Ceramics Emphasis

Visual Arts Education (K-12) Graphic Design Emphasis

Visual Arts Education (K-12) Painting Emphasis

Visual Arts Education (K-12) Printmaking Emphasis

SECONDARY TEACHER EDUCATION MINORS

Biology

Chemistry

English

History

Mathematics

Physical Education

Physics

Psychology

Speech-Communication Emphasis

One major and one minor OR two majors are required to complete the Secondary Teacher Education Program.

LIBERAL ARTS, PRE-LAW, PRE-SEMINARY PROGRAM MAJORS

Art-Ceramic Emphasis

Art-Graphic Design Emphasis

Art-Painting Emphasis

Art-Printmaking Emphasis

Biblical Languages

Biology

Business Administration

Accounting Concentration

Marketing Concentration

Criminal Justice

English

Family Life-Church Worker

Family Life-Social Services

Integrated Science

Mathematics

Music

Physical Education

Pre-Engineering

Pre-Medical/Pre-Dental

Psychology

Religious Studies

Social Studies

LIBERAL ARTS, PRE-LAW, PRE-SEMINARY PROGRAM MINORS

Art

Biology

Business

Chemistry

English

Greek

History

Integrated Science

Mathematics
 Music
 Philosophy
 Physical Education
 Physical Science
 Physics
 Psychology
 Religious Studies
 Social Studies
 Sociology

LIBERAL ARTS, PRE-LAW, PRE-SEMINARY PROGRAM CONCENTRATIONS

Child Life Specialist Concentration
 Youth Ministry Concentration

One major is required to graduate with the Liberal Arts, Pre-Law or Pre-Seminary Programs.

Guidelines for Individualized Majors and Minors

Students may design individualized majors or minors if the existing curriculum does not meet their specific needs. Such sequences must be consistent with the mission and purpose of Concordia University. The number of credits required must be consistent with the number required in standard majors or minors at Concordia University, Ann Arbor. The following additional criteria apply:

- a. The quality of the proposed major or minor must be comparable to that of generally approved majors or minors;
- b. Two-thirds of the major and one-half of the minor must be at the upper level;
- c. No more than one-third of the courses offered for the major/minor may be in General Studies;
- d. No more than one-third of the credits may be accepted in transfer;
- e. Independent studies and internships are limited to forty percent of the major or minor;
- f. Students must take courses from more than one faculty member.

Students take the initiative in designing the curriculum. Students prepare a one-to-three word title and rationale for their design, with a listing of courses to be completed. The design may be disciplinary in nature, interdisciplinary, or thematic. It may stand alone as a sequence. If a minor, it may offer collateral support for a primary sequence or career goal. Students select one or more advisors and obtain approval of the division(s) involved in the major or minor upon recommendation of the advisors. The Vice President of Academics oversees the process, approves each individualized major and minor, and initiates evaluation through the Assessment Committee.

Degree Requirements

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

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

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

Final responsibility for meeting all graduation requirements rests with the student.

Master of Science Degree (M.S.)

Degree requirements are established by each area in which a graduate degree is offered. See page 110 for further details.

Bachelor of Arts Degree (B.A.): Accelerated Degree Program

Degree requirements are established by each area in which a bachelor's degree is offered. See page 100 for further details.

Bachelor of Arts Degree (B.A.): Traditional Programs

The requirements of each major/minor/program are listed on other pages. All traditional students must complete the general studies requirements described below to earn a bachelor's degree.

General Degree Requirements: Traditional Programs

1. The student must have a minimum cumulative grade point average of 2.0000 for all graded courses and for the courses in any major, minor, program, concentration, or emphasis. Some majors/minors/programs/concentrations/emphases require a higher grade point average.
2. Courses that are not considered to be college level (normally courses numbered below 100) will not be counted toward a degree.
3. If no credit hours have been added to the student's Concordia transcript for two or more calendar years, the student must apply (through the Office of Admission) for readmission and meet the requirements in effect at the time of readmission.
4. The student must provide the Registrar with an official transcript showing high school graduation (or an official copy of GED scores) sent directly from the high school (or testing center) to Concordia and official transcripts sent directly from any other regionally accredited colleges or universities attended by the student to Concordia.
5. To receive a diploma, an Application to Commence and Diploma Information Form must be filed with the Registrar's Office in order for the student's name to appear in the commencement program.
6. The student must fulfill all financial obligations to the University to receive a diploma and/or transcript.

General Studies Requirements for Traditional Students

The curriculum required of traditional Bachelor of Arts students is summarized in broad outline as follows:

Proficiency Requirements*	0-10 credits
Mathematics* (MAT110, Math for Teachers or higher)**	2
Oral Communication* (COM201, Speech Communication)	3
Writing* (ENG101, English Composition)	3
Information Technology* (GST151, Introduction to Campus Computing)	2

*Student may complete proficiency requirements by exam or by course work. In some cases, proficiency can be established without earning college credit. See General Studies Proficiency Requirements (p. 34)

**Any mathematics course must be more advanced than Intermediate Algebra and requires a grade of C- (1.6667) or better.

General Studies Core	37 credits
ATS281 Living with the Arts	3
Upper-level Arts Course	3
BIV111 Christian World View <i>(Non-church work students only—Church work students see specific church work area)</i>	3
BIV132 Sacred Scripture <i>(Non-church work students only—Church work students see specific church work area)</i>	3
ENG202 Literary Genre & Interpretation	3
GST182 Freshman Seminar	1
HIS112 American Civilization II or INS381 Urban Perspectives	3
LAN282 Language, Communication & Culture or Upper-level Communication Course	3
NAT281A or NAT281B or NAT281C or CHE211 or ESC201 or ESC211 or ESC310 or PHY223 Chemistry, Geology, Physical Geography, Physics	3-5
NAT282 Biology & the Whole Person or BIO201 General Biology	3-4
POS101 American Government	3
Writing Intensive Courses (w)	6
Major(s)/Minor(s)/Program(s)	30+ credits

Major(s) and/or Minor(s) – minimum	30
Senior Project	1-5
Electives:	0-63 credits
Minimum Total Required for B.A. Degree:	128 credits

Notes:

1. Of the 128 hours required for graduation, at least 30 hours (including at least six credits in every major, minor, or program; two upper-level writing-intensive courses; and a senior project) must be completed in courses offered by Concordia University, Ann Arbor.
2. A student must complete a minimum of one approved major. Elementary Teacher Education students have the option of completing two approved minors.
3. The sponsoring schools must certify the completion of approved majors and minors.
4. Professional program requirements must be met for students seeking certification in a designated program. The sponsoring program director must certify the successful completion of the program.
5. A student must pass at least two courses with the designation writing-intensive (w).
6. Senior Project: The Senior Project is the culminating activity required in the senior year for the completion of the bachelor's degree. It is carried out within the context of the student's major or program but draws on all the student has learned. The Senior Project may take a variety of forms: independent research and writing, performance, collaborative work with a faculty member, an internship, etc. The senior project may carry a variable number of credits, depending on departmental requirements. The Senior Project requires a minimum grade of C. See your advisor or the Registrar's Office for further information.

Associate in Arts Degree (A.A.) for Traditional Students

Concordia University offers this degree only with a General Studies designation.

General Degree Requirements: Associate in Arts (A.A.) Degree

1. The student must have a minimum cumulative grade point average of 2.0000 for all graded courses.
2. Courses that are not considered to be college level (normally courses numbered below 100) will not be counted toward a degree.
3. If no credits have been added to the student's Concordia transcript for two or more calendar years, the student must apply (through the Office of Admission) for readmission and meet the requirements in effect at the time of readmission.
4. The student must provide the Registrar with an official transcript showing high school graduation (or an official copy of GED scores) sent directly from the high school (or testing center) to Concordia and official transcripts sent directly from any other regionally accredited colleges or universities which the student attended to Concordia.
5. An Application to Commence and Diploma Information Form must be filed with the Registrar in order for the students name to appear in the commencement program.
6. The student must fulfill all financial obligations to the University to receive a diploma.
7. The student must earn a minimum of thirty (30) credits at Concordia University Ann Arbor to earn a degree.

The core curriculum required of all Associate of Arts students is described in broad outline as follows:

Proficiency Requirements*	0-10 credits
Mathematics* (MAT110 Math for Teachers or higher)**	2
Oral Communication* (COM201 Speech Communication)	3
Writing* (ENG101 English Composition)	3
Information Technology* (GST151 Introduction to Campus Computing)	2

*Student may complete proficiency requirements by exam or by course work. In some cases, proficiency can be established without earning college credit. See General Studies Proficiency Requirements (p. 30).

**Any mathematics course must be more advanced than Intermediate Algebra and requires a grade of C- (1.6667) or better.

General Studies Core	28 credits
ATS281 Living with the Arts	3
BIV111 Christian World View	3
BIV132 Sacred Scripture	3
ENG202 Literary Genre & Interpretation	3
GST182 Freshman Seminar	1

HIS112 American Civilization II or INS381 Urban Perspectives	3
LAN282 Language, Communication & Culture	3
NAT281A or NAT281B or NAT281C or CHE211 or ESC201 or ESC211 or ESC310 or PHY223 Chemistry, Geology, Physical Geography, Physics	3-5
NAT282 Biology & the Whole Person or BIO201 General Biology	3-4
POS101 American Government	3
Electives:	17-31 credits
Minimum Total Required in A.A. Degree:	60 credits

General Studies Curriculum Overview

Based on the University's mission of preparing men and women for a life of service in the church and in the world, the General Studies curriculum provides a set of experiences, knowledge, and skills necessary for a life of Christian service.

Course Requirements

Freshman Seminar	1 hour
Proficiencies	0 – 10 hours
Academic Disciplinary content	30 hours minimum
Senior Project	1-5 hours
Two "W" courses (writing instruction)	6 hours

Freshman Seminar – 1 semester hour

Freshman Seminar uses the principles of effective learning as identified by psychologists, to help students develop academically, as well as in their personal relationships with others. The seminar promotes academic success.

Course Requirement

GST182 Freshman Seminar	1 hour
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Proficiency Requirements – 0 – 10 hours

Students will normally take the following courses. However, students who have already achieved entry-level college proficiency in the following areas may be exempted from some requirements. See below for a fuller description of proficiency requirements.

Course Requirements

GST 151 Introduction to Campus Computing	2 credits
ENG101 English Composition	3 credits
COM201 Speech Communication	3 credits
MAT110 Mathematics for Teachers or higher level math	at least 2 credits

Content Areas

Social Sciences – 6 semester hours

Learning Outcomes

The student

- 1.1 knows the activities and institutions that constitute the social aspects of a culture and understands the impact that social institutions have on individuals in a culture;
- 1.2 is able to analyze his/her own and others' personal functioning within social institutions;
- 1.3 articulates the importance of participation in civic affairs.
- 1.4 demonstrates the ability to function in diverse environments, including an understanding of global diversity and cultural difference.

Course Requirements

POS101 American Government	3
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And one of the following:

HIS112 Development of American Civilization II	3
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HIS3xx Urban Perspectives 3

For Family Life and Psychology majors only:

One of the following:

PSY101 General Psychology 3

SOC101 Introduction to Sociology 3

And one of the following:

POS101 American Government 3

HIS112 Development of American Civilization II 3

HIS3xx Urban Perspectives 3

Natural Science and Technology – 6 semester hours

Learning Outcomes

The student

- 2.1 uses the methods of scientific inquiry and applies scientific knowledge to the practical aims of life;
- 2.2 analyzes the uses of technological products in a culture and one's personal activities;
- 2.3 uses computers and related information technologies in a variety of settings for a variety of purposes, with an understanding of the legal, ethical, scientific and social implications of these technologies;
- 2.4 exhibits an appreciation for the importance of science and technology while demonstrating an awareness of the limitations and problems that accompany science and technology.

Course Requirements

One of the following

NAT282 Biology and the Whole Person 3

BIO201 General Biology 4

And one of the following

CHE211 Chemistry I 4

ESC201 Physical Geology 3

ESC211 Principles of Physical Geography 3

ESC310 Meteorology 3

NAT281A Energy, Temperature, and Heat 3

NAT281B Chemistry in Context 3

NAT281C Investigations of a Changing Earth 3

PHY223 Mechanics, Sound and Heat 3

The Arts – 6 semester hours minimum

Learning Outcomes

The student

- 3.1 knows the activities and products that constitute the artistic aspects of a culture and understands the impact that art, in its various forms, has on individuals in a culture;
- 3.2 is able to synthesize methodologies and insights from a variety of disciplines as a basis for understanding the uses of art within a culture and one's personal use of art;
- 3.3 exhibits an appreciation for the role of the arts in personal life and social institutions.

Course Requirements

ATS281/283 Living with the Arts 3

And one of the following:

ART321 Art History I (w) 3

ART322 Art History II (w) 3

ART 323 Art History I 3

ART 324 Art History II 3

ATS381/383 20th Century Arts & Culture	3
MUS331 History of Music I (w)	3
MUS332 History of Music II (w)	3

The Christian Faith – 6 semester hours minimum

Learning Outcomes

The student

- 4.1 can identify the teachings, attitudes, and behaviors that have historically been associated with the Christian faith and its claims about life;
- 4.2 can articulate how the Christian Gospel claims to transform human identity, security, and meaning in the context of one's relationship with God and others;
- 4.3 can analyze the content and uses of the Biblical message of Law and Gospel as it pertains to Christian faith and life.

Course Requirements

Non-church work students should take one of the following sequences

BIV111 Christian World View	3
BIV132 Introduction to Sacred Scripture	3

Non-church work students may take the following 9 hour sequence

REL241 Biblical Literature I – Old Testament	3
REL242 Biblical Literature II – New Testament	3
THY301 Christian Doctrine I	3

Church Worker:

One of the following:

BIV131 Intro to Christian Religion	3
REL321 History of Christian Thought	3

And one of the following:

REL241 Biblical Literature I	3
REL242 Biblical Literature II	3

Literature and Communication – 6 hours

Learning Outcomes

The student

- 5.1 identifies the elements of language and how they function to construct messages, particularly with regard to how language represents external and internal realities.
- 5.2 analyzes messages in a variety of media, including written, spoken, visual, and electronic as a way of demonstrating how the medium affects the message.
- 5.3 recognizes a variety of rhetorical practices and literary genres that a culture or social group uses to construct meanings, especially the imaginative uses of language in literature.

Course Requirements

One of the following:

ENG202 Literary Genre and Interpretation	3
ENG312 Introduction to Drama	3

And one of the following:

LAN282 Language, Communication, and Culture	3
COM325 Storytelling & Oral Histories (w)	3
COM332 Mass Communication	3
COM335 Interpersonal Communication	3

Senior Project – 1-5 semester hours

Each student will complete a senior project that demonstrates an understanding of the subject of the student's major area of study, uses methodologies appropriate to advanced undergraduate study, integrates specialized study with the liberal arts core, connects to the student's prospective career, and shows an awareness of the Christian context of a Concordia education.

Course Requirement

XXX483 Senior Project

1-5 hours

(Credit hours for the Senior Project may be a required part of some majors.)

Process Learning Outcomes

The above courses will also equip the student to demonstrate the following skills.

Communicating

The student

- 6.1 can gather, select, organize, and send information for a variety of purposes and audiences;
- 6.2 communicates clearly, coherently, and ethically through the spoken and written word, as well as through visual and technological means;
- 6.3 listens to others comprehensively, cooperatively, collaboratively, critically, and caringly.

Solving Problems

The student

- 7.1 shifts perspective, tolerates ambiguity, respects differences, possesses empathy, is open to original or unconventional thinking, and is receptive to new ideas; challenges assumptions, recognizes bias, sees multiple sides to an issue;
- 7.2 collects, evaluates, analyzes and makes inferences from data and applies the methodologies and insights of various disciplines in order to understand a variety of problems;
- 7.3 applies mathematical knowledge and skills;
- 7.4 identifies problems, selects or creates solutions, implements solutions, and evaluates their effectiveness.

Clarifying Values

The student

- 8.1 can describe a variety of value systems and understands how personal values develop;
- 8.2 identifies his/her personal values and the personal values of other individuals;
- 8.3 analyzes the implications of decisions made on the basis of personally held values;
- 8.4 analyzes the implications of decisions made on the basis of socially and ethically responsible values;
- 8.5 demonstrates the university's emphasis on service to the needs of other people.

Vocational Preparation

The student

- 9.1 knows the subject matter of his/her chosen major or program;
- 9.2 applies the subject matter of his/her major or program when performing the duties of his/her chosen vocation;
- 9.3 describes the implications of Christian vocation as service in the human realm that is pleasing to God;
- 9.4 exhibits the aptitude to perform professionally in the workplace;
- 9.5 exhibits a desire to engage in continuous formal and informal post-baccalaureate education.

General Studies Curriculum Proficiency Requirements

Writing Proficiency

Concordia University requires that students demonstrate proficiency in written English on both basic and upper levels. Students with an ACT (English section) score of 26 or higher, or an SAT (verbal section) score of 620 or higher, are eligible to take the Writing Proficiency Exam during preregistration.

Students who are not eligible to take the Writing Proficiency Exam, or who do not pass the exam, will register for ENG101: English Composition. This writing proficiency may also be satisfied by passing an appropriate College Level Examination Program (CLEP) test or by credits awarded through the Advanced Placement (AP) Program.

The upper level writing proficiency requirement is met by successful completion of two upper level courses designated "W." These are courses in various academic disciplines and include writing instruction and projects.

Oral Communication Proficiency

Concordia University requires that students in traditional degree programs demonstrate basic proficiency in speech communication. The proficiency may be demonstrated in either of two ways: (1) by successfully completing COM201 Speech Communication (3 credits), or (2) by passing the Oral Communication

Proficiency Exam. The proficiency exam may be taken by students who score 26 or higher on the English section of the ACT, or 620 or higher on the verbal section of the SAT, and received an average grade of “B” or better in at least two semesters of high school speech communication courses.

Mathematics Proficiency

Each graduate of CUAA must demonstrate that he/she has acquired an acceptable level of knowledge in mathematics. A student may demonstrate that an acceptable level of knowledge in mathematics has been achieved in one of the following ways.

- a. The student must score 25 or higher on the mathematics portion of the ACT (or 600 or higher on the mathematics portion of the SAT) and receive a grade of B- or better in at least one year of high school math at the subject level of Algebra II (Advanced Algebra) or higher.
- b. The student must receive a grade of C- or better in a college level mathematics course (2 or more credit hours) at a subject level higher than college intermediate algebra. At CUAA, courses that can be used to obtain mathematics proficiency are those numbered MAT110 or higher.
- c. The mathematics proficiency may also be satisfied by passing an appropriate College Level Examination Program (CLEP) test or by credits awarded through the Advanced Placement (AP) Program.

Information Technology Proficiency

Concordia University requires that all students demonstrate proficiency in the critical use of information technology. Students demonstrate proficiency by successfully completing GST151 Introduction to Campus Computing or by passing the computer proficiency exam.

The Ethel M. Haab School of Business & Management

Haab provides a challenging and intimate learning environment, affording close contact with professors. Our classes are taught by Midwest business leaders whose primary goal is to ensure your success. The Haab *Protégé Program* approach includes:

Individualized Focus

At Haab we'll help you to explore your interests and assist you in developing a customized degree and career plan based upon your specific goals. This tailored program will provide you with a solid business and management foundation for achieving your continued personal and professional growth.

Applied Knowledge

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

Business Connections

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

Faith-based Perspective

In a climate where ethical values serve to strengthen leadership skills, the Haab experience provides a clear grounding in the ethical perspective of a Christian world view.

Business Administration Major

—*Liberal Arts, Pre-Law, Pre-Seminary* Programs

60-61 credits

Open Enrollment Core Courses

36 credits

ACC201 Accounting I	3
ACC202 Accounting II	3
BUS101 Introduction to Business	3
BUS111 Leadership	3
BUS251 Information Management & Technology	3
BUS311 Principles of Management (w)	3
BUS321 Business Law	3
BUS331 Principles of Marketing	3
BUS357 Human Resource Management	3
COM202 Business Communication	3
ECO200 Economics	3
MAT111 College Algebra	
(Credits applied to General Studies Mathematics Requirement)	3
MAT261 Elementary Statistics	3

Post-Admission Core Courses

23 credits

BUS353 Finance	3
BUS356 Organizational Behavior	3
BUS358 Operations Management	3
BUS451 Global Dimensions of Business	3
BUS460 Ethical Decision Making & Leadership	3
BUS465 Business Policy	3
BUS482 Senior Project Proposal	1
BUS490A Internship Proposal	1
BUS490 Business Internship	3

Senior Project

1-2 credits

BUS483 Senior Project	1-2
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Optional Elective Courses

BUE262 Planning New Ventures	3
BUE311 Small Business Management	3

Accounting Concentration

—Available with the Business Administration Major **12 credits**

The accounting concentration is designed to provide students with greater knowledge and skill in the accounting of businesses and organizations. An essential business function, accounting is the language of business. Concordia's accounting students will select a curriculum that enhances their understanding of the accounting function within an organization, and the ethical issues that go hand-in-hand with accounting.

Required Courses **12 credits**

The following courses are taken at Eastern Michigan University with the grades and credits being transferred to Concordia.

ACC241 Principles of Managerial Accounting	3
ACC296 The Accounting Cycle & Profession	3
ACC340 Intermediate Accounting	3
Select one of the following courses.	
ACC344 Principles of Taxation 3	3
ACC356 Accounting Information Systems	3

Marketing Concentration

—Available with the Business Administration Major **12 credits**

The marketing concentration is designed to provide students with greater knowledge and skill in the marketing of businesses and organizations. Concordia's marketing students will select a curriculum that enhances their understanding of important marketing elements that are critical to any organization.

Required Courses **12 credits**

BUS331 Principles of Marketing	3
Select three of the following courses.	
BUS360 Consumer Behavior	3
BUS362 Public Relations	3
BUS410 Advertising	3
BUS420 Marketing Research	3

Business Minor

—Liberal Arts, Pre-Law, Pre-Seminary Programs **24 credits**

Any Concordia student who is seeking a vocation that will require them to exercise stewardship of resources while providing goods or services will find they gain a significant advantage from a basic knowledge of business and management. Business is about efficiently delivering goods and services to the people who want or need them.

Core Courses **15 credits**

ACC201 Accounting	3
BUS101 Introduction to Business	3
BUS111 Leadership	3
BUS311 Principles of Management (w)	3
COM202 Business Communication	3

Additional Courses **9 credits**

Three additional upper level business courses, 3 credits each, approved by a Haab School of Business faculty advisor, and based upon the career goals of the student.

Admission to the Haab School of Business Eligibility Requirements:

Students must complete the BUS101, BUS111, and MAT111 with a “C-” or higher. Transfer students may transfer in credit from equivalent courses (assuming that a minimum of a “C” was earned in each of the two business courses and that they were taken at an accredited university).

Students must have completed at least 24 credits with an overall GPA of a 2.0 or higher.

Once admitted, students must maintain an overall GPA of 2.0 and must receive a “C-” or better in every business course to remain eligible to take upper level business courses.

Students who wish to take BUS courses above the 350 level or who wish to be considered for the Haab Scholarship must be admitted to the Haab School of Business.

School of Education

Bachelor’s Degree Programs

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

School of Education Mission Statement

Concordia’s School of Education prepares entry-level elementary and secondary teachers for the church and community who are able to provide effective servant-leadership, prepared for reflective practice, and committed to life-long learning and strengthening of practice.

Conceptual Framework/Program Outcomes

The School of Education has created and adopted a set of program outcomes, providing a description of the knowledge, skills and dispositions candidates are expected to demonstrate in order to receive the recommendation for a state teaching certificate. Each candidate’s progress towards achieving these outcomes is assessed and documented throughout the program and is the primary basis for determining admission and continuance in program, admission into the directed teaching experience, and program completion. The ten program outcomes are:

SL1. Caring Relationships: Concordia’s graduates reflect a disposition of service as they nurture caring and supportive relationships with students, families, and colleagues.

SL2. Each Child: Concordia’s graduates espouse each student as a unique child of God, full of potential.

RP3. Disciplinary Knowledge: Concordia’s graduates know and understand the concepts, skills, and frameworks of the subjects appropriate to their certification.

RP4. Theory into Practice: Concordia’s graduates help every student learn by using their understanding of learning, development, and human motivation to design instruction which is responsive to student diversity and individual differences.

RP5. Well-Aligned Instruction: Concordia’s graduates can deliver well-differentiated and well-aligned instruction that empowers students as learners.

RP6. Communication and Collaboration: Concordia’s graduates communicate effectively and foster collaboration which supports students and their learning.

RP7. Teaching Contexts: Concordia’s graduates use their knowledge of the social, historical, economic, legal, and cultural foundations of education to assess and respond to the dynamics of their classroom, school, and community.

RP8. Appropriate Technologies: Concordia’s graduates make appropriate use of appropriate technologies.

LL9. Learning Communities: Concordia’s graduates pursue, interpret, and share professional knowledge and the wisdom gained from practice in order to improve their effectiveness and to strengthen the profession.

LL10. Strengthening Practice: Concordia’s graduates continue growing in their knowledge, skills, and dispositions to enhance student learning.

Field and Clinical Experiences

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

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

Post-Baccalaureate Waiver

Up to half of the field work in pre-admission courses (EDU220, EDU301 and EDU302) may be waived for Post-Bachelors Certification candidates who provide documentation and reflective summaries of previous work or volunteer experiences with children. Details on applying for the waiver are available from the School of Education office. Instructors will approve or deny all requests for waivers in consultation with the School of Education Dean.

Scheduling Field Based Experiences

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

Eligibility for Participation in Field Based Activities

The practice of Michigan's Board of Education has been to deny, revoke or suspend a teaching certificate for misdemeanor or felony convictions involving criminal sexual conduct, convictions of child abuse, or distribution of a controlled substance to a minor. In response to the State's regulations regarding such infractions, the School of Education has created the Rule 101.1 statement which must be completed and submitted at the start of each semester involving field experiences. The Statement is also a part of the application process for admission to program and the professional semester and when requesting a recommendation for certification.

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

It is the candidate's responsibility to immediately report to the School of Education Dean any changes in previously submitted Rule 101.1 Statement responses.

Enrollment in School of Education Courses

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

EDU220	Foundations of Education: Learning and Schooling
EDU301	Adapting for Diversity
EDU302	Adapting for Exceptionalities
EDU345	Adapting to Adolescent Learners
EDU408	Teaching the Christian Faith
ECE 201	Foundations of Early Childhood Education

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

Minimum Grade in Professional Studies Courses

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

Applying for Admission and Certification

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

- Written application by the candidate.
 - Written recommendation and support of faculty members.
 - Documented evidence of the candidate's understanding of, continued progress towards, and successful achievement of the program outcomes.
 - Satisfactory completion of all required coursework and clinical experiences.
 - Evidence that the candidate exhibits appropriate professional behaviors, ethics, dispositions and character.
- Specific criteria and processes for each step are described below. In addition to the things noted, the Dean may request additional evidence including, but not limited to:
- The Executive Director of Student Services support, provided in writing, of the candidate's application.
 - A criminal background check.
 - Additional recommendations or letters of reference.
 - Written statements in which the candidate expresses his/her understanding of the program outcomes, professionalism or other relevant issues.

Admission into Program

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

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

Course	# of hours
EDU220 Foundations of Education: Learning and Schooling	20
<i>One of These:</i>	
PSY211 Child Psychology (Elementary)	
PSY212 Adolescent Psychology (Secondary)	
PSY 214 Psychology of the School-aged Child (K-12 Programs Only)	10
EDU345 Adapting to Adolescent Learners (Secondary)	20
EDU301 Adapting for Diversity	20
EDU302 Adapting for Exceptionalities	20

- B. Basic Skills:** Applicants must demonstrate basic competency in reading, mathematics, and writing by passing all three sections of the "Basic Skills Test" of the Michigan Tests for Teacher Certification (MTTC). (Preparation and registration materials are available at www.mttc.nesinc.com. Tutorial support is available through Concordia's Academic Resources Center.)
- C. Writing Sample:** Applicants must complete an extemporaneous writing assignment, which is assessed by the Dean or a faculty member designated by the Dean. If the writing sample raises concerns about a candidate's writing ability, a plan for strengthening those skills must be prepared by the candidate and the Director of the Academic Resource Center and submitted for the Dean's approval. The candidate's eventual admission into the professional semester will be contingent upon successful completion of that plan.
- D. GPA:** Applicants must hold a cumulative grade point average of 2.5 or higher in order to submit an application.
- E. Degree Plan:** Applicants must submit a semester by semester plan for meeting all graduation and certification requirements, prepared in consultation with an academic advisor.
- F. Faculty Recommendations:** Two positive recommendations from faculty members are required for admission. One must be prepared by an instructor from one of the prerequisite education courses (listed above.) The other is to be prepared by a faculty member of the division offering the candidate's major (or, for elementary education candidates with two minors, from a division offering one of the minors.) Recommendation forms are available on the School of Education website and should be given directly to selected faculty members by the applicant.
- G. Admission Interview:** Interviews are conducted by the Elementary or Secondary Education Coordinator and a second School of Education faculty member. They are scheduled by the Dean's administrative assistant following confirmation of all requirements.

H. Professional Organization Membership: The candidate must submit evidence of current membership within a professional organization (regional, state or national) appropriate to his/her area of planned certification/endorsement

Following the interview, all application materials submitted by the applicant, the interviewers' recommendations, and all other items in the applicant's SOE file will be reviewed by the Dean for final approval of admission into Program. In each case, the applicant will either be admitted or denied admission. There is no conditional or provisional admission.

If denied admission, the Dean will inform the applicant in writing as to the reason. The applicant may appeal the decision in writing to the Vice President of Academic Affairs within two weeks from the time of notification. A Review Council, convened by the Vice President, will hear the appeal as quickly as possible and render a decision within two days of the hearing. The Council's decision may be further appealed in writing to the University's President, whose decision will be final.

Continuance in Teacher Education Program

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

The Professional Semester

During the semester prior to directed teaching, candidates must apply for admission to the Professional Semester.

Requirements for Admission

- A. Eligibility:** To be eligible to submit an application for Directed Teaching, the candidate must have taken courses for at least one semester at Concordia; been admitted into an education program (elementary or secondary;) successfully completed (or be completing) all prerequisite courses and clinical experiences with a grade of C (2.0) or better in each; and hold a cumulative grade point average of 2.5 or higher.
- B. Faculty Recommendations:** Admission into the Professional Semester requires positive recommendations from three faculty members. Elementary candidates should seek recommendations from two instructors of the school's methods courses and one instructor teaching within the candidate's academic major or minors. Secondary candidates need recommendations from one instructor of a secondary education methods course and one instructor each from his/her academic major and minor. Recommendation forms are available on the School of Education website and should be given directly to selected faculty members by the applicant.
- C. Other Application Materials:** Candidates are asked to include in the portfolio of application materials a current resume and an indication of preferences for their directed teaching placement, using the "Directed Teaching Preferences" form attached to the application.
- D. Writing Sample:** Applicants must demonstrate an appropriate level of competence in writing ability by completing an extemporaneous writing assignment at the time of the Professional Semester interview. The writing sample will be assessed by the Dean or a faculty member designated by the Dean. If the submitted sample raises concerns, the Dean will consult with members of the English division and other faculty members to determine more accurately the applicant's ability level. If, in the judgment of both the Dean of the School of Education and the chair of the English division, the applicant is unable to demonstrate an appropriate level of writing skill, admission to the professional semester may be denied.
- E. Professional Organization Membership:** The candidate must submit evidence of current membership within a professional organization (regional, state or national) appropriate to his/her area of planned certification/endorsement.
- F. Professional Semester Interview:** Interviews are conducted by the School of Education Dean and a faculty member of the candidate's major or minor. They are scheduled by the Dean's administrative assistant following confirmation of all requirements.

Following the interview, the Dean of the School of Education will review the candidate's application materials, faculty and interviewers' recommendations, and other materials contained in the candidate's School of Education file before reaching a decision to approve or deny admission to the Professional Semester. A letter outlining your status will be sent to the candidate by the Dean. Copies will be placed in the candidate's School of Education file and sent to his/her academic advisor. The university registrar also receives notification.

Selection/Assignment of Directed Teaching Sites and Mentors

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

Program Completion and State Certification

Requirements

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

Secondary candidates must achieve passing scores on the MTTC content area tests in both their academic major and minor areas.

School of Education policy states that passing scores on certification-area MTTC tests are required for program completion, whether or not a candidate plans to request a Michigan certificate. It is therefore not possible to earn a BA Degree in Teacher Education from Concordia without passing MTTC scores.

B. Documentation of Achievement of Program Outcomes: At the completion of directed teaching, each candidate's cooperating teacher(s) and university supervisor(s) will prepare final written evaluations. This "Tier 3" assessment specifically notes success in demonstrating the School of Education's ten program outcomes and provides the primary basis for determining the final grade for the directed teaching experience.

C. Training in First Aid and CPR: The State of Michigan requires that all applicants for a Michigan Teaching Certificate provide evidence of training in first aid and CPR. When submitting to the Dean the request for a Michigan teaching certificate, a photocopy of a current certificate from Red Cross or American Heart Association must be submitted.

D. Professional Conference Attendance: As evidence of achievement of Program Outcomes LL9 and LL10, candidates must provide the School of Education Dean with evidence of participation in at least one professional conference (regional, state or national) appropriate to their certification.

E. Completion of Surveys: Students are required to complete and submit all evaluations surveys at the end of their student teaching experience.

F. Portfolio: Each student who completes the education program will have completed a career portfolio prior to graduation.

Deadline for program completion

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

Procedure for securing a state teaching certificate

Once all program requirements are completed, the candidate may submit a Request for Initial Teacher Certification to the School of Education Dean, who serves as the university's certification officer. When program completion and fulfillment of all requirements have been verified, the certification officer will submit the university's recommendation to the State Department of Education electronically. At the same time, the candidate will be provided a letter noting that the recommendation has been submitted. As per Michigan regulations, this letter serves as a 90-day teaching certificate while the recommendation is processed by the Department of Education.

Rule 101.1 Exception: In keeping with Michigan's Rule 101.1 regulations, if a candidate reports conviction for certain misdemeanors or felonies (specified in Michigan's Public Act 97 of the Public Acts of 1995,) details must be noted in the submitted recommendation for certification. In such cases, a 90-day certificate letter may not be provided to the candidate by the certification officer. Receipt of certification will be put on hold, pending the State Department's investigation of the case and final decision regarding certification. Failure to accurately or honestly report convictions or current charges while requesting a teaching certificate may serve as the basis for a denial of certification.

Deadline for requesting certification

The State of Michigan stipulates a five-year window for submitting a program completer’s recommendation for certification. Following that deadline, Concordia requires evidence of a minimum of ten additional credits of coursework directly related to the requested area(s) of certification. Ten or more years after program completion, a minimum of eighteen additional credits and evidence of 50 hours of appropriate clinical experiences are required.

Becoming certified in other states

Certification processes and requirements differ slightly from state to state. Concordia strongly encourages all graduates to begin by securing a Michigan certificate, even if they do not intend to find a teaching job within the state. Descriptions of requirements in all 50 states are available at www.uky.edu/Education/TEP/usacert.html.

Bachelors Degree in Elementary Education

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

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

Elementary Education Components	Credits
*General Studies	
Proficiency Requirements (Students may exempt themselves from some or all of the proficiency requirements through testing.)	14
General Studies Core & Physical Activities Requirements	31
Senior Project (if not included in the academic major requirements)	(1–5)
Professional Studies in Education (see below)	44
Specialty Studies for Elementary Education	30 – 37
Select One major/group major or Two minors/group minors (Note: Some majors and minors allow double counting of General Studies credits, reducing their actual credit requirements)	(40 – 48)
Total credits required within program: (*The total may be reduced to 105 – 123 if all proficiencies are exempted)	119–137
Lutheran Teacher Diploma (LTD) - if desired	13
Total credits required with LTD (*The total may be reduced to 118 – 136 if all proficiencies are exempted)	132–151
Electives	credit varies

(A minimum of 128 credit hours are required for a B.A. degree. If total credits fall short, use electives to reach the minimum.)

Professional Studies in Education Courses - Elementary Education

The elementary education professional studies component includes 23 credits of professional education core courses (indicated by an asterisk in the following table) and 21 credits of specialized courses in elementary curriculum and instruction. All courses include prescribed field-based observation and/or clinical practice experiences.

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

Course & Sequence of Study	Recommended Semester	Post-BA Semester
EDU220 Foundations of Education	4 credits Fr./First	First
PSY211 Child Psychology	3 credits Fr./Second	
EDU301 Adapting for Diversity	2 credits	So./First
EDU302 Adapting for Exceptionalities	2 credits So./Second	

Pass MTTC Basic Skills Test		So./First	
Application for Admission to Teacher Education		So./Second	
Block 1 (Must be taken prior to taking Blocks 2&3)			
EDU340 Elementary Curriculum & Instruction	3 credits	Jr./First	
EDU341 C&I: Literacy & Literature for Children	4 credits	Jr./ First	Second
Block 2 (Can be taken concurrently with Block 3)			
EDU422 C&I: Social Studies Education	2 credits	Jr./Second	
EDU425 C&I: Music Education		2 credits	Jr./Second
EDU426 C&I: Art Education	2 credits	Jr./Second	Third
Block 3 (Can be taken concurrently with Block 2)			
EDU423 C&I: Science Education		2 credits	Jr./Second or Sr./First
EDU424 C&I: Mathematics Education	2 credits	Jr./Second or Sr./First	
EDU427 C&I: Health & Physical Education	2 credits	Jr./Second or Sr./First	Third
EDU440 First Days of School	0 credits	Fall/Sr. Year	Fall/ Sr. Year
Application for Admission to Professional Semester			
EDU342 Reading & Writing with Diverse Learners	2 credits	Senior/Second	
EDU441 Directed Teaching: Elementary	12 credits	Senior/Second	Fourth

Specialty Studies in Elementary Education

(Note: Due to the State of Michigan's implementation of the federal "No Child Left Behind" laws, secondary education majors and minors are currently under review and may be changed before this catalog is published. Candidates should refer to the revised Teacher Education Handbook for more up-to-date information.)

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

Specialty Area	State code	Major (credits)	Minor (credits)
Early Childhood Education	ZA	No	22
Integrated Science	DI	Yes (40)	Yes (28)
History	CC	No	Yes (21)
Mathematics	EX	Yes (33)	Yes (23)
Language Arts	BX	Yes (37)	Yes (28)
Physical Education	MB	Yes (30)	Yes (21)
Social Studies	RX	Yes (36)	Yes (24)

Early Childhood Education

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

Early Childhood Education Minor

—Elementary Education Program Only

(This minor must be combined with one of the following minors:

Integrated Science, Language Arts, Mathematics, Social Studies)	21*-22 credits
Required Courses	21*-22 credits
ECE201 Foundations of Early Childhood Education	3
ECE310 Assessment of Young Children	3
ECE320 Planning Instruction for Young Children	2
ECE345 Emergent Literacy	2
ECE405 Early Childhood Education Program Administration	3
ECE410 Learning through Creative Activities	3
ECE415 Partnerships for Early Childhood	3
ECE420 Math & Science for Young Children	2
ECE450* Early Childhood Practicum	1*

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

Bachelors Degree in Secondary Education

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

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

Secondary Education Components	Credits
*General Studies	
Proficiency Requirements (Students may exempt themselves from some or all of the proficiency requirements through testing.)	14
General Studies Core & Physical Activities Requirements	31
Senior Project (if not included in the academic major requirements)	(1-5)
Professional Studies in Education (see below)	32-35
Specialty Studies for Secondary Education	30-36
Select One Major or Group Major and One Minor or Group Minor.	20-25
(Note: Some majors and minors allow double counting of General Studies credits, reducing their actual credit requirements)	
Total credits required within program:	127-141
(*The total may be reduced to 105 – 123 if all proficiencies are exempted)	
Lutheran Teacher Diploma - if desired	13
Total credits required <i>with</i> LTD	140-154
(*The total may be reduced to 118 - 136 if all proficiencies are exempted)	
Electives	credit varies
(A minimum of 128 credit hours are required for a B.A. degree. If total credits fall short, use electives to reach the minimum.)	

Professional Studies in Education Courses - Secondary Education

The following sequence of secondary education professional studies component includes 23 credits of professional education core courses (indicated by an asterisk in the following table) and 12 credits of specialized courses in secondary curriculum and instruction.

Course & Sequence of Study		Recommended Semester	Post-BA Semester
EDU220 Foundations of Education: Schooling and Learning	4 credits	Freshman/First	First
PSY212 Adolescent Psychology or	3 credits	Freshman/Second	

PSY. 214 Psychology of the School-aged Child (K-12 programs only)	4 credits		
EDU345 Adapting to the Adolescent Learner	1 credit	Soph/Second	
EDU301 Adapting for Diversity	2 credits	Soph/First	
EDU302 Adapting for Exceptionality	2 credits	Soph/Second	
Pass the MTTC Basic Skills Test		Soph./First	
Application for admission to the Teacher Education Program		Soph./Second	
EDU431 Methods in Teaching Secondary Reading	3 credits	Junior/Spring	Spring Only
EDU461-469 Instructional Methods: (Select the methods course for each area of specialty studies.) Offered in the Spring Only	3-6 credits		
EDU461 Methods in Teaching Sec English & Language Arts	3 credits		
EDU462 Methods in Teaching Sec Social Studies	3 credits		
EDU463 Methods in Teaching Sec Science	3 credits		
EDU464 Methods in Teaching Sec Mathematics	3 credits		
EDU465 Methods in Teaching Sec Music	3 credits		
EDU467 Methods in Teaching Sec Physical Education	3 credits		
EDU468 Methods in Teaching Sec Foreign Language	3 credits		
EDU469 Methods in Teaching Sec Speech & Communication	3 credits		

Application for admission to the Professional Semester

EDU436 Sec School Community 3 weeks & Classroom Management	2 credits	Sr./Second	Sr./Second
EDU446 Directed Teaching: 12 weeks Secondary	12 credits	Sr./Second	Sr./Second

Total professional studies credit hours: 32-35 credits

Subject Area Specialty Studies - Secondary Education

(Note: Due to the State of Michigan's implementation of the federal "No Child Left Behind" laws, secondary education majors and minors are currently under review and may be changed before this catalog is published. Candidates should refer to the revised Teacher Education Handbook for more up-to-date information.)

Secondary education candidates must complete both a major and a minor (or, if preferred, a double major) and the teaching methods course for each. All majors and minors are described in a separate section of this handbook. Concordia's approved majors for teacher candidates in secondary education include:

Specialty area	State code	Major (credits)	Minor (credits)
Art Education K-12	LQ	48	No
Biology	DA	Yes (32)	Yes (21)
Chemistry	DC	No	Yes (21)
English	BA	Yes (31)	Yes (21)
History	CC	No	Yes (21)
Mathematics	EX	Yes (33)	Yes (23)
Music Education K-12	JQ	Under Revision	No
Physical Education	MB	Yes (30)	Yes (21)

++Physics	DE	No	Yes (21)
Psychology	CE	Yes (30)	Yes (21)
+Social Studies	RX	Yes (36)+	No
Spanish	FF	No	Yes (24)
Speech	BD	No	Yes (20)

+ Must be combined with a History minor

++ Courses take at CUAA & Eastern Michigan University. Endorsement issued by EMU.

Lutheran Teacher Diploma (LTD)

The LTD program is designed to prepare confirmed members of the Lutheran Church-Missouri Synod to serve as rostered members of the teaching ministry in the schools and congregations of the church. Designed for both elementary and secondary teacher education programs, it requires thirteen credits in addition to the graduation requirements for the elementary and secondary teacher education programs. The courses might also be taken as electives by any student.

Lutheran Teacher Diploma

—Elementary Education and Secondary Education Programs **13 credits**

Required Courses	13 credits
EDU408 Teaching the Christian Faith (w)	2
EDU445 Office of the Christian Teacher (Taken in the Professional Semester)	2
REL241 Biblical Literature I-Old Testament (Credits are applied to General Studies Religion Requirement)	3
REL242 Biblical Literature II-New Testament	3
REL321 History of Christian Thought (Credits are applied to General Studies Religion Requirement)	3
THY301 Christian Doctrine I	3
THY302 Christian Doctrine II	3

Post-Baccalaureate Teacher Certification

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

School of Arts & Sciences

Pre-Engineering

By means of a formal agreement with Kettering University, Flint, MI, Concordia University offers a two-year, pre-engineering program which provides students the opportunity to transfer to Kettering after two years. By successfully completing an individually prescribed academic plan while at Concordia, the student meets the academic requirements of Kettering with no loss of credits. In order to complete their pre-engineering studies in two years at Concordia, students must prepare themselves well during high school by taking a year of chemistry, a year of physics, and mathematics through pre-calculus. The specific courses included in a pre-engineering student's academic plan will vary with the intended engineering field. However, academic plans typically include the courses below. Please consult with the pre-engineering faculty advisor in the Division of Natural Sciences and Mathematics.

Pre-Engineering	58-61 credits
Courses taken at Concordia University	58-61 credits
Science Courses	
CHE211 Chemistry I	4
CHE212 Chemistry II	4
CHE321 Organic Chemistry I	4
PHY223 Mechanics, Sound & Heat	5
PHY224 Electricity, Magnetism & Light	5
Mathematics Courses	
MAT221 Calculus I & Analytical Geometry	4
MAT222 Calculus II & Analytical Geometry	4
MAT231 Linear Algebra	3
MAT323 Calculus III & Analytical Geometry	4
MAT341 Differential Equations	3
General Education Courses	
ATS281 Living with the Arts	3
ECO200 Economics	3
Approved lower level Social Science course	3
Approved upper level Social Science course	3
Approved upper level Humanities course	3
<i>Select the following course</i>	
ENG101 English Composition	3
<i>Or select both of the following courses.</i>	
COM201 Speech Communication	3
COM202 Business Communication	3

Pre-Law Studies

Pre-law students at Concordia University should complete a baccalaureate degree.

The Pre-Law Committee of the American Bar Association (ABA) Section of Legal Education and Admissions to the Bar “does not recommend any particular group of undergraduate majors, or courses, that should be taken by those wishing to prepare for legal education; developing such a list is neither possible nor desirable” (<http://www.abanet.org/legaled/prelaw/prep.html>). In general, law schools look for broad preparation in the liberal arts and high levels of performance in challenging courses. They do not expect or desire to see a long list of law courses on undergraduate transcripts. The law schools assume that legal education is what they do best. The ABA does recommend a rigorous course of study emphasizing these skills and values:

1. Analysis and Problem Solving
2. Critical Reading Abilities
3. Writing

4. Oral Communication and Listening
5. General Research
6. Task Organization and Management
7. Serving Others and Promoting Justice
8. Knowledge, including
 - a. A broad understanding of history, particularly American history, and the various factors (social, political, economic, and cultural) that have influenced the development of the pluralistic society that presently exists in the United States
 - b. A fundamental understanding of political thought and theory, and of the contemporary American political system
 - c. A basic understanding of ethical theory and theories of justice
 - d. A grounding in economics, particularly elementary micro-economic theory, and an understanding of the interaction between economic theory and public policy
 - e. Some basic mathematical and financial skills, such as an understanding of basic pre-calculus mathematics and an ability to analyze financial data
 - f. A basic understanding of human behavior and social interaction
 - g. An understanding of diverse cultures within and beyond the United States, of international institutions and issues, and of the increasing interdependence of the nations and communities within our world

Recommendations

In keeping with the guidelines suggested by the ABA, we recommend a broad social science major (this can be arranged as an individualized major) with the following components:

1. American history (HIS111 and HIS112), Racial and cultural minorities (HIS354), American Cultural and Intellectual Life (HER382)
2. Sociology (SOC101), Ethnographic Geography/Cultural Anthropology (SOC/GEO321)
3. Economics (ECO200)
4. General Psychology (PSY101)
5. American government (POS101), Comparative Politics (POS321), The Politics of Civil Liberties (POS361)
6. Additional 36 semester hours of social science electives

Other Electives: College Algebra (MAT111), Elementary Statistics (MAT261), Accounting I (ACC201)

Other Major/Minor Combinations: English /Communications

Pre-Seminary Program

The Pre-Seminary curriculum at Concordia University, Ann Arbor provides students with the knowledge, skills, and understandings which lay the foundation for entrance into graduate work to become a pastor or church worker. It is designed toward entrance into one of the seminaries of the Lutheran Church-Missouri Synod and it also functions well as preparation for entrance into any Christian seminary. The program allows students maximum flexibility while maintaining high standards of academic preparedness. The Pre-seminary Council requires that Pre-Seminary students take the following courses.

Pre-Seminary Program	32 credits
Theology—Required Courses	12 credits
REL241 Biblical Literature I-Old Testament (Credits are applied to the General Studies Religion Requirement)	3
REL242 Biblical Literature II-New Testament	3
REL321 History of Christian Thought (Credits are applied to the General Studies Religion Requirement)	3
THY301* Christian Doctrine I	3
THY302* Christian Doctrine II	3
* Non-LCMS students may request substitutions. Acceptable alternatives are listed in the Pre-Seminary Handbook, available from the Pre-Seminary Director.	

Select 3 credits from the following Philosophy courses.

PHI321 History/Problems of Western Philosophy	3
PHI322 Issues in Western Philosophy	3
PHI355 Argument Analysis	3
Biblical Languages	20 credits
<i>—Required Course, except for Pre-Deaconess students who may request substitutions</i>	
GRE201A Elementary Greek I	4
GRE202A Elementary Greek II	4
HEB201A Elementary Hebrew I	4
HEB202A Elementary Hebrew II	4
<i>Select 4 credits from the following repeatable courses.</i>	
GRE316 Greek Readings (Repeatable)	2
HEB316 Hebrew Readings (Repeatable)	2

The seminaries value a broad liberal arts curriculum as the best collegiate preparation. Specifically, familiarity with the following areas is recommended: English Grammar, English Composition, Philosophy, History, Modern Language, Social Science, Natural Science, Psychology, Education, English Literature, Cultural Anthropology, Western Civilization, History and Culture of Non-Western Civilization, World Religions, History of Philosophy (history of ideas and thought), Philosophy of Religion, and Introduction to Ethics.

Students may select any major they wish. The student may also choose a minor or elect to obtain the remaining credits required for graduation from suggested electives or those of direct interest to the student.

Reserve Officer Training Corp (ROTC) Programs

Concordia University has a special agreement with the University of Michigan, which allows students to participate in these partnerships. The classes are conducted on the campus of the University of Michigan.

Army ROTC

Two, three and four year full-tuition scholarships are available for students who enroll in Army ROTC with intent to become an Army officer. Students enrolled in the Army ROTC program, upon graduation from college and successful completion of the program; receive a commission as a Second Lieutenant in the Active Army, Army Reserve, or Army National Guard. Many students enroll for one or two years to sample career opportunities. Students incur Military obligation when they contract to become an officer and begin receiving scholarship benefits.

Army ROTC Courses

MS101	Introduction to Officership
MS102	Introduction to Leadership
MS201	Innovative Tactical Leadership
MS202	Leadership in Changing Environments
MS301	Leading Small Organizations I
MS302	Leading Small Organizations II
MS401	Advanced Leadership and Management
MS402	Military Professionalism and Professional Ethics

1. **Course Overview:** The Army ROTC Program is normally a four-year program of college-level courses divided into two phases:
 - a. **Basic Course:** Comprises the Freshmen (MS I) and Sophomore (MS II) level and is open to all students on campus as either participating students or auditing students.
 - b. **Advanced Course:** Comprises the Junior (MS III) and Senior (MS IV) cadets. The advanced course is open only to cadets meeting the Army standards for contracting. Progression into the advanced course may be from the Basic Course, ROTC Camp Challenge, or having completed Basic Training or AIT training in the Regular Army or Reserve components. Each cadet entering the Advanced Course must have permission from the Professor of Military Science.
 - c. **Three and two-year programs:** Students who have already completed one or two years of college may join the program. The three year plan required students concurrently take the Freshmen (MSI) and Sophomore (MSII) level courses followed by the two years of advance course classes. The two-year plan requires students to complete a 30 day leadership training course (LTC) after their sophomore year,

in order to gain ROTC equivalent credit for the basic course, followed by the two years of advance course classes.

2. **Course Requirements:** Students are required to register for one discussion course each semester. Each course includes a weekly 90-minute Military Science lab that meets Thursday afternoons 4:00-5:30 p.m. Students will receive academic credit for ROTC classes. In addition to class and lab, students must complete 3 hours physical training (PT) sessions each week.

Air Force ROTC

The program offers studies designed to prepare and commission selected individuals to serve in the United States Air Force. Both a four-year and two-year program leading to commission as a Second Lieutenant are offered. The four-year plan comprises eight terms of courses in aerospace studies and a four-week field-training course at an Air Force base, between the sophomore and junior years. The two-year plan comprises an initial six-week field-training course followed by four terms of aerospace studies (AS310 through AS411 series). Cadets may enroll in either the four-year or two-year program by permission of the chairman.

Air Force ROTC Course Overview:

AS 100 Introduction, Dress and Appearance, Customs and Courtesies

AS 200 Air and Space Power History and Capabilities

AS 300 Leadership, Management and Ethics

AS 400 National Security Process, Air Force Doctrine, Joint Service Operations and Preparation for Active Duty

Contact information

To learn more about both programs, visit Concordia Admissions and they will be happy to escort you to our partners in leadership development at the University of Michigan:

ARMY ROTC: 1105 North University Ave. Room 212, North Hall (Central Campus), Ann Arbor, MI 48109-1085 (734) 647-3031 or www.umich.edu/~armyrotc

AIR FORCE ROTC: AFROTC-DET 390-The University of Michigan, 1105 North University-North Hall, Ann Arbor, MI 48109 (734) 647-4093 or www.umich.edu/~det390

There are numerous scholarship opportunities as well, see our Financial Aid office.

Concordia University is privileged to have members of our faculty and staff who have served in the Armed Forces and they are available to help answer your questions. Please contact Concordia Admissions at: 734-995-7311 for additional information.

SCHOOL OF ARTS & SCIENCES - HUMANITIES

Art

The study of art includes: the expression of individual ideas through the creation of art, the interpretation and understanding of visual signs and symbols through critical study, and the appreciation and understanding of art as a visual record of the human experience. Course experiences for majors and minors in art are designed for depth of perception and breadth of understanding.

Art Major

48 credits

—Liberal Arts, Pre-Law, Pre-Seminary Programs

Foundation Studies		9 credits
<i>ART101 is a pre-requisite for ART202 and ART204</i>		
ART101	Drawing & Design I	3
ART202	Drawing & Design II	3
ART204	3-Dimensional Design	3
Studio Studies		18 credits
ART219	Graphic Design I	3
ART221	Photography I	3
ART341	Painting I	3
ART343	Ceramics I	3
ART347	Printmaking I	3
ART349	Sculpture	3

History, Analysis & Criticism		12 credits
ART321	Art History I (w)	3
ART322	Art History II (w)	3
ATS281	Living with the Arts	3
ATS381	20th Century Arts & Culture	3
Studio Emphases		8 credits
<i>Select one of the following studio areas for in-depth study. Courses numbered in the 400 level may be repeated at 1-3 credits per semester and up to 9 credits total.</i>		
<i>Graphic Design</i>		
ART319	Graphic Design II	3
ART419	Graphic Design: Advanced Studies (<i>Repeatable</i>)	1-3
<i>Painting</i>		
ART342	Painting II	3
ART442	Painting: Advanced Studies (<i>Repeatable</i>)	1-3
<i>Ceramics</i>		
ART344	Ceramics II	3
ART444	Ceramics: Advanced Studies (<i>Repeatable</i>)	1-3
<i>Printmaking</i>		
ART348	Printmaking II	3
ART448	Printmaking II: Advanced Studies (<i>Repeatable</i>)	1-3
Senior Project		1 credit
ART483	Senior Exhibition	1-3
Art Minor		30 credits
—Liberal Arts, Pre-Law, Pre-Seminary Programs		
Foundation Studies		9 credits
<i>ART101 is a pre-requisite for ART202 and ART204</i>		
ART101	Drawing & Design I	3
ART202	Drawing & Design II	3
ART204	3-Dimensional Design	3
Studio Studies		9 credits
<i>Select at least one course from both the 2-D and the 3-D offerings.</i>		
<i>2-D Offerings</i>		
ART219	Graphic Design I	3
ART221	Photography I	3
ART341	Painting I	3
ART347	Printmaking I	3
<i>3-D Offerings</i>		
ART343	Ceramics I	3
ART349	Sculpture	3
History, Analysis & Criticism		12 credits
ART321	Art History I (w)	3
ART322	Art History II (w)	3
ATS281	Living with the Arts	3
ATS381	20th Century Arts & Culture	3
Visual Arts Education Major		48 credits
—K-12 Teacher Education Program Only		
Foundation Studies		9 credits
<i>ART101 is a prerequisite for ART202 and ART204</i>		
ART101	Drawing & Design I	3
ART202	Drawing & Design II	3
ART204	3-Dimensional Design	3
Studio Studies		18 credits
ART219	Graphic Design I	3

ART221	Photography I	3
ART341	Painting I	3
ART343	Ceramics I	3
ART347	Printmaking I	3
ART349	Sculpture	3
History, Analysis & Criticism		12 credits
ART321	Art History I (w)	3
ART322	Art History II (w)	3
ATS283	Living with the Arts-Visual Arts	3
ATS383	20th Century Arts & Culture-Visual Arts	3
Studio Concentration		8 credits
<i>Select one of the following studio areas for in-depth study. Courses numbered in the 400 level may be repeated at 1-3 credits per semester and up to 9 credits total.</i>		
Graphic Design		
ART319	Graphic Design II	3
ART419	Graphic Design: Advanced Studies (<i>Repeatable</i>)	1-3
Painting		
ART342	Painting II	3
ART442	Painting: Advanced Studies (<i>Repeatable</i>)	1-3
Ceramics		
ART344	Ceramics II	3
ART444	Ceramics: Advanced Studies (<i>Repeatable</i>)	1-3
Printmaking		
ART348	Printmaking II	3
ART448	Printmaking II: Advanced Studies (<i>Repeatable</i>)	1-3
Senior Project		1 credit
ART483	Senior Exhibition	1-3

Music

Throughout the ages, in every culture, music has played an important role in giving shape to, and being shaped by, relationships among human beings. Worship, social activities, and other arts depend on music to elevate and complete the experience. Concordia's music courses and ensembles reflect the belief that everyone can and should be a musician at some level. Each student has the opportunity to explore the power of music and develop his or her own musical skills, interests, and knowledge.

Music Major **40 credits**

—*Liberal Arts, Pre-Law, Pre-Seminary Programs*

Music Theory & Aural Skills		16 credits
MUS201A	Music Theory I	3
MUS201B	Aural Theory I	1
MUS202A	Music Theory II	3
MUS202B	Aural Theory II	1
MUS301A	Music Theory III	3
MUS301B	Aural Theory III	1
MUS302A	Music Theory IV	3
MUS302B	Aural Theory IV	1
History & Culture		8 credits
MUS331	History of Music I (w)	3
MUS332	History of Music II (w)	3
MUS333	Ethnomusicology	2
Ensemble Pedagogy		3 credits
MUS221	Conducting I	1
MUS222	Conducting II	1
MUS321	Conducting III	1
Required Courses		4 credits
MUS337	Lutheran Worship	1

MUS351	Introduction to MIDI Technology	2
VOC101	Class Voice I (or equivalent)	1

Required Private Study—Students are required to enroll in private lessons on their principal instrument each semester. A 30 minute lesson counts as 1 credit and a 60 minute lesson counts as 2 credits. Achievement of the 412 level or higher is required for completion of the major. **1-6 credits are applied to the major**

Required Ensemble Participation—Students are required to enroll in one of the principal ensembles (CHO201-Concordia Choir or ENS201-Wind Ensemble) of the Concordia University Music Department each semester. CHO211-Concordia Chorale is an acceptable substitution for up to 2 semesters. **1-6 credits are applied to the major**

Required Proficiency—Successful completion of Keyboard Exam. **0 credit**

Senior Project **2 credits**

MUS483	Recital Repertoire	2
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Music Minor **27 credits**

—Liberal Arts, Pre-Law, Pre-Seminary Programs

Required Courses **23 credits**

MUS201A	Music Theory I	3
MUS201B	Aural Theory I	1
MUS202A	Music Theory II	3
MUS202B	Aural Theory II	1
MUS221	Conducting I	1
MUS222	Conducting II	1
MUS321	Conducting III	1
MUS331	History of Music I (w)	3
MUS332	History of Music II (w)	3
MUS333	Ethnomusicology	2
MUS337	Lutheran Worship	1
MUS351	Introduction to MIDI Technology	2
VOC101	Class Voice I (or equivalent)	1

Required Private Study—Students are required to enroll in private lessons on their principal instrument each semester. A 30 minute lesson counts as 1 credit and a 60 minute lesson counts as 2 credits. Achievement of the 402 level or higher is required for completion of the minor. **1-3 credits are applied to the minor**

Required Ensemble Participation—Students are required to enroll in one of the principal ensembles (CHO201-Concordia Choir or ENS201-Wind Ensemble) of the Concordia University Music Department each semester. CHO211-Concordia Chorale is an acceptable substitution for up to 2 semesters. **1-3 credits are applied to the minor**

Required Proficiency—Successful completion of Keyboard Exam. **0 credit**

SCHOOL OF ARTS & SCIENCES – LITERATURE AND COMMUNICATION

English

Courses in English include the study of writing, language, and literature. Writing courses are designed to teach the strategies for producing clear, effective, and expressive written communication. Study of the English language is designed to teach language principles and history in order to foster informed attitudes toward varieties of language and language change. Courses in literature are designed to teach methods of literary interpretation through the study of representative works.

English Major 31 credits

—Liberal Arts, Pre-Law, Pre-Seminary Programs

Required Courses		21 credits
ENG202	Literary Genre and Interpretation	3
ENG301	Advanced Composition (w)	3
ENG315	Contemporary Mosaic	3
ENG332	Shakespeare (w)	3
<i>Select two of the following English literature courses.</i>		
ENG331	Medieval & Renaissance Literature	3
ENG333	Restoration & 18 th Century Literature	3
ENG334	The Romantic Movement	3
ENG335	Victorian Literature	3
ENG336	20 th Century British Literature	3
<i>Select one of the following American literature courses.</i>		
ENG341	American Literature to 1865 (w)	3
ENG342	American Literature, 1865-Present (w)	3
Electives—Select 9 credits from the following courses not already applied above.		9 credits
ENG224	Creative Writing: Poetry	1
ENG302E	Creative Writing: Fiction	1
ENG311	Introduction to Poetry	3
ENG312	Introduction to Drama	3
ENG313	Introduction to Fiction	3
ENG314	Development of the Novel	3
ENG321	The English Language	3
ENG331	Medieval & Renaissance Literature	3
ENG333	Restoration & 18 th Century Literature	3
ENG334	The Romantic Movement	3
ENG335	Victorian Literature	3
ENG336	20 th Century British Literature	3
ENG341	American Literature to 1865 (w)	3
ENG342	American Literature, 1865-Present (w)	3
Senior Project		1 credit
ENG483	Senior Project	1-5

English Major 31 credits

—Secondary Education Program Only

Required Courses		24 credits
ENG202	Literary Genre and Interpretation	3
ENG301	Advanced Composition (w)	3
ENG315	Contemporary Mosaic	3
ENG321	The English Language	3
ENG332	Shakespeare (w)	3
LAN435	Literature for Young Adults	3
<i>Select one of the following English literature courses.</i>		
ENG331	Medieval & Renaissance Literature	3
ENG333	Restoration & 18 th Century Literature	3
ENG334	The Romantic Movement	3
ENG335	Victorian Literature	3

ENG336	20 th Century British Literature	3
<i>Select one of the following American literature courses.</i>		
ENG341	American Literature to 1865 (w)	3
ENG342	American Literature, 1865-Present (w)	3
Electives—Select 6 credits from the following courses not already applied above.		6 credits
ENG224	Creative Writing: Poetry	1
ENG302E	Creative Writing: Fiction	1
ENG311	Introduction to Poetry	3
ENG312	Introduction to Drama	3
ENG313	Introduction to Fiction	3
ENG314	Development of the Novel	3
ENG331	Medieval & Renaissance Literature	3
ENG333	Restoration & 18 th Century Literature	3
ENG334	The Romantic Movement	3
ENG335	Victorian Literature	3
ENG336	20 th Century British Literature	3
ENG341	American Literature to 1865 (w)	3
ENG342	American Literature, 1865-Present (w)	3
Senior Project		1 credit
ENG483	Senior Project	1-5

In addition to the coursework described above, all students enrolled in English Education majors or minors must show proof of membership in at least one professional organization (e.g. National Council of Teachers of English, Michigan Council of Teachers of English, Michigan Reading Association, etc.). The department chair will keep a list of eligible organizations. Students are strongly encouraged to attend one or more professional conferences during their junior/senior year. The department will facilitate this activity.

English Minor **20 credits**

—Liberal Arts, Pre-Law, Pre-Seminary Programs

Required Courses		12 credits
ENG202	Literary Genre and Interpretation	3
ENG332	Shakespeare (w)	3
<i>Select one of the following courses.</i>		
ENG301	Advanced Composition (w)	3
ENG321	The English Language	3
<i>Select one of the following courses.</i>		
ENG331	Medieval & Renaissance Literature	3
ENG333	Restoration & 18 th Century Literature	3
ENG334	The Romantic Movement	3
ENG335	Victorian Literature	3
ENG336	20 th Century British Literature	3
ENG341	American Literature to 1865 (w)	3
ENG342	American Literature: 1865-Present (w)	3

Electives—Select 8 credits from the following courses not already applied above.		8 credits
ENG224	Creative Writing: Poetry	1
ENG301	Advanced Composition (w)	3
ENG302E	Creative Writing: Fiction	1
ENG311	Introduction to Poetry	3
ENG312	Introduction to Drama	3
ENG313	Introduction to Fiction	3
ENG314	Development of the Novel	3
ENG315	Contemporary Mosaic	3
ENG321	The English Language	3
ENG331	Medieval & Renaissance Literature	3
ENG333	Restoration & 18 th Century Literature	3
ENG334	The Romantic Movement	3
ENG335	Victorian Literature	3
ENG336	20 th Century British Literature	3
ENG341	American Literature to 1865 (w)	3
ENG342	American Literature: 1865-Present (w)	3

English Minor **21 credits****—Secondary Education Program Only**

Required Courses		21 credits
ENG202	Literary Genre and Interpretation	3
ENG301	Advanced Composition (w)	3
ENG315	Contemporary Mosaic	3
ENG321	The English Language	3
ENG332	Shakespeare (w)	3
LAN435	Literature for Young Adults	3
<i>Select one of the following courses.</i>		
ENG331	Medieval & Renaissance Literature	3
ENG333	Restoration & 18 th Century Literature	3
ENG334	The Romantic Movement	3
ENG335	Victorian Literature	3
ENG336	20 th Century British Literature	3
ENG341	American Literature to 1865 (w)	3
ENG342	American Literature: 1865-Present (w)	3

In addition to the coursework described above, all students enrolled in English Education majors or minors must show proof of membership in at least one professional organization (e.g. National Council of Teachers of English, Michigan Council of Teachers of English, Michigan Reading Association, etc.). The department chair will keep a list of eligible organizations. Students are strongly encouraged to attend one or more professional conferences during their junior/senior year. The department will facilitate this activity.

Language Arts

Language Arts is a critical area of study for a teacher candidate in Elementary or Early Childhood Education. Reading, writing, listening, speaking, viewing, and visual representation form the backbone of the elementary curriculum. Without it, we could not read and write in the content areas, solve problems in mathematics, or communicate with others. Language Arts is considered a group major and group minor in the Elementary Education Program.

Language Arts Major **40 credits****—Elementary Education Program Only**

Required Courses		33 credits
COM325	Storytelling & Oral Histories (w)	3
COM332	Mass Communication	3
EDU362	Teaching the Writer's Craft	3
EDU364	Teaching English Language Learners	3
ENG202	Literary Genre and Interpretation	3
ENG301	Advanced Composition (w)	3
ENG315	Contemporary Mosaic	3
ENG321	The English Language	3
ENG332	Shakespeare (w)	3
LAN435	Literature for Young Adults	3
LAN437	Children's Literature	3
Electives—Select 6 credits from the following courses as designated below.		6 credits
<i>Select one of the following courses.</i>		
COM301	Persuasive Communication	3
COM355	Interpersonal Communication	3
<i>Select one of the following courses.</i>		
ENG331	Medieval & Renaissance Literature	3
ENG333	Restoration & 18 th Century Literature	3
ENG334	The Romantic Movement	3
ENG335	Victorian Literature	3
ENG336	20 th Century British Literature	3
ENG341	American Literature to 1865 (w)	3
ENG342	American Literature: 1865 to present (w)	3

Senior Project **1 credit**

LAN483	Methods of Language Arts Reflective Assessment/Senior Project	1
Candidates should take LAN282-Language, Communication & Culture as part of their General Studies Core.		

Language Arts Minor **28 credits**

—Elementary Education Program Only

Required Courses		24 credits
COM325	Storytelling & Oral Histories (w)	3
COM332	Mass Communication	3
EDU362	Teaching the Writer's Craft	3
EDU364	Teaching English Language Learners	3
ENG202	Literary Genre and Interpretation	3
ENG301	Advanced Composition (w)	3
ENG321	The English Language	3
LAN437	Children's Literature	3
Electives—Select one of the following courses.		3 credits
<i>Select one of the following courses.</i>		
ENG314	Development of the Novel	3
ENG315	Contemporary Mosaic	3
ENG331	Medieval & Renaissance Literature	3
ENG332	Shakespeare (w)	3
ENG333	Restoration & 18 th Century Literature	3
ENG334	The Romantic Movement	3
ENG335	Victorian Literature	3
ENG336	20 th Century British Literature	3
ENG341	American Literature to 1865 (w)	3
ENG342	American Literature: 1865 to present (w)	3
ENG491	Seminar in Literature	3
LAN435	Literature for Young Adults	3

Senior Project—This minor requires a Senior Project. **1 credit**

LAN483	Methods of Language Arts Reflective Assessment/Senior Project	1
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Speech Minor—Communication Emphasis **20 credits**

—Secondary Education Program Only

Required Courses		15 credits
COM325	Storytelling & Oral Histories (w)	3
COM332	Mass Communication	3
COM334	Negotiation, Argumentation & Debate	3
COM355	Interpersonal Communication	3
LAN282	Language, Communication & Culture	3
Electives—Select 5 credits from the following courses.		5 credits
COM202	Business Communication	3
COM301	Persuasive Communication	3
COM323	Oral Reading of the Bible	2

SCHOOL OF ARTS & SCIENCES - NATURAL SCIENCES & MATHEMATICS

Biology

Course offerings in biology provide the student with a comprehensive experience in the world of living organisms. Students explore the biological continuum from sub-cellular bio-molecular processes through the biology of organisms to populations and their environmental interactions. This study of life provides the knowledge and experience for many careers and vocations.

Biology Major**32*-36 credits****—Liberal Arts, Pre-Law, Pre-Seminary, Secondary Education Programs**

Required Courses		32*-36 credits
BIO201*	General Biology (or 2 years high school biology*)	4*
BIO211	Botany: Flowering Plants	3
BIO221	Zoology: Vertebrates	3
BIO321	Zoology: Invertebrates	3
BIO332	Human Anatomy & Physiology I	4
BIO341	Microbiology	4
BIO342	General Ecology	3
BIO343	Genetics	3
BIO344	Evolution (w)	3
BIO353	Cell Biology (w)	3
BIO355	Environmental Science	3

*Students with sufficient grades in two years of high school biology may be exempted from BIO201. A Science Placement Prerequisite Report must be completed.

Biology Minor**21*-23 credits****—Liberal Arts, Pre-Law, Pre-Seminary, Secondary Education Programs**

Required Courses		21*-23
BIO201*	General Biology (or 2 years high school biology*)	4*
BIO211	Botany: Flowering Plants	3
BIO321	Zoology: Invertebrates	3
BIO353	Cell Biology (w)	3
<i>Select at least one of the following courses.</i>		
BIO221	Zoology: Vertebrates	3
BIO332	Human Anatomy & Physiology I	4
<i>Select at least one of the following courses.</i>		
BIO342	General Ecology	3
BIO355	Environmental Science	3
<i>Select at least one of the following courses.</i>		
BIO343	Genetics	3
BIO344	Evolution (w)	3

*Students with sufficient grades in two years of high school biology may be exempted from BIO201. A Science Placement Prerequisite Report must be completed. Only 3 of the 4 credits must be made up with one of the above BIO courses. These students need only 21 credits to complete the minor.

Chemistry

Chemistry is the study of the nature of matter—its composition, structure and behavior. The understanding of chemical principles, concepts, and techniques included in this discipline plays a central role in a university level science education. Students who complete this minor will acquire specialized knowledge, skills and attitudes for a variety of diverse vocations such as laboratory technical positions, biology and general/physical science education, medicine, and academic research.

Chemistry Minor**20 credits****—Liberal Arts, Pre-Law, Pre-Seminary, Secondary Education Programs**

Required Courses		20 credits
CHE205	Chemistry of Living Systems	4
CHE211	Chemistry I	4
CHE212	Chemistry II	4
CHE321	Organic Chemistry I	4
CHE322	Organic Chemistry II	4

Optional Electives		
CHE395	Independent Study in Biochemistry	3
PHY211	Physics I	4
PHY212	Physics II	4

Pre-Medical or Pre-Dental School Preparation

The faculty from the Division of Natural Sciences and Mathematics of Concordia University has summarized the prerequisites of the following four medical schools in the state of Michigan: University of Michigan-Ann Arbor, Wayne State University-Detroit, and the two schools at Michigan State University-East Lansing; plus the following two dental schools: University of Michigan-Ann Arbor, and the University of Detroit Mercy Dental College-Detroit. Professional schools of medicine and dentistry, in most cases, require a baccalaureate degree from an accredited four year college like Concordia. Some will allow transfer after 90 semester hours or three years. Students are strongly urged to contact their medical and/or dental schools of choice for the exact prerequisite coursework recommended by that institution.

The Pre-Medical/Pre-Dental Major is designed to be followed by healthcare students wishing to apply to professional medical or dental schools, or colleges of Podiatric Medicine, Osteopathic Medicine, Chiropractic Medicine, etc. The following courses serve as the required and expected coursework for both the Medical College Admission Test (MCAT) or Dental Admission Test (DAT) and admission to medical and dental schools. Concordia offers no guarantee that the mere completion of the following coursework will result in admission to these schools.

Pre-Medical/Pre-Dental Major **55*-59 credits**

—Liberal Arts Program Only

Required Courses		55*-59 credits
BIO201*	General Biology*	4*
BIO332	Human Anatomy & Physiology I	4
BIO333	Human Anatomy & Physiology II	4
BIO341	Microbiology	4
BIO343	Genetics	3
BIO351	Immunology (w)	3
BIO353	Cell Biology (w)	3
BIO/CHE395	Independent Study in Biochemistry	3
CHE211	Chemistry I	4
CHE212	Chemistry II	4
CHE321	Organic Chemistry I	4
CHE322	Organic Chemistry II	4
MAT221	Calculus I & Analytical Geometry	4
MAT261	Elementary Statistics	3
PHY211	Physics I	4
PHY212	Physics II	4

*Students with sufficient grades in two years of high school biology may be exempted from BIO201.

Possible Minors: Various minors are appropriate for the pre-medical/pre-dental student (e.g. Psychology, Sociology), any minor of interest to the student is possible and encouraged (e.g. Music, English, Theatre), or additional coursework in the sciences and general electives. Individual professional schools have expectations of a well-rounded undergraduate education. Students are advised to contact professional schools of their choice to determine the additional coursework recommended by these institutions in the pursuit of their career goals.

Integrated Science

Science is a dynamic process which strives to reach the “best” answer to questions concerned with the world around us; that is, science as a way of knowing. In the sciences we explore the created handiworks of God and our human relationships to them. The following programs provide opportunities for broad experiences, specifically incorporating biology, chemistry, physics, and earth science.

Integrated Science Major **41*-42 credits**

—Elementary Education, Liberal Arts, Pre-Law, Pre-Seminary Programs

Required Courses		41*-42 credits
BIO201*	General Biology (or 2 years high school biology*)	4*
BIO332	Human Anatomy & Physiology I	4
BIO342	General Ecology	3
BIO344	Evolution (w)	3
CHE211	Chemistry I	4
ESC201	Physical Geology	3
ESC211	Principles of Physical Geography	3

ESC310	Meteorology	3
PHY211	Physics I	4
PHY212	Physics II	4
HER383	History of Science (w)	3
<i>Select one of the following courses.</i>		
CHE205	Chemistry of Living Systems	4
CHE212	Chemistry II	4
*Students with sufficient grades in two years of high school biology may be exempted from BIO201. A Science Placement Prerequisite Report must be completed. Only 3 of the 4 credits need to be made up with one of the BIO courses listed below. These students need only 41 credits to complete the major.		
BIO211	Botany: Flowering Plants	3
BIO221	Zoology: Vertebrates	3
BIO321	Zoology: Invertebrates	3

Integrated Science Minor

28*-29 credits

—Elementary Education, Liberal Arts, Pre-Law, Pre-Seminary Programs

Required Courses		28*-29 credits
BIO201*	General Biology (or 2 years high school biology*)	4*
BIO332	Human Anatomy & Physiology I	4
BIO342	General Ecology	3
BIO344	Evolution (w)	3
CHE211	Chemistry I	4
ESC211	Principles of Physical Geography	3
PHY211	Physics I	4
PHY212	Physics II	4
*Students with sufficient grades in two years of high school biology may be exempted from BIO201. A Science Placement Prerequisite Report must be completed. Only 3 of the 4 credits need to be made up with one of the BIO courses listed below. These students need only 28 credits to complete the minor.		
BIO211	Botany: Flowering Plants	3
BIO221	Zoology: Vertebrates	3
BIO321	Zoology: Invertebrates	3

Mathematics

Mathematics is an aspect of our everyday lives and an important part of our culture. Applications of mathematics are found in many disciplines today, including the physical sciences, biological sciences, business, economics, computer science and psychology. Concordia students may select one of two mathematics majors and a mathematics minor based on their career goals.

Mathematics Major

33 credits

—Elementary Education Program Only

Required Courses		33 credits
CSC351	Computer Science I	3
MAT110	Mathematics for Teachers	3
MAT221	Calculus I & Analytic Geometry	4
MAT222	Calculus II & Analytic Geometry	4
MAT231	Linear Algebra	3
MAT261	Elementary Statistics	3
MAT351	Modern Algebra	3
MAT371	Modern Geometry	3
<i>Select from the following courses* to obtain a minimum of 33 credits.</i>		
MAT311	Quantitative Methods in Decision Making	3
MAT323	Calculus III & Analytic Geometry	4
MAT341	Differential Equations	3
MAT461	Probability & Statistics	3
*Other 300+ level math courses, including a history of mathematics course, taken at CUAA or other institutions may be substituted for these courses. An approved Petition for Substitution is required.		

Mathematics Major

33 credits

—Liberal Arts, Pre-Law, Pre-Seminary, Secondary Education Programs

Required Courses		33 credits
CSC351	Computer Science I	3
MAT221	Calculus I & Analytical Geometry	4

MAT222	Calculus II & Analytic Geometry	4
MAT231	Linear Algebra	3
MAT323	Calculus III & Analytic Geometry	4
MAT351	Modern Algebra	3
MAT371	Modern Geometry	3
MAT461	Probability & Statistics	3
<i>Select from the following courses* to obtain 33 credits.</i>		
MAT311	Quantitative Methods in Decision Making	3
MAT341	Differential Equations	3
<i>*Other 300+ level math courses, including a history of mathematics course, taken at CUAA or other institutions may be substituted for these courses. An approved Petition for Substitution is required.</i>		

Mathematics Minor **23 credits**

—Elementary Education, Liberal Arts, Pre-Law, Pre-Seminary, Secondary Education Programs

Required Courses		23 credits
CSC351	Computer Science I	3
MAT221	Calculus I & Analytic Geometry	4
MAT222	Calculus II & Analytic Geometry	4
MAT231	Linear Algebra	3
MAT261	Elementary Statistics	3
MAT351	Modern Algebra	3
<i>Select one of the following courses* to obtain a minimum of 23 credits.</i>		
MAT311	Quantitative Methods in Decision Making	3
MAT323	Calculus III & Analytic Geometry	4
MAT341	Differential Equations	3
MAT371	Modern Geometry	3
MAT461	Probability & Statistics	3

**Other 300+ level math courses, including a history of mathematics course, taken at CUAA or other institutions may be substituted for these courses. An approved Petition for Substitution is required.*

Physical Education

The recognition of the importance of physical activity in the lives of all people underlies the curriculum of the Division of Kinesiology. Every student is encouraged to receive instruction and practice in a variety of lifetime sports and recreational activities. The Kinesiology curriculum is designed with an emphasis in the appreciation and study of human movement, with the goal to educate students for careers in teaching and coaching, athletics administration, recreation, and allied health and wellness programs.

Physical Education Major **31 credits**

—Liberal Arts, Pre-Law, Pre-Seminary, Secondary Education Programs

Required Courses		31 credits
KIN201	Introduction to Physical Education	3
KIN233	Sports Health	3
KIN235	Motor Learning & Development	3
KIN323	Adapted Physical Education	2
KIN334*	Biomechanics	3
KIN335*	Physiology of Exercise	3
KIN350	Coaching Methods	3
KIN400	Tests & Measurements in Physical Education	2
KIN401	Teaching Rhythms & Dance	2
KIN402	Theory & Practice of Individual Sports	2
KIN405	Theory & Practice of Team Sports/Games	2
KIN410	Health Education	3

**Both KIN334 and KIN335 require BIO332-Human Anatomy & Physiology I as a prerequisite; and BIO332-Human Anatomy & Physiology I requires BIO201-General Biology as a prerequisite.*

Physical Education Minor **21 credits**

—Elementary Education, Liberal Arts, Pre-Law, Pre-Seminary, Secondary Education Programs

Required Courses		16 credits
KIN201	Introduction to Physical Education	3

KIN235	Motor Learning & Development	3
KIN334*	Biomechanics	3
KIN335*	Physiology of Exercise	3
<i>Select two of the following courses.</i>		
KIN401	Teaching Rhythms & Dance	2
KIN402	Theory & Practice of Individual Sports	2
KIN405	Theory & Practice of Team Sports/Games	2
*Both KIN334 and KIN335 require BIO332-Human Anatomy & Physiology I as a prerequisite; and BIO332-Human Anatomy & Physiology I requires BIO201-General Biology as a prerequisite.		
Electives—Select 5 credits from the following courses.		5 credits
KIN233	Sports Health	3
KIN323	Adapted Physical Education	2
KIN350	Coaching Methods	3

Physical Science Minor **23 credits**

—Liberal Arts, Pre-Law, Pre-Seminary Programs

Required Courses		23 credits
CHE211	Chemistry I	4
CHE212	Chemistry II	4
PHY211	Physics I	4
PHY212	Physics II	4
<i>Select one of the following courses.</i>		
CHE205	Chemistry of Living Systems	4
CHE321	Organic Chemistry I	4
<i>Select one of the following courses.</i>		
ESC201	Physical Geology	3
ESC310	Meteorology	3

Physics

The following minor is a collaboration effort between Eastern Michigan University and Concordia. This minor may be combined with a Mathematics Major. For more information, contact faculty members of the Mathematics or Physics departments of the Division of Natural Sciences.

Physics Minor **39 credits**

—Liberal Arts, Pre-Law, Pre-Seminary, Secondary Education Programs

Required Courses taken at Concordia		28 credits
MAT221	Calculus I & Analytical Geometry	4
MAT222	Calculus II & Analytical Geometry	4
MAT231	Linear Algebra	3
MAT323	Calculus III & Analytical Geometry	4
MAT341	Differential Equations	3
PHY223	Mechanics, Sound & Heat	5
PHY224	Electricity, Magnetism & Light	5
Required Courses taken at Eastern Michigan University—The grades and credits for these courses will be transferred to Concordia University.		11 credits
PHY330	Intermediate Mechanics I	3
PHY360	Heat & Thermodynamics	4
PHY370	Modern Physics	3
PHY372	Modern Physics Laboratory	1

SCHOOL OF RELIGIOUS STUDIES & SOCIAL SCIENCES — RELIGION & PHILOSOPHY

Biblical Languages

The courses in Greek and Hebrew provide the student with an acquaintance of the life and thought of two ancient civilizations whose ties in language, life, and thought are many. The offerings in Greek are intended to prepare the student for deeper study and understanding of the early Christian world and the New Testament. The courses in Hebrew are designed to provide a foundation for the study of the Old Testament. They also are intended to serve as an introduction to a Semitic language, literature, and culture. These objectives are best accomplished through a careful study of literature and philosophy in the original language.

Biblical Languages Major **36 credits**

—Liberal Arts, Pre-Law, Pre-Seminary Programs

Required Courses		25 credits
GRE201A	Elementary Greek I	4
GRE202A	Elementary Greek II	4
HEB201A	Elementary Hebrew I	4
HEB202A	Elementary Hebrew II	4
REL241	Biblical Literature I-Old Testament	3
REL242	Biblical Literature II-New Testament	3
REL356	Biblical World (w)	3
Electives —Select each of the following repeatable courses to obtain 10 credits with a minimum of 4 credits in each language.		10 credits
GRE316	Greek Readings (Repeatable)	2
HEB316	Hebrew Readings (Repeatable)	2
Senior Project		1 credit
GRE483 or HEB483	Senior Project	1

Greek Minor **20 credits**

—Liberal Arts, Pre-Law, Pre-Seminary Programs

Required Courses		20 credits
GRE201A	Elementary Greek I	4
GRE202A	Elementary Greek II	4
REL242	Biblical Literature II-New Testament	3
REL356	Biblical World (w)	3
Upper Level Greek -GRE316 must be repeated three times for a total of 6 credits.		
GRE316	Greek Readings (Repeatable)	2

Philosophy

The philosophy curriculum at Concordia is based on the mission statement of the university. Philosophy is one of the fundamental disciplines in academia. It is that discipline which studies the most basic issues, and which also ties together the other disciplines. It sharpens critical thinking skills and gives students an understanding of the ideas that move society. The American Philosophical Association guidelines for philosophy majors emphasizes that there are four different models for the teaching of philosophy: the historical model, the field model, the problems model, and the activity model; all of which are utilized in the Concordia philosophy minor.

Philosophy Minor **21 credits**

—Liberal Arts, Pre-Law, Pre-Seminary Programs

Required courses		21 credits
BIV111	Christian World View	3
PHI321	History/Problems of Western Philosophy	3
PHI322	Issues in Western Philosophy	3

PHI355	Argument Analysis	3
REL330	World Religions	3
REL430	Select Biblical & Church History Persons	3
REL441	Christian Ethics (w)	3

Religious Studies

Concordia University offers an inter-disciplinary major and minor in the fields of religion and philosophy. These courses of study take into account the significant role that religion and philosophy have played in shaping the life and thought of people in both the Eastern and Western world. They offer students the opportunity to examine many of the religious and philosophical ideas that have motivated great movements and controversies which shape the spiritual and intellectual framework of the modern world.

Religious Studies Major **37 credits**

—Liberal Arts, Pre-Law, Pre-Seminary Programs

Religion Required Courses		27 credits
REL241	Biblical Literature I-Old Testament	3
REL242	Biblical Literature II-New Testament	3
REL321	History of Christian Thought	3
REL330	World Religions	3
REL356	Biblical World (w)	3
REL430	Persons in Bible/Church History	3
REL441	Christian Ethics (w)	3
THY301	Christian Doctrine I	3
THY302	Christian Doctrine II	3
Philosophy Required Courses		9 credits
PHI321	History & Problems of Western Philosophy	3
PHI322	Issues in Western Philosophy	3
PHI355	Argument Analysis	3
Senior Project		1 credit
REL483	Senior Project	1

Religious Studies Minor **24 credits**

—Liberal Arts, Pre-Law, Pre-Seminary Programs

Required courses		18 credits
REL241	Biblical Literature I-Old Testament	3
REL242	Biblical Literature II-New Testament	3
REL321	History of Christian Thought	3
REL330	World Religions	3
THY301	Christian Doctrine I	3
THY302	Christian Doctrine II	3
Philosophy Electives—Select one of the following courses.		3 credits
PHI321	History & Problems of Western Philosophy	3
PHI322	Issues in Western Philosophy	3
PHI355	Argument Analysis	3
Religion Electives—Select one of the following courses.		3 credits
REL356	Biblical World (w)	3
REL430	Persons in Bible/Church History	3
REL441	Christian Ethics (w)	3

SCHOOL OF RELIGIOUS STUDIES & SOCIAL SCIENCES — SOCIAL SCIENCES

Criminal Justice

The Criminal Justice Major prepares men and women for a life of values-based leadership and service in the various segments of the criminal justice field. It emphasizes knowledge of the concepts, procedures and skills

related to criminal behavior; competency in analysis and communication; and connection to Christian and ethical values.

Criminal Justice Major**43 credits****—Liberal Arts, Pre-Law, Pre-Seminary Programs**

Prerequisite/Pre-Admission Courses (These credits are in addition to the 43 credits required for the major.)		
CRJ372	Dimensions in Criminal Justice	3
POS101	American Government	3
PSY101	General Psychology	3
SOC101	Introduction to Sociology	3
SOC211	Social Problems	3
Admission to major: Successful completion of the above courses (C or better) and a 2.0 overall GPA.		
Core Courses		18 credits
CRJ362	Criminology	3
CRJ405	Law Enforcement & Police Services	3
CRJ411	Criminal Law & Procedure	3
CRJ425	Corrections	3
CRJ432	Juvenile Justice Process	3
CRJ440	Contemporary Issues in Criminal Justice	3
Cognate Support Courses		15 credits
MAT261	Elementary Statistics	3
POS361	Civil Rights & Civil Liberties	3
PSY342	Social Psychology (w)	3
REL441	Christian Ethics (w)	3
SOC355	American Racial & Cultural Minorities	3
Electives—Select 9 credits from the following courses.		9 credits
CRJ490	Criminal Justice Internship	3-6
POS311	Urban Government	3
PSY411	Introduction to Counseling	3
SOC321	Cultural Anthropology	3
SSC354	Research in Social Science (w)	3
Senior Project		1 credit
CRJ483	Senior Project	1-5

Family Life

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

Family Life Major (Church Worker)**59 credits****—Liberal Arts, Pre-Law, Pre-Seminary Programs**

Interdisciplinary Core		33 credits
COM355	Interpersonal Communication	3
FAM311	Family Dynamics & Resource Management (w)	3
FAM321	Parent Education & Guidance (w)	3
FAM411	Family Law & Public Policy	3
FAM421	Family Life Education Methodology	3
PSY211	Child Psychology	3
PSY212	Adolescent Psychology	3
PSY421	Human Sexuality	3
REL441	Christian Ethics (w)	3
SOC333	Families in Society	3
SOC345	Adulthood & Aging	3

Students must possess an overall 2.5 grade point average (GPA) in order to apply to the Family Life Major in the Liberal Arts Program at Concordia University, Ann Arbor. Once admitted to the Family Life Major, students must maintain an overall 2.5 GPA to remain in good standing. In order for a course in the Family Life Core curriculum to count towards completion of the Family Life Major, a grade of 2.0 or above must be earned. Should a Family Life Major student earn below a 2.0 GPA in a core course, the course must be repeated and a grade of 2.0 or above earned for it to count toward completion of the major. Should a Family Life Major student fall below an overall GPA of 2.5, the student will be placed on academic probation within the Family Life Major until the GPA is again at or above the 2.5 required to be in good standing. Academic probation puts continuation in the Family Life Major in jeopardy, as the student will not be able to complete the major unless the 2.5 GPA is reinstated. Students on academic probation within the major will not be placed in fieldwork (FAM390A/B, FAM490A/B/C) or be mentored in a Family Life senior project (FAM483).

Fieldwork Requirements		12 credits
FAM390A	Fieldwork IA	3
FAM390B	Fieldwork IB	3
Either both		
FAM490A	Fieldwork IIA	3
FAM490B	Fieldwork IIB	3
Or		
FAM490C	Fieldwork IIC	6-12

Students in the Family Life major are required to complete two semesters volunteering with a church group or community agency prior to applying for admission to the Family Life major. Fieldwork I (FAM390A & FAM390B) will normally be taken in the junior year; students will spend 120 clock hours each semester in a church, a non-profit agency that supports and /or educates families or a hospital setting. Fieldwork II (FAM490A & FAM490B *or* FAM490C) will normally be taken in the senior year. Pre-Seminary students will spend 120 clock hours in each of two semesters in one church placement (FAM490A & FAM490B). Students training as a Director of Family Life Ministry will typically serve in a parish full-time for six months (FAM490C) working with a professional in the congregational setting. Students not intending to work in a congregational setting will do Fieldwork II at a human services community agency (either FAM490A & FAM490B for 120 clock hours minimum in each of two semesters at the same agency *or* FAM490C full-time in one agency for 480 clock hours) or in a children's hospital (FAM490C full-time for 480 clock hours).

Theology Requirements		13 credits
EDU408	Teaching the Christian Faith (w)	2
EDU445	Office of the Christian Teacher	2
REL241	Biblical Literature I-Old Testament (Credits included in General Studies Requirement)	(3)
REL242	Biblical Literature II-New Testament	3
REL321	History of Christian Thought (Credits included in General Studies Requirement)	(3)
THY301	Christian Doctrine I	3
THY302	Christian Doctrine II	3

Senior Project		1 credit
FAM483	Senior Project	1-5

Family Life Major (Social Services) 46 credits

—Liberal Arts, Pre-Law, Pre-Seminary Programs

Interdisciplinary Core		33 credits
COM355	Interpersonal Communication	3
FAM311	Family Dynamics & Resource Management (w)	3
FAM321	Parent Education & Guidance (w)	3
FAM411	Family Law & Public Policy	3
FAM421	Family Life Education Methodology	3
PSY211	Child Psychology	3
PSY212	Adolescent Psychology	3
PSY421	Human Sexuality	3

REL441	Christian Ethics (w)	3
SOC333	Families in Society	3
SOC345	Adulthood & Aging	3

Students must possess an overall 2.5 grade point average (GPA) in order to apply to the Family Life Major in the Liberal Arts Program at Concordia University, Ann Arbor. Once admitted to the Family Life Major, students must maintain an overall 2.5 GPA to remain in good standing. In order for a course in the Family Life Core curriculum to count towards completion of the Family Life Major, a grade of 2.0 or above must be earned. Should a Family Life Major student earn below a 2.0 GPA in a core course, the course must be repeated and a grade of 2.0 or above earned for it to count toward completion of the major. Should a Family Life Major student fall below an overall GPA of 2.5, the student will be placed on academic probation within the Family Life Major until the GPA is again at or above the 2.5 required to be in good standing. Academic probation puts continuation in the Family Life Major in jeopardy, as the student will not be able to complete the major unless the 2.5 GPA is reinstated. Students on academic probation within the major will not be placed in fieldwork (FAM390A/B, FAM490A/B/C) or be mentored in a Family Life senior project (FAM483).

Fieldwork Requirements		12 credits
FAM390A	Fieldwork IA	3
FAM390B	Fieldwork IB	3
Either both		
FAM490A	Fieldwork IIA	3
FAM490B	Fieldwork IIB	3
Or		
FAM490C	Fieldwork IIC	6-12

Students in the Family Life major are required to complete two semesters volunteering with a church group or community agency prior to applying for admission to the Family Life major. Fieldwork I (FAM390A & FAM390B) will normally be taken in the junior year; students will spend 120 clock hours each semester in a church, a non-profit agency that supports and /or educates families or a hospital setting. Fieldwork II (FAM490A & FAM490B *or* FAM490C) will normally be taken in the senior year. Pre-Seminary students will spend 120 clock hours in each of two semesters in one church placement (FAM490A & FAM490B). Students training as a Director of Family Life Ministry will typically serve in a parish full-time for six months (FAM490C) working with a professional in the congregational setting. Students not intending to work in a congregational setting will do Fieldwork II at a human services community agency (either FAM490A & FAM490B for 120 clock hours minimum in each of two semesters at the same agency *or* FAM490C full-time in one agency for 480 clock hours) or in a children’s hospital (FAM490C full-time for 480 clock hours).

Senior Project		1 credit
FAM483	Senior Project	1-5

13 credits

Child Life Specialist Concentration

—Liberal Arts, Pre-Law, Pre-Seminary Programs

The Child Life Specialist course of study is composed of five practical courses offered over five semesters. It is especially designed to support students in preparation of the Child Life Council certification exam for the Child Life Specialist. The courses are open to all students who wish to deepen their understanding of child development and supporting children and families during a medical intervention, crisis or hospitalization.

Concentration Courses		13 credits
FAM331	Observation of Infant & Toddler Development	3
FAM332	Observation of Preschool & Young Child Development	3
FAM333	The Hospitalized Child	3
FAM334	Therapeutic Interventions for the Hospitalized Child	3
FAM335	Child Life Specialist Seminar	1

Youth Ministry Concentration
—Liberal Arts, Pre-Law, Pre-Seminary Programs

14 credits

The Youth Ministry Concentration is composed of five practical courses offered over five semesters and is especially designed for church work students in the Family Life Major or Pre-seminary Program, but is open to all students who are seeking to deepen their knowledge and skills in ministry to homes of adolescents within the church or community. Courses are offered in three hour blocks in the evening or weekends. The Summer May Term courses occur in a one-week, eight-hour-a-day format: students attend 45 hours of class during the week and do the reading and the written work following the class time.

Concentration Courses		14 credits
FAM430	Foundations of Youth Ministry	3
FAM431	Youth Culture	3
FAM432	Youth Ministry Administration	3
FAM433	Youth Ministry Seminar	2
FAM434	Practical Skills in Youth Ministry	3

History

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

History Minor

21 credits

—Elementary Education, Liberal Arts, Pre-Law, Pre-Seminary, Secondary Education Programs

Core Courses		15 credits
HIS101A	World Civilizations I	2
HIS102A	World Civilizations II	2
HIS111A	Development of American Civilization I	2
HIS112A	Development of American Civilization II	2
HIS331	Historiography-State & Local History	3
HIS355	American Racial & Cultural Minorities	3
HIS490	History Internship	1
Electives—Select two of the following courses.		6 credits
HIS385	Area Studies (w)	3
HIS421	Special Topics in History	3
<i>A Petition for Substitution from the Dean is required for any elective besides HIS courses.</i>		
<i>Some possible substitutions include:</i>		
ART321	Art History I (w)	3
ART322	Art History II (w)	3
MUS331	History of Music I (w)	3
MUS332	History of Music II (w)	3
PHI321	History/Problems of Western Philosophy	3
REL321	History of Christian Thought	3

Psychology

Psychology introduces the student to the methods and findings of the scientific study of human behavior and mental processes, plus the application of scientific principles in helping to solve personal and societal problems, all within the context of biblical principles and Christian faith. The major is intended to prepare the student for graduate study in psychology, counseling, theology, education, and related fields. It may be combined with the Pre-Seminary or Teacher Education program. Graduates may also seek immediate employment in fields such as the social services, business, government, law enforcement, and allied health.

Psychology Major**36-37 credits****—Liberal Arts, Pre-Law, Pre-Seminary, Secondary Education Programs**

Required Courses		24-25 credits
MAT261	Elementary Statistics	3
PSY101	General Psychology	3
PSY290	Field Experience I	0
PSY341	Cognitive Psychology	3
PSY342	Social Psychology (w)	3
PSY343	Physiological Psychology	3
PSY361	Abnormal Psychology	3
SSC354	Research in Social Science (w)	3
<i>Select one of the following courses.</i>		
PSY211	Child Psychology	3
PSY212	Adolescent Psychology	3
PSY214	Psychology of the School Aged Child	4
Electives—Select 9 credits from the following courses.		9 credits
PSY362	Personality Psychology	3
PSY411	Introduction to Counseling	3
PSY421	Human Sexuality	3
PSY490	Psychology Internship	3-9
SOC345	Adulthood & Aging	3
Senior Project		3 credits
PSY483	Senior Project	3

Psychology Minor**21-22 credits****—Liberal Arts, Pre-Law, Pre-Seminary, Secondary Education Programs**

Required Courses		12-13 credits
PSY101	General Psychology	3
PSY342	Social Psychology (w)	3
<i>Select one of the following courses.</i>		
PSY341	Cognitive Psychology	3
PSY343	Physiological Psychology	3
PSY361	Abnormal Psychology	3
<i>Select one of the following courses.</i>		
PSY211	Child Psychology	3
PSY212	Adolescent Psychology	3
PSY214	Psychology of the School Aged Child	4
Electives—Select 9 credits from the following courses.		9 credits
PSY290	Field Experience I	0
PSY362	Personality Psychology	3
PSY411	Introduction to Counseling	3
PSY421	Human Sexuality	3
SOC345	Adulthood & Aging	3
SSC354	Research in Social Science (w)	3

Social Studies

Though the course of study in social studies is primarily aimed at preparing candidates for a life of service as teachers, it also is very helpful to those seeking preparation for law or other leadership positions in the church and world. Students will acquire the ability to use important concepts which describe and explain individual and human characteristics, both now and in the past. They will learn and develop skills in observing and analyzing a wide range of social behavior, as well as gain an understanding of the ways in which social structure and rules both frustrate and enhance individual perceptions. In addition, they will develop critical skills which will help them to gather and communicate social information. They will learn the major social and behavioral science concepts and skills and therefore become more effective leaders and servants. Finally, the curriculum places a strong emphasis on participation in society as productive citizens, ones who are able to "rule and be ruled finely" as people of God in the world.

Social Studies Major **36 credits****—Elementary Education, Liberal Arts, Pre-Law, Pre-Seminary, Secondary Education Programs**

Required Courses		26 credits
ECO200	Economics	3
ECO331	International Economics	3
GEO200	Human Geography	3
GEO321	Ethnographic Geography	3
HIS355	American Racial & Cultural Minorities	3
POS101	American Government	3
SSC451	Issues in Social Science	3
<i>Select one of the following 2 credit courses.</i>		
HIS102A	World Civilizations II	2
HIS112A	Development of American Civilization II	2
<i>Select one of the following 3 credit courses.</i>		
POS311	Urban Government	3
POS361	Civil Rights & Civil Liberties	3

Electives—Select a minimum of 9 credits from courses with the following prefixes: CRJ, FAM, HIS, POS, PSY, SOC, or SSC. **9 credits**

Senior Project **1 credit**

SSC483	Senior Project	1-5
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Social Studies Minor **25 credits****—Elementary Education, Liberal Arts, Pre-Law, Pre-Seminary Programs**

Required Courses		25 credits
ECO200	Economics	3
ECO331	International Economics	3
GEO200	Human Geography	3
GEO321	Ethnographic Geography	3
HIS102A	World Civilizations II	2
HIS112A	Development of American Civilization II	2
HIS355	American Racial & Cultural Minorities	3
POS101	American Government	3
<i>Select one of the following courses.</i>		
POS311	Urban Government	3
POS361	Civil Rights & Civil Liberties	3

Sociology

The Sociology minor is intended to provide the student with a broad liberal arts experience that will complement course work in other majors. The Sociology minor will be most helpful to those students who major in an area directly related to preparation for service to diverse populations.

Sociology Minor **21 credits****—Liberal Arts, Pre-Law, Pre-Seminary Programs**

Required Courses		12 credits
SOC101	Introduction to Sociology	3
SOC211	Social Problems	3
SOC355	American Racial & Cultural Minorities	3
SSC451	Issues in Social Science	3
Electives —Select 9 credits from the following courses.		9 credits
SOC321	Cultural Anthropology	3
SOC333	Families in Society	3
SOC345	Adulthood & Aging	3
SOC361	Criminology & Delinquency	3
SSC354	Research in Social Science (w)	3

School of Adult & Continuing Education: Admission to the Accelerated Degree Programs (ADP)

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

Admission Criteria

When making the admission decision, the Director of Admission and/or Admissions Council considers a number of factors including special characteristics of the applicant's background. These may include: recommendations, test scores, personal statement and/or interview. In addition, recent grade trends and general contributions to the school, community, and church, may be considered.

General Requirements

To qualify for admission into the Accelerated Degree Program, the student must:

- Be at least 23 years old
- Have a minimum of three years full-time work experience

To qualify for admission into the Accelerated Degree Program, the student must submit:

- A completed application form
- A one page written essay expressing personal and professional objectives
- An official high school transcript or official certification of high school equivalency or GED diploma
- Official copies of all college transcripts

Transfer of Credit

Students transferring credit for former coursework must have an official transcript sent directly to the ADP Admissions office from the registrar at each collegiate institution previously attended. Official transcripts are required for an accurate evaluation of transfer credits. Transcripts presented in person by the student are unofficial as are any evaluations based upon them.

For transfer credit, Concordia University will consider college-level credits originally earned at any regionally accredited institution of post-secondary education or through the military services (as recognized by the American Council on Education) regardless of the means by which the credits were earned at the originating institution. Credits accepted by Concordia's Registrar may be used toward university-wide requirements, and they must be approved by the appropriate division/dean/council to fulfill program/major/minor requirements. No credits from courses with grades below C- (1.6667) will be accepted for transfer. Grades of "pass" or "satisfactory" or any similar term will be considered as C- or better unless the official transcript indicates a different policy at the originating institution. Grades for transfer credits are not recorded on the Concordia transcript but may influence grade point averages for some programs/majors/minors. After a student is enrolled at Concordia, courses taken at other regionally accredited institutions should be approved in advance and in writing through the Registrar's Office.

Facsimile and Electronic Transmission of Documents

Faxed or electronically transmitted documents are not considered official documents. While these documents may be helpful in advising and counseling students, official documents, sent directly from the sending school's registrar's office to Concordia, must be received following facsimile and/or electronic transmission for Concordia to take official action.

General Education Transfer Credit

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

Credits Earned During Military Service

Veterans may receive appropriate credit for education preparation and experience acquired while in the armed forces. A veteran with an honorable discharge from active duty can receive such credit in accordance with the recommendations of the American Council on Education. Veterans should contact the Registrar's Office for assistance and should submit a copy of their DD form 214 and an official military transcript (AARTS-Army, SMARTNavy/ Marines, Community College of the Air Force).

Attendance at Neighboring Universities and Colleges

Students who would like to supplement Concordia's curriculum offerings may consider attending other area schools such as the University of Michigan, Eastern Michigan University, Cleary University or Washtenaw Community College on a part-time basis while they are attending Concordia. Written approval from an academic advisor is required before enrolling in courses outside of Concordia University–Ann Arbor. Michigan Uniform Undergraduate Guest Applications for all Michigan colleges and universities are available. The student is responsible for tuition charges from another institution, and those credit hours are not considered part of the student's Concordia course load, unless a signed consortium agreement is executed through the financial aid office.

Degree Requirements

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

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

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

Final responsibility for meeting all graduation requirements rests with the student.

The Accelerated Degree Program currently offers majors in Business Administration & Leadership, Criminal Justice Administration, Communication, and Public Safety. The requirements of each major are listed below. In addition, students in the Accelerated Degree Program must complete the general education requirements as described below.

General Degree Requirements: Accelerated Degree Program

1. The student must have a minimum cumulative grade point average of 2.0000 for all graded courses and for the courses in his/her major.
2. Courses that are not considered to be college level (normally courses numbered below 100) will not be counted toward a degree.
3. If no credit hours have been added to the student's Concordia transcript for two or more calendar years, the student must apply (through the Office of Admission) for readmission and meet the requirements in effect at the time of readmission.
4. The student must provide the Registrar with official transcripts sent directly from all other regionally accredited colleges or universities which the student attended. An official transcript showing high school graduation (or an official copy of GED scores) sent directly from the high school (or testing center) is required if the ADP student has earned less than 12 college credits.
5. An application for commencement/diploma must be filed with the Registrar in a timely manner.
6. The student must fulfill all financial obligations to the University.

General Education Requirements for the Accelerated Degree Program

Associate of Arts Degree

The following table summarizes the distribution of requirements for the general education credits related to all Accelerated Degree Program students. All numbers represent semester hours of credit. Quarter hours must be multiplied by 2/3. Grades of C- (1.6667) or above are required for transfer credits to be accepted. Credits

earned through courses, standardized tests, lifelong learning papers, or professional schools/training programs must be assigned to appropriate sub-categories, or they will be considered electives. After formal admission to Concordia University, students should consult with the Registrar so that additional coursework can be credited to the appropriate sub-category.

I. Communication and Literature	6 credits
Written Composition (required)	3-6 credits
Public Speaking	0-3 credits

II. Fine Arts and Humanities	6 credits
Choose at least one course from Group 1 and one from Group 2	
Group 1	
Visual Arts	0-4
Music	0-4
Theatre	0-4
Dance (not a physical activity course)	0-4
Architecture	0-4
Group 2	
Humanities	0-4 credits
Literature	0-4 credits
Philosophy	0-4 credits

III. Natural Sciences and Mathematics	9 credits
Choose at least two of the following sub-categories:	
Astronomy	0-4 credits
Biology/Life Science	0-4 credits
Chemistry	0-4 credits
Ecology/Environmental Science	0-4 credits
Geology/Earth Science	0-4 credits
Kinesiology	0-4 credits
Mathematics*	0-4 credits
Physics/Physical Science	0-4 credits

*Any mathematics course must be more advanced than Intermediate Algebra and requires a grade of C- (1.6667) or better.

IV. Social Sciences	6 credits
Choose at least two of the following sub-categories	
Anthropology	0-4 credits
Economics	0-4 credits
Geography	0-4 credits
History	0-4 credits
Political Science	0-4 credits
Psychology	0-4 credits
Social Sciences	0-4 credits
Sociology	0-4 credits

V. Electives	24 credits
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VI. Computer Proficiency	3 credits
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Required Course:	
GST 150 Introduction to Campus Information Systems	1 credit

<i>Choose one of these:</i>	
GST151 Introduction to Campus Computing	2 credits
Take and pass an approved computer proficiency test	P/NC
Take an approved transfer course	P/NC

VII. Religion	6 credits
REL303 Foundations of Christianity	2
REL305 Faith, Values & Leadership	2
REL445 Ethics and Leadership	2

Minimum Total Required:	60 credits
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Note: At least 30 credits must be earned through courses offered by Concordia University, Ann Arbor.

Bachelor of Arts Degree

The following table summarizes the distribution of requirements for the general education credits related to all Accelerated Degree Program students. All numbers represent semester hours of credit. Quarter hours must be multiplied by 2/3. Grades of C- (1.6667) or above are required for transfer credits to be accepted. Credits earned through courses, standardized tests, lifelong learning papers, or professional schools/training programs must be assigned to appropriate sub-categories, or they will be considered electives. After formal admission to Concordia University, students should consult with the Registrar so that additional coursework can be credited to the appropriate sub-category.

I. Communication and Literature

9 credits

Choose at least two of the following sub-categories (at least three credits of written composition are required.)

Written Composition (required)	3-6 credits
Public Speaking	0-4 credits
Communication/Literature*	0-4 credits

*A course, lifelong learning paper, or standardized test in literature can be counted in either category, but not both categories; however, a second course, paper or test can be used in the other category.

II. Fine Arts and Humanities

9 credits

Choose at least three of the following sub-categories (at least one of the choices must be from Group 1):

Group 1

Visual Arts	0-4 credits
Music	0-4 credits
Theatre	0-4 credits
Dance (not a physical activity course)	0-4 credits
Architecture	0-4 credits
Group 2	0-4 credits
Foreign Language	0-4 credits
Humanities	0-4 credits
Literature*	0-4 credits
Philosophy	0-4 credits
Religion (except the courses in the major)	0-4 credits

*A course, lifelong learning paper, or standardized test in literature can be counted in either category, but not both categories; however, a second course, paper or test can be used in the other category.

III. Natural Sciences and Mathematics

9 credits

Choose at least three of the following sub-categories

Astronomy	0-4 credits
Biology/Life Science	0-4 credits
Chemistry	0-4 credits
Ecology/Environmental Science	0-4 credits
Geology/Earth Science	0-4 credits
Kinesiology	0-4 credits
Mathematics**	0-4 credits
Natural Sciences	0-4 credits
Physics/Physical Science	0-4 credits

**Any mathematics course must be more advanced than Intermediate Algebra and requires a grade of C- (1.6667) or better.

IV. Social Sciences

9 credits

Choose at least three of the following sub-categories

Anthropology	0-4 credits
Economics	0-4 credits
Geography	0-4 credits
History	0-4 credits
Political Science	0-4 credits
Psychology	0-4 credits
Social Sciences	0-4 credits
Sociology	0-4 credits

V. Electives

36-48 credits

VI. Computer Proficiency

3 credits

Required Course:

GST150 Introduction to Campus Information Systems	1 credit
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Choose one of these:

GST151 Introduction to Campus Computing	2 credits
Take and pass an approved computer proficiency test	P/NC
Take an approved transfer course	P/NC

VII Religion and Major

42-50 credits

The designated courses to be taken for each major are listed below.

Minimum Total Required: 128 credits

Notes:

- For those students enrolled in the Accelerated Degree Programs, a Bachelor of Arts (B.A.) Degree requires completion of a minimum of 128 credits. These credits must include the general education requirements described above, the requirements of the major (see the major for a description), elective credits as needed, and completion of the computer proficiency requirement. Of the 128 hours required for graduation, at least 30 hours (including at least six credits in the major and a senior project) must be completed in courses offered by Concordia University, Ann Arbor.
- An Accelerated Degree Program student must complete a minimum of one approved major. The Registrar must certify the completion of approved ADP majors.
- Senior Project: The Senior Project is the culminating activity required for the completion of the bachelor's degree. It is carried out within the context of the student's major or program but draws on all the student has learned. The Senior Project may take a variety of forms: independent research and writing, performance, collaborative work with a faculty member, an internship, etc.

Business Administration and Leadership

The Business Administration and Leadership accelerated major is designed for the working adult. The program features the development of skills in professional leadership and administration, and prepares students for mid-level management positions in a variety of business settings. Program requirements include the core of business courses, a research methods course, three religion courses, and the Senior Project. Up to 30 credit hours of the degree may be earned through credit for prior learning.

Business Administration and Leadership – Accelerated Degree Program **50 credits**
ADP Core Courses **17 credits**

GST150 is a General Studies credit required of all ADP students. (1)

MAT101 and GST151 are pre-requisites for MAT105.

MAT105 is a pre-requisite for BUS402.

ADP310 Writing the Critical Analysis	3
BUS402 Research Methods	3
BUS484 Senior Project I	2
BUS485 Senior Project II	3
REL303 Foundations of Christianity	2
REL305 Faith, Values & Leadership	2
REL445 Ethics and Leadership	2

Courses for the Business Administration and Leadership Major **33 credits**

ACC310 Financial Accounting	3
BUS314 Administration of Human Resources	3
BUS321 Business Law	3
BUS332 Leadership in Marketing	3
BUS412 Management and Supervision	3
BUS440 Organizational Behavior	3
BUS450 Leadership Theory	3
COM202 Communications	3
ECO201A Microeconomics (prerequisite to ECO202A)	3
ECO202A Macroeconomics	3
MAT105 Introduction to Statistics (prerequisite to ECO201A)	3

Courses for the Business Administration and Leadership Minor **21 credits**

MAT105 is a pre-requisite for ECO201A.

BUS314 Administration of Human Resources	3
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BUS440	Organizational Behavior	3
BUS332	Marketing	3
BUS412	Management and Supervision	3
BUS450	Leadership Theory	3
COM202	Business Communication	3
ECO201A	Microeconomics	3

Communication

The Communication major is designed for working adults. The program is interdisciplinary, combining business, information management, and communication courses. This academic discipline can be applied to a wide variety of occupations. The skills developed in this program pertain to virtually any professional setting. The program features 17 courses, including Writing the Critical Analysis, Research Methods, Senior Project and two additional elective communication options. Up to 30 credit hours of the degree may be earned through credit for prior learning.

Communication – Accelerated Degree Program **50 credits**

ADP Core Courses **17 credits**

GST150 is a General Studies credit required of all ADP students. (1)

MAT101 and GST151 are pre-requisites for MAT105.

**MAT105 is a pre-requisite for BUS402.*

ADP310	Writing the Critical Analysis	3
BUS402*	Research Methods	3
BUS484	Senior Project I	2
BUS485	Senior Project II	3
REL303	Foundations of Christianity	2
REL305	Faith, Values & Leadership	2
REL445	Ethics and Leadership	2

Courses for the Communication Major **33 credits**

**GST151 is a pre-requisite for ART220.*

***COM201 is a pre-requisite for COM301, COM351, and COM355.*

****LAN282 is a pre-requisite for COM355*

ART220*	Design and Publishing on the Internet	3
COM202	Business Communication	3
COM203	Intro to Organizational Communication	3
COM301**	Persuasive Communication	3
COM303	Communication Theory	3
COM351**	Group Communication	3
COM355**/**	Interpersonal Communication	3
COM356	Organizational Writing & Publishing	3
COM405	Public Relations	3

Electives **6 credits**

Select 6 credits from the following courses.

COM331	American Eloquence: Voices of Leaders	3
COM332	Mass Communication	3
COM334	Negotiations, Argumentation and Debate	3
COM441	Systems Thinking and Design	3
COM445	Conflict Management	3
LAN282	Language, Communication & Culture (peq to COM355)	3

Courses for the Communication Minor **21 credits**

*COM201 is a prerequisite for COM301, COM351, COM355, and COM334. (3)

**COM203 is a prerequisite for COM405

COM202 Business Communication 3

COM203**Intro to Organizational Communication 3

COM301* Persuasive Communication 3

COM351* Group Communication 3

COM355* Interpersonal Communication 3

COM356Organizational Writing & Publishing 3

Electives

Select 3 credits from the following courses.

COM334* Negotiations, Argumentation and Debate 3

COM405** Public Relations 3

Criminal Justice Administration

The Criminal Justice Administration major is designed for the working adult. The program features the development of skills in professional leadership and administration, and prepares students for mid-level management positions in criminal justice systems. In addition to an orientation session, the program features 15 courses, including Writing the Critical Analysis, Research Methods, and the Senior Project. Up to 30 credit hours of the degree may be earned through credit for prior learning. In May 2001, the CJA major was revised and aligned with the standards of quality set by the national Academy of Criminal Justice Sciences for baccalaureate programs.

Criminal Justice Administration – *Accelerated Degree Programs* **41 credits**

ADP Core Courses **17 credits**

GST150 is a General Studies credit required of all ADP students. (1)

MAT101 and GST151 are pre-requisites for MAT105.

MAT105 is a pre-requisite for BUS402.

ADP310 Writing the Critical Analysis 3

BUS402 Research Methods 3

BUS484 Senior Project I 2

BUS485 Senior Project II 3

REL303 Foundations of Christianity 2

REL305 Faith, Values & Leadership 2

REL445 Ethics and Leadership 2

Courses for the Criminal Justice Administration Major **24 credits**

CJA362 Criminology and Deviance 3

CJA372 Dimensions in Criminal Justice 3

CJA405 Law Enforcement and Police Services 3

CJA411 Criminal Law and Procedure 3

CJA425 Corrections 3

CJA432 Juvenile Justice Process 3

CJA440 Contemporary Issues in Criminal Justice 3

CJA450 Supervision and Leadership 3

Public Safety

The Public Safety major is intended to meet the professional development needs of in-service and entry-level personnel in public safety organizations of law enforcement, fire protection, emergency response management, Emergency Medical Services (EMS) and Paramedic settings. This program was developed in collaboration with the Michigan Academy of Emergency Services. Students who possess Emergency Medical Technician (EMT) certification may qualify for a maximum of 10 credits toward completion of the program. Those who have

Paramedic certification may qualify for a maximum of 35 credits. Additional certificates are subject to review for transfer credit on an individual basis.

Public Safety – *Accelerated Degree Programs* **53 credits**

ADP Core Courses **17 credits**

GST150 is a General Studies credit required of all ADP students. (1)

MAT101 and GST151 are pre-requisites for MAT105.

MAT105 is a pre-requisite for BUS402.

ADP310	Writing the Critical Analysis	3
BUS402	Research Methods	3
BUS484	Senior Project I	2
BUS485	Senior Project II	3
REL303	Foundations of Christianity	2
REL305	Faith, Values & Leadership	2
REL445	Ethics and Leadership	2

Courses for the Public Safety Core **15 credits**

**COM203 is a pre-requisite for COM405.*

COM405*	Public Relations	3
EMG301	Inter-disciplinary Incident Command	3
EMG324	Emergency Preparedness	3
EMG442	Current Issues in Emergency Management	3
EMG445	Emergency Response to Terrorism	3

Areas of Emphasis **21 credits**

Emergency Medical Services

EMG201	Emergency Medical Technician—Basic	10
EMG221	Paramedic	10
HZM310	Haz Mat Operations for EMS	1
<i>Optional additional course:</i>		
EMG310	EMS Instructor Coordinator	6

Fire Science Company Officer

FSC201	Fire Fighter I & II	14
FSC301	Building Construction	1
FSC310	Fire Fighting Strategies & Tactics	3
FSC401	Fire Service Company Officer	3

Fire Science – Fire Prevention/Investigation

(Prerequisite – must have either FSC201 or Police Officer Certification prior to admission).

5 Credits will be applied to this emphasis.

FSC301	Building Construction	1
FSC310	Fire Fighting Strategies & Tactics	3
FSC321	Principles of Fire Origin Detection	3
FSC325	Fire Prevention, Inspection And Code Enforcement	3
FSC331	Introduction To Fire Protection	3
FSC401	Fire Service Company Officer	3

Public Safety Chief

(Prerequisite – must have either FSC201 or Police Officer Certification prior to admission)

**ACC310 is a prerequisite for PSA401*

**COM201 is a prerequisite for COM334*

BUS314	Administration of Human Resources	3
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COM334*	Negotiation, Argumentation & Debate	3
CJA440	Contemporary Issues in Criminal Justice (PD Only)	3
FSC401	Fire Service Company Officer (FD Only)	3
PSA204	Introduction to Public Administration	3
PSA421	Theories of Public Administration	3
PSA401	Financial Management & Budgeting	3
PSA445	Strategic Management & Planning	3

Official Records & Release of Information

Official records are those records or files which directly relate to a student and are maintained by the university in accordance with policies and procedures stipulated in the Faculty Handbook. The official records of students are considered confidential information and, as such, shall be kept private from third parties. Every student in attendance, or who has been in attendance, has the right to inspect and review his/her official records.

Concordia stipulates the following as official student records and names the corresponding position holders as responsible for their administration, retention and disposal:

Academic Advisement Files	Academic Advisors/Registrar
Academic Programs	Program Directors
Admission Files	Director of Admissions
Athletic Records	Director of Athletics
Business and Accounting Records	Business Office Manager
Church Worker Placement Files	Program Directors
Disciplinary Files	VP of Student Services
Financial Aid Files	Director of Financial Aid
Health Records	VP of Student Services
Standardized Test Results/Transcripts	Registrar

Provisions can be made for the periodic routine destruction of non-permanent records and non-current disciplinary records. Each office listed above is responsible for publishing a statement detailing the following: (1) the length of time a record is maintained, (2) the kind of material(s) which will be kept in the record, (3) individuals and/or offices which will have access to the records and, (4) policy for disposal of documents.

Exceptions

1. Unsuccessful applicants for admission to Concordia are not eligible for the considerations noted above.
2. Parents of Concordia students are considered third parties. The student must sign a waiver authorizing the appropriate office to release information to parents or others.
3. An instructor's own records, when kept in the sole possession of the maker and not accessible or revealed to any other individual except a substitute instructor, are not considered official records of Concordia.
4. Records which simply reflect the student as an employee of the institution are exempted from the definition of official records.
5. Records created or maintained by a physician, nurse, psychiatrist, psychologist or other recognized professional, or paraprofessional acting in his/her official capacity and used only for treating the student and not disclosed to any other individual except for those providing treatment, are exempted.

Right to Amend

A student who believes the information in an official record is inaccurate or misleading or violates the student's privacy may request that Concordia amend the record.

If a request for amendment is refused, the student may request a hearing to challenge the content of the record within twenty one days. The student must be given notice of the date and time. The hearing will be conducted by a member of the President's Cabinet who does not have a direct interest in the outcome. The student must have full opportunity to present evidence relative to the issues and has the option of being represented by an individual, including an attorney. If Concordia decides not to change the record, the student must be so informed in writing and given the opportunity to place in the record a statement commenting upon the information in the official record. This statement must be maintained with the record as long as the record is maintained.

Release of Information with Student Consent

Concordia may not disclose information from a student's official record without first obtaining the written consent of the student, except under certain limited circumstances noted below. Any consent for disclosure must be signed and dated by the student and must specify the records to be disclosed, the purpose(s) of the disclosure and the party or class of parties to whom the disclosure may be made.

Concordia may disclose without prior consent personally identifiable information regarding a present or former student if it is "Directory Information" from the three following categories:

- Category I:** Name, addresses (including permanent, local, and e-mail), current class schedule, telephone numbers, dates of attendance, class level (e.g. sophomore, graduate student), photographs, birth date, place of birth
- Category II:** Previous institution(s) attended, major field of study, awards, honors (includes Dean's list), degree(s) conferred (including dates), full time/part time status, number of credits carrying in current semester
- Category III:** Past and present participation in officially recorded athletic and co-curricular activities, physical factors (i.e. height and weight of athletes)

Although such information may be released without student consent, students may request information contained in any or all of the above categories not be released to any and all parties, except as stipulated below. Such a request will be made in writing to the registrar's office.

- A student's consent is not required if a record is to be disclosed to other administrators, faculty or staff within the University who have a legitimate educational interest in the information.
- Information may be disclosed to determine the eligibility for student aid, the amount of it, the conditions which will be imposed regarding it, and to enforce such terms or conditions.
- Information about a student can be released without consent to organizations conducting studies for, or on behalf of, the University to develop, validate, or administer predictive tests, administer student aid programs or improve instruction or retention.
- Accrediting organizations may be given information about students in order to carry out their functions.
- Concordia may release a record without student consent to comply with a judicial order or lawfully issued subpoena.

The University may disclose education records in certain circumstances:

- To appropriate parties in a health or safety emergency
- To the official of another school, upon request, to which a student intends to enroll
- To Officials of the U.S. Dept. of Education, the Comptroller General, to state and local educational authorities, in connection with state or federally supported education programs
- To appropriate parties the results of an institutional disciplinary proceeding against the alleged of a crime of violence
- To military recruiters per the Solomon Amendment

Additional exceptions stipulated by the Family Educational Rights and Privacy Act of 1974, as amended, will be honored.

Record of Disclosure

Concordia must maintain a record of disclosure of official records to third parties. This record must be kept as long as the file is maintained. This record of disclosures is for inspection by the student.

Social Security Privacy

Concordia University protects the student's right of privacy of information and recognizes the importance of maintaining the confidentiality of student records while performing effective functions of the University. In this effort, CUAA assigns each student a unique Student ID to be used in place of the Social Security Number (SSN).

Social Security Numbers are collected from all students and are required for financial aid and specific reporting functions as required by the State and Federal government. Social Security Numbers may be used for mailing of transcripts if the student makes the request, reporting to the National Student Clearinghouse, attendance verifications, degree reporting, and loan tracking.

The Student ID number is used whenever the student registers for classes, makes a payment, or other internal functions. The Student ID will print on any internal hard copy material such as grade lists, attendance rosters, bills, etc. Copies of materials with a student's ID or SSN are destroyed by shredding when not retained in a secure area. Any original hard copy material, such as applications, with the SSN listed, is treated as confidential material and is destroyed by shredding after the student has not registered for five or more years.

Faculty and staff are notified annually of privacy procedures and FERPA requirements for any form of verbal or written communication.

Graduate Program Admission

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

Graduate Admission Criteria

When making the admission decision, the Director of Admission and/or Admissions Council considers a number of factors including special characteristics of the applicant's background. These may include: recommendations; test scores; personal statement and/or interview. In addition, recent grade trends and general contributions to the school, community and church may be considered.

General Requirements

To qualify for admission into the Master of Science program, the student must have:

- A bachelor's degree from a regionally accredited institution.
- A cumulative grade point average of 3.0 or higher on a 4.0 scale.
- Competence in computing and communication skills.

To apply for the graduate program a prospective student must submit:

- A completed application form for a specific program.
- Final official transcript from the undergraduate institution showing an earned Bachelor's degree, unless such transcripts are already on file at Concordia University. In the latter case, the student should ask the Registrar to send official transcripts to the Graduate Admissions office.
- A one page written essay, expressing personal and professional objectives.
- Additional information as listed for a given program.

Transfer of Credit

Students who fulfill the entrance requirements may transfer a maximum of 6 credits, earned within the past five years from another accredited institution however, not part of course work leading to an earned degree. The Dean of the appropriate School will, in consultation with the Graduate Studies Committee, determine whether credits are transferable into the program.

School of Education

Graduate Admission Requirements

In addition to the above, applicants to the School of Education programs must submit the following:

- Confidential Appraisal Forms from two supervisors, addressing the quality of the applicant's professional work and sent directly to Concordia University, School of Education – Graduate Admissions.
- Refundable Tuition Deposit of \$100

School of Adult and Continuing Education

M.S. in Organizational Leadership and Administration- Admission Requirements

In addition to the above, applicants to the Organizational Leadership and Administration program must submit the following:

- A professional resume (At least 3 years of full-time work experience is required).
- Transcribed evidence of the completion of at least one college level course in each of the following:*

 - Economics (Macro or Micro)
 - Statistics

*If these have not been completed, students are required to complete these as corequisites within the first semester.

Degree Requirements

School of Education

Master of Science in Educational Leadership

Concordia University's Master of Science in Educational Leadership is designed for professional educators who are seeking advanced professional training for positions in P-12 public, charter, private and parochial schools. The nationally accredited School of Education at Concordia University provides a curriculum aligned with the Michigan Standards and the three-point mission of the School of Education to prepare professional educators who are servant leaders, reflective practitioners, and committed to life-long learning.

Educational Leadership Studies are foundational to the three concentrations that make up the graduate education curriculum. A core curriculum of 15 credit hours in Educational Leadership Studies begins the program from which students may choose to specialize in one of three concentrations: Educational Leadership and Administration; Curriculum and Instruction; or Religious Education Studies.

Administration Concentration

This program is designed for current and aspiring administrators who desire to build a theoretical understanding of effective leadership, and develop practical skills in educational administration. In this program, practical and relevant leadership skills and concepts are applied to the contemporary educational setting. (This concentration will permit students to be recommended for Building Level Administrative Licensing.)

Educational Leadership Studies Core		15 credits
EDU520	Educational Leadership: Theory and Practice	3
EDU530	Organizational Theory in Educational Settings	3
EDU550	Research Methods in Education	3
EDU570	Professional Learning Communities in a Pluralistic Society	3
EDU580	Curriculum Development and Instructional Supervision	3
Educational Leadership And Administration: Concentration Requirements		12 credits
EDU610	Legal, Ethical & Policy Issues for School Leaders	3
EDU630	The Principalship: Current Issues & Emerging Trends	3
EDU640	Personnel Management and Professional Development	3
EDU650	Funding and Financing Schools	3
Internship Component		2 credits
EDU790	Internship in Leadership Education I	1
EDU791	Internship in Leadership Education II	1
Capstone Project		3 credits
EDU795	Guided Research and Practice	3

Curriculum and Instruction Concentration

This program is designed to help the classroom practitioner develop an understanding of effective instruction and curriculum development. Teachers will also acquire the leadership skills necessary to both initiate change and create academic improvement in the school setting. Current research based theories and methods are presented to facilitate professional development for the P-12 teacher.

Educational Leadership Studies Core		15 credits
EDU520	Educational Leadership: Theory and Practice	3
EDU530	Organizational Theory in Educational Settings	3
EDU550	Research Methods in Education	3
EDU570	Professional Learning Communities in a Pluralistic Society	3
EDU580	Curriculum Development and Instructional Supervision	3
Curriculum and Instruction: Concentration Requirements		12 credits
EDU560	Cultural Issues in Curriculum, Classroom, and Community	3
EDU590	Curriculum Inquiry and Reform	3
EDU620	Instructional Technologies and the Reflective Educator	3
EDU660	Educational Policy: Current Issues and their Effects on Curriculum	3

Internship Component	2 credits
EDU780 Research Seminar in Curriculum and Instruction I	1
EDU781 Research Seminar in Curriculum and Instruction II	1

Capstone Project	3 credits
EDU795 Guided Research and Practice	3

Religious Education Studies Concentration

This program is designed to help the classroom practitioner or administrator develops the skills to effectively construct and direct a program of religious studies. Upon completion of the program, participants who qualify, may also receive the Lutheran Teacher Diploma (LTD). The religious studies component is based on the traditional teaching of the Lutheran Church-Missouri Synod (LCMS).

Educational Leadership Studies Core	15 credits
EDU520 Educational Leadership: Theory and Practice	3
EDU530 Organizational Theory in Educational Settings	3
EDU550 Research Methods in Education	3
EDU570 Professional Learning Communities in a Pluralistic Society	3
EDU580 Curriculum Development and Instructional Supervision	3

Religious Education Studies: Concentration Requirements	18 credits
RES501 Advanced Studies in the Old Testament	3
RES502 Advanced Studies in the New Testament	3
RES503 Confessional Lutheran Theology	3
RES504 Christian Doctrine	3
EDU605 Curriculum Construction for Teaching the Faith	2
REL506 Varieties of Belief	2
HIS507 History of Christian Thought	2
RES508 Seminar on the Office of the Christian Teacher	2
EDU794 Project in Religious Education	1

DUAL CONCENTRATION AVAILABLE: for Administration Concentration Only
 (This course program option is available only through December 2008.)

Administration and Curriculum and Instruction

Professional educators who are seeking advanced professional training and expertise in both concentrations can take the additional four Curriculum and Instruction concentration courses to be awarded a Master of Science in Educational Leadership with concentrations in both Educational Administration and Curriculum and Instruction. Candidates must declare their intention to complete the course work in both concentrations before enrolling in EDU550. Candidates seeking the dual concentration must work with their academic advisor to develop a degree plan to accomplish the additional course work with existing other cohort(s).

Educational Leadership Studies Core	15 credits
EDU520 Educational Leadership: Theory and Practice	3
EDU530 Organizational Theory in Educational Settings	3
EDU550 Research Methods in Education	3
EDU570 Professional Learning Communities in a Pluralistic Society	3
EDU580 Curriculum Development and Instructional Supervision	3

Dual Concentration Requirements:	24 credits
EDU560 Cultural Issues in Curriculum, Classroom, and Community	3
EDU590 Curriculum Inquiry and Reform	3
EDU610 Legal, Ethical & Policy Issues for School Leaders	3
EDU620 Instructional Technologies and the Reflective Educator	3
EDU630 The Principalship: Current Issues & Emerging Trends	3

EDU640	Personnel Management and Professional Development	3
EDU650	Funding and Financing Schools	3
EDU660	Educational Policy: Current Issues and their Effects on Curriculum	3
Internship Component		1 credit
EDU790	Internship in Leadership Education I	0.5
EDU791	Internship in Leadership Education II	0.5
Capstone Project		3 credits
EDU795	Guided Research and Practice	3

The Master of Science in Educational Leadership program outcomes require only one Action Research Project and Report and internship sequence, a double concentration does not require an additional research project nor does it require more than one internship sequence.

School of Adult and Continuing Education

Master of Science in Organizational Leadership and Administration

Purpose

The Master of Science in Organizational Leadership and Administration graduate program is designed for the working adult. The curriculum focuses on leadership theory and practice, ethics, and communication.

Throughout the program students will assess and develop their own leadership abilities within the context of their own profession and the wider global community.

Program Objectives

Upon successful completion of the Master of Science in Organizational Leadership and Administration, the graduate will:

1. Understand servant leadership and apply Christian ethics.
2. Integrate theories of leadership and management at one's work.
3. Recognize the strength of multicultural diversity and global interdependence.
4. Appreciate affirmative action and the value of equal opportunity.
5. Develop negotiation and conflict resolution skills.
6. Understand the financial tools and techniques used in modern organizations.
7. Understand the application of information systems.
8. Expand research skills.
9. Write and speak effectively within the program.

Required Courses

In order to complete the Master of Science in Organizational Leadership and Administration program, the student must complete a minimum of 33 semester hours of credit beyond the bachelor's degree with a cumulative grade point average of at least 3.0 on a 4.0 scale. Individual courses will be credited toward degree requirements only when completed with a grade of B- or better. The degree is offered in eleven courses; most are eight weeks in length, totaling 33 credit hours.

Organizational Leadership and Administration		33 credits
OLA503	Theories of Leadership	3
OLA509	Team Building and Leading Change in Organizations	3
OLA570	Leadership Competencies Practicum	3
OLA515	Organizational Communication and Negotiation	3
OLA542	Ethical Dimensions of Leadership	3
OLA521	Selecting and Implementing Information Systems	3
OLA535	Strategic Human Resources Management	3
OLA555	Financial Analysis for Administrators	3
OLA563	Leadership in International Organizations	3
OLA584	Research (Thesis, Literature Review or Internship)	3
OLA585	Oral Defense of Research	3

Additional information is available in the Graduate Student Handbook at www.cuaa.edu/studenthandbook

Official Records and Release of Information

Official records are those records or files that directly relate to a student and are maintained by the college in accordance with policies and procedures stipulated in the Faculty Handbook. The official records of students are considered confidential information and, as such, shall be kept private from third parties. Every student in attendance, or who has been in attendance, has the right to inspect and review his/her official records.

Concordia stipulates the following as official student records and names the corresponding position holders as responsible for their administration, retention and disposal:

Academic Advisement Files	Academic Advisors/Registrar
Academic Programs	Program Directors
Admission Files	Director of Admissions
Athletic Records	Director of Athletics
Business and Accounting Records	Director of Accounting
Church Worker Placement Files	Program Directors
Disciplinary Files	Executive Director of Student Services
Financial Aid Files	Director of Financial Aid
Health Records	Executive Director of Student Services
Standardized Test Results/Transcripts	Registrar

Provisions can be made for the periodic routine destruction of non-permanent records and non-current disciplinary records. Each office listed above is responsible for publishing a statement detailing the following: (1) the length of time a record is maintained, (2) the kind of material(s) which will be kept in the record, (3) individuals and/or offices which will have access to the records and, (4) policy for disposal of documents.

Exceptions

1. Unsuccessful applicants for admission to Concordia are not eligible for the considerations noted above.
2. Parents of Concordia students and spouses are considered third parties. The student must sign a waiver authorizing the appropriate office to release information to parents or others.
3. An instructor's own records, when kept in the sole possession of the maker and not accessible or revealed to any other individual except a substitute instructor, are not considered official records of Concordia.
4. Records, which simply reflect the student as an employee of the institution, are exempted from the definition of official records.
5. Records created or maintained by a physician, nurse, psychiatrist, psychologist or other recognized professional, or paraprofessional acting in his/her official capacity and used only for treating the student and not disclosed to any other individual except for those providing treatment, are exempted.

Right to Amend

A student who believes the information in an official record is inaccurate or misleading or violates the student's privacy may request that Concordia amend the record.

If a request for amendment is refused, the student may request a hearing to challenge the content of the record within twenty one days. The student must be given notice of the date and time. The hearing will be conducted by a member of the President's Cabinet who does not have a direct interest in the outcome. The student must have full opportunity to present evidence relative to the issues and has the option of being represented by an individual, including an attorney. If Concordia decides not to change the record, the student must be so informed in writing and given the opportunity to place in the record a statement commenting upon the information in the official record. This statement must be maintained with the record as long as the record is maintained.

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Concordia may disclose without prior consent personally identifiable information regarding a present or former student if it is "Directory Information" from the three following categories:

Category I: Name, addresses (including permanent, local, and e-mail), current class schedule, telephone numbers, dates of attendance, class level (e.g. sophomore, graduate student), photographs, birth date, place of birth

Category II: Previous institution(s) attended, major field of study, awards, honors (includes Dean's list), degree(s) conferred (including dates), full time/part time status, number of credits carrying in current semester

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Although such information may be released without student consent, students may request information contained in any or all of the above categories not be released to any and all parties, except as stipulated below. Such a request will be made in writing to the registrar's office.

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The University may disclose education records in certain circumstances:

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- To the official of another school, upon request, to which a student intends to enroll
- To Officials of the U.S. Dept. of Education, the Comptroller General, to state and local educational authorities, in connection with state or federally supported education programs
- To appropriate parties the results of an institutional disciplinary proceeding against the alleged of a crime of violence
- To military recruiters per the Solomon Amendment

Additional exceptions stipulated by the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, will be honored.

Record of Disclosure

Concordia must maintain a record of disclosure of official records to third parties. This record must be kept as long as the file is maintained. This record of disclosures is available for inspection by the student.

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Students, faculty, and staff are notified annually of privacy procedures and FERPA requirements for any form of verbal or written communication.

COURSE DESCRIPTIONS

- ACC201 Accounting I** **credits: 3**
 Students examine the fundamental principles of accounting with emphasis on financial accounting. Topics include asset valuation, income determination, use of working papers, and the preparation of basic financial statements. (Haab) Prerequisite: BUS101 & Sophomore standing
- ACC202 Accounting II** **credits: 3**
 Students continue to examine the fundamental principles of accounting with emphasis on financial accounting, then begin analysis and practice in managerial accounting. Topics for this course include accounting for liabilities and owners' equity, cash flow statements, financial statement analysis, and product costing. (Haab) Prerequisite: ACC201
- ACC310 Introduction to Financial Accounting** **credits: 3**
 Presents the major accounting processes, financial statements and basic accounting transactions, as well as an analysis and use of financial statements in business decisions. (ADP)
- ADP301 Experiential Learning/Critical Thinking** **credits: 2**
 A review of critical thinking skills, featuring conceptualization and introduction of the student to the experiential learning component of the degree program. Lifelong learning essay composition and other degree completion strategies are studied on an individualized basis. (ADP)
- ADP310 Writing the Critical Analysis (w)** **credits: 3**
 Allows students to write essays that analyze and explain using claims of fact, value, and policy. The course also introduces students to the Lifelong Learning Paper. (ADP)
- ART101 Drawing & Design I** **credits: 3**
 This course introduces the student to basic drawing techniques, the study of composition, and the use of a variety of wet and dry media.
- ART110H Painting with Watercolors** **credits: 2**
 Students explore watercolor painting as an integrative process involving aspects of drawing, design, color, and image in the organization of a two-dimensional surface.
- ART110I Ceramics: Handbuilding** **credits: 2**
 Students explore the techniques of hand built ceramic form, as related to functional ware and as sculptural object. A variety of clay techniques, glazing, firing procedures, and topics in craft criticism are explored.
- ART110J Ceramics: Wheel Thrown Vessels** **credits: 2**
 Students explore the techniques of wheel-thrown form, as related to functional ware and the vessel as sculptural object. A variety of clay techniques, glazing, firing procedures, and topics in craft criticism are explored.
- ART110K Photography for Non-Art Majors** **credits: 3**
 A thorough first term course in basic black and white photography. It is designed for the student with no prior knowledge of photography. The course will introduce the student to: the basic understanding and operation of the 35mm SLR camera, the basic understanding and operation of the enlarger, the proper mixing and handling of photographic chemicals, proper darkroom procedures, proper film development, the techniques of print making, and basic lighting techniques.
- ART110N Glass** **credits: 3**
 Introduces the student to basic hot and cold glassworking techniques. Students will learn how to gather and manipulate molten glass, use color in glass, work with different tools, and make a variety of basic forms.
- ART110P Pochoir Printmaking** **credits: 1**
 An introduction to the pochoir process of printmaking.
- ART110Q Serigraphy Printmaking** **credits: 1**
 An introduction to the serigraphy process of printmaking.
- ART110R Relief Printmaking** **credits: 1**
 An introduction to the relief process of printmaking.
- ART202 Drawing & Design II** **credits: 3**
 This course utilizes nature, still life, and the human figure to study line, form, space, and value. A variety of wet and dry media plus the introduction of color are used to further develop the student's understanding and skills in drawing and design. Prerequisite: ART101

- ART204 3-Dimensional Design** **credits: 3**
 An introductory forum for understanding basic design principles, concepts, materials and processes with an emphasis on creating three-dimensional art. This course includes basic techniques of constructing, assembling, fabrication, and experimental media. Prerequisite: ART101
- ART219 Graphic Design I** **credits: 3**
 An introduction to computer hardware and software for the layout of text and images. Included is the study of typography, issues of communication, and selected topics in the history of graphic design. Prerequisite: ART101
- ART220 Design & Publishing on the Internet** **credits: 3**
 Introduces the student to the technical, aesthetic and practical issues related to design and publishing on the internet. (ADP) Prerequisite: GST151
- ART221 Photography I** **credits: 3**
 An introduction to the basic operations of the camera, enlarger, proper darkroom procedures, techniques of print making, and basic lighting techniques for the creation of black and white photographs. Prerequisite: ART101
- ART318 Photography II** **credits: 3**
 This course builds on the skills acquired in Photography I. Areas of study include: advanced black and white film processing and printing techniques, further exploration and control of lighting conditions, and medium format camera operation. Emphasis will be placed on using advanced photographic techniques for visual problem solving. Prerequisite: ART221
- ART319 Graphic Design II** **credits: 3**
 Continued experience with computer hardware and software for the layout and design of text and images. Emphasis on image editing, layering and the manipulation of digital images for graphic design. Prerequisite: ART219
- ART321 Art History I (w)** **credits: 3**
 This course is an overview of visual expression from the earliest history throughout Egypt, Mesopotamia, Greece, Rome, Byzantine, Early Christian and the Middle Ages. The study of Islamic, African, South and Southeast Asian, Chinese, Korean and Japanese art, the native arts of the Americas before 1000 is also included. This course does not have to be taken in sequence with Art History II. Prerequisite: ENG101
- ART322 Art History II (w)** **credits: 3**
 This course is an overview of visual expression from the Renaissance to the present. The study of later African, South and Southeast Asian, Chinese, Korean and Japanese art, native arts of the Americas after 1000 and the art of Oceania is also included. This course does not have to be taken in sequence with Art History I. Prerequisite: ENG101
- ART323 Art History I** **credits: 3**
 This course is an overview of visual expression from the earliest history throughout Egypt, Mesopotamia, Greece, Rome, Byzantine, Early Christian and the Middle Ages. The study of early Islamic, African, South and Southwest Asian, Chinese, Korean and Japanese art, the native art of the Americas before 1000 is also included. This course does not have to be taken in sequence with Art History II. (Offered alternate years).
- ART324 Art History II** **credits: 3**
 This course is an overview of visual expression from the Renaissance to the present. The study of later African, South and Southeast Asian, Chinese, Korean, and Japanese art, native arts of the Americas after 1000 and the art of Oceania is also included. This course does not have to be taken in sequence with Art History I. (Offered alternative years).
- ART341 Painting I** **credits: 3**
 Students explore painting as an integrative process involving aspects of drawing, design, color and image in the organization of a two-dimensional surface. Prerequisite: ART202
- ART342 Painting II** **credits: 3**
 Advanced application and study of color, subject, and surface and its relationship to a variety of painting media. Prerequisite: ART341
- ART343 Ceramics I** **credits: 3**
 This course will introduce students to the techniques of hand-built clay forms as they relate to function and non-function. A variety of clay techniques, glazing, firing procedures, and topics in crafts criticism are explored. Prerequisite: ART204

- ART344 Ceramics II** **credits: 3**
 This course will build on the techniques of handbuilding introduced in ART343 with the introduction to the potter's wheel, glaze making, and kiln maintenance. Topics in craft criticism will supplement studio studies. Prerequisite: ART343
- ART347 Printmaking I** **credits: 3**
 An introduction to a variety of image building experiences utilized by printmaking artists. Relief process, collography, and serigraphy will form the basis of studio work. Prerequisite: ART202
- ART348 Printmaking II** **credits: 3**
 Advanced study of a selected process or combination of processes utilized by printmaking artists. Prerequisite: ART347
- ART349 Sculpture** **credits: 3**
 An introductory sculpture course focusing on a variety of mediums such as clay, metal, wood, mixed media and found objects. The course will involve traditional and contemporary sculpture history, contemporary modes of criticism, and group critiques. Prerequisite: ART204
- ART419 Graphic Design: Advanced Studies** **credits: 1**
 This course is designed for majors and minors who desire a studio concentration in graphic design. Course work includes advanced techniques and independent research. Topics in the history of graphic design will supplement studio work. This course may be repeated with each contract arranged for 1-3 credits, with compounded total of no more than 9 credits. Prerequisite: ART319
- ART442 Painting: Advanced Studies** **credits: 1**
 This course is designed for majors and minors who desire a studio concentration in painting. Course work includes advanced techniques and independent research. Topics in art history and criticism will supplement studio work. This course may be repeated with each contract arranged for 1-3 credits. Prerequisite: ART342
- ART444 Ceramics: Advanced Studies** **credits: 1**
 This course is designed for majors and minors who desire a studio concentration in ceramics. Course work includes advanced techniques and independent research. Topics in craft history and criticism will supplement studio work. This course may be repeated with each contract arranged for 1-3 credits. Prerequisite: ART344
- ART448 Printmaking: Advanced Studies** **credits: 1**
 Advanced study of a selected process or combination of processes utilized by printmaking artists. Course work includes advanced techniques and independent research. Topics in art history and criticism will supplement studio work. This course may be repeated with each contract arranged for 1-3 credits. Prerequisite: ART348
- ART483 Senior Exhibition** **credits: 1**
 This course is selected by art majors in conjunction with the Advanced Studies component in the final semester of the program. The Senior Exhibition is a capstone experience which demonstrates the student's proficiency in a studio area. Included is the preparation, installation and documentation of the student's work. Prerequisite: Senior standing & instructor's permission
- ATS281 Living with the Arts** **credits: 3**
 While examining the literary, musical, and visual arts from an interdisciplinary perspective, students will learn the language used to discuss the arts, discover strategies for analyzing the arts, and create contexts for valuing the arts.
- ATS381 20th Century Arts & Culture** **credits: 3**
 This course is an interdisciplinary study of selected cultural and artistic movements of the twentieth century which constitute modernism, with an eye to a better understanding of contemporary culture. Students will consider how western artists of all kinds - literary, visual, musical - have responded to the experience of living in the twentieth century. Though the emphasis of the course is on modernism, related developments in twentieth century art will also be examined. Prerequisite: ATS281 or ATS283
- BIO193 Medical Terminology** **credits: 1**
 A programmed, self-paced course which permits the student to recognize, analyze, define, and build medical/biological terms from Greek and Latin roots.
- BIO201 General Biology** **credits: 4**
 Students explore the fundamental concepts of biology: cytology, taxonomy, reproduction, heredity, evolution and ecology. Closed to those with two or more years of high school biology.
- BIO211 Botany: Flowering Plants** **credits: 3**
 Flowering Plants: taxonomy, morphology, development and ecology. Prerequisite: BIO201

- BIO221 Zoology: Vertebrates** **credits: 3**
 The focus of this course is the vertebrates, their morphology, physiology, taxonomy, environmental relationships, and development. Prerequisite: BIO201
- BIO321 Zoology: Invertebrates** **credits: 3**
 Students examine invertebrates: morphology and physiology, natural history, taxonomy, and economic importance of representative groups and forms. Prerequisite: BIO201
- BIO332 Human Anatomy/Physiology I** **credits: 4**
 A comprehensive study of human anatomy and physiology. The laboratory portion of the course teaches use of tools and techniques that are common in the study of human biology. This course includes introductory information in biochemistry, cytology, histology and covers the integumentary, skeletal, muscular, respiratory and circulatory systems. Prerequisite: BIO201
- BIO333 Human Anatomy/Physiology II** **credits: 4**
 A comprehensive study of human anatomy and physiology. The laboratory portion of the course teaches use of tools and techniques that are common in the study of human biology. This course covers the nervous, digestive, endocrine, excretory, lymphatic (immunity) and reproductive systems. Prerequisite: BIO331 or BIO332
- BIO341 Microbiology** **credits: 4**
 The morphology, physiology, and economic importance of bacteria, viruses, rickettsiae, pathogenic protozoa, and immunology are examined. Prerequisite: BIO201
- BIO342 General Ecology** **credits: 3**
 Interrelationships of plants, animals and their environments, with particular reference to human relationships to the biotic and abiotic world. Prerequisite: BIO201
- BIO343 Genetics** **credits: 3**
 An introduction to the science of genetics: Classical Mendelian genetics, molecular genetics, gene structure and function, natural selection and population genetics, and bioengineering and biotechnology. Prerequisite: BIO201
- BIO344 Evolution (w)** **credits: 3**
 Introduction to the biological, philosophical, theological and ethical aspects of the concept of evolution. Examination of biological mechanisms of change in the living world. Prerequisites: BIO201 & ENG101
- BIO351 Immunology (w)** **credits: 3**
 The biology of immunity in the recognition, elimination and resolution of antigen invasion. Prerequisites: BIO331 & ENG101
- BIO353 Cell Biology (w)** **credits: 3**
 An in depth study of cell anatomy and physiology at the molecular level. Prerequisites: BIO201 & CHE211 & ENG101
- BIO355 Environmental Science** **credits: 3**
 The course is an introduction to how nature works, how the environment has been and is being used and abused, and what you can do to protect and improve it for yourself and others, for future generations, and for other living things. Prerequisites: (NAT281A or PHY211) & (NAT281B or CHE211) & (NAT281C or ESC211)
- BIO409 Introduction to Electron Microscopy** **credits: 1**
 An upper level laboratory course providing an introduction to the underlying theory, design, operation and practical application of an electron microscope. Prerequisite: BIO332 or BIO341 or BIO353
- BIO483 Senior Project** **credits: 2**
 A culminating experience in which the student uses the skills and knowledge acquired in her or his previous preparation in the execution of an original (to the student) project dealing with an issue, question or problem of importance in the natural sciences or mathematics. Results of the project are communicated in an oral public presentation and a written paper. Prerequisites: Senior standing & instructor's permission & 24 credits completed in Natural Science major
- BIO395 Independent Study in Biology** **credits: 1**
 Junior level independent study.
- BIV111 Christian World View** **credits: 3**
 Covers the nature of world views, the nature of the Christian world view, and comparison and critique of other world views.

BIV132 Introduction to Sacred Scripture **credits: 3**
 Students learn the main persons and events of Sacred Scripture while exploring its primary themes as the historical and saving revelation of God centered in Jesus Christ. Students also gain initial skills in interpreting the Bible as a sacred text and applying it to contemporary life.

BRSxxx Brass Lessons **credits: 1**
 Beginning through advanced brass instrument lessons. Prerequisite: Instructor's permission

BUE262 Planning New Ventures **credits: 3**
 Students interested in starting their own business or non-profit enterprise learn how to write and present a business plan, including market analysis, financial projections, and operating plan. This course is open to all Concordia University students.

BUE311 Small Business Management **credits: 3**
 This course provides students with an overview of the different tasks and responsibilities associated with the general management of a small business or non-profit enterprise. Topics include planning, organizing, leading, and controlling in the context of a small organization, as well as group dynamics and decision-making, conflict resolution, managing diversity, and organizational culture and effectiveness. Management's social and ethical responsibilities are examined. Challenges posed by the transition from entrepreneurial start-up to mature organizations are discussed. Special issues that arise in family owned and operated firms are also explored. Prerequisite: BUS262

BUS101 Introduction to Business **credits: 3**
 This course establishes a foundation for understanding American business. Students will gain knowledge of general business practices and topics including ethics, organizations, management, and marketing. Instructional software and a variety of communication channels are utilized. (Haab)

BUS111 Leadership **credits: 3**
 This course introduces students to key concepts in leadership, organization, and leadership theory. Students gain knowledge and understanding of the various qualities and characteristics of leaders and gain practice in analyzing a variety of situations for leadership structure and issues. Developing personal leadership skills is emphasized. (Haab)

BUS251 Information Management & Technology **credits: 3**
 This course builds the business student's understanding of the impact of information technology on organizations. It introduces students to a variety of topics including data management, telecommunications and networks, and the building of information systems while focusing on the key roles of decision making, ethics, and the impact of technology on capital and staff. (Haab) Prerequisites: BUS101 & Sophomore standing

BUS311 Principles of Management (w) **credits: 3**
 This course introduces the student to the fundamental principles and practices of management. After a brief historical review, the concepts of organizational culture, globalization, and social responsibility are examined. The basic functions of management—planning, organizing, leading and controlling are studied in depth. (Haab) Prerequisites: ENG101 & Junior standing

BUS314 Administration of Human Resources I **credits: 3**
 Explores the theoretical and empirical issues of human resource management in modern organizations. Includes human resource strategic planning, the legal environment, job analysis, recruiting, selection, and human resource information systems. (ADP)

BUS321 Business Law **credits: 3**
 Establishes a basic foundation for understanding business within the American legal system. It introduces the student to such topics as debtor-creditor relations, risk management, sales and leases, and negotiable instruments, with a concentration on crimes, torts, and business law. Emphasis is placed on contract law. (ADP and Haab) Prerequisites: BUS101 & Junior standing

BUS331 Principles of Marketing **credits: 3**
 This course introduces the student to the fundamental concepts and principles of marketing. The student will develop insights into the analysis of market opportunities, market segmentation, product and distribution planning, pricing strategies, and the ethical and moral issues related to marketing's impact on society. (Haab) Prerequisite: BUS101 & Junior standing

BUS332 Leadership in Marketing **credits: 3**
 Introduces the fundamental concepts and principles of marketing, and how the marketing function provides leadership within organizations (both nonprofit and for profit). The analysis of market opportunities, market

segmentation, pricing strategies, sales promotion and ethical/moral issues related to marketing's impact on society are addressed. (ADP)

BUS353 Finance

credits: 3

In this course, the student studies the financial management of a business firm. Students learn basic concepts of financing growth, the time value of money, cost of capital, capital budgeting, break-even analysis, financial analysis and forecasting, and maximizing value of the firm. (Haab) Prerequisites: ACC202 & ECO200 & Junior standing & admission to Haab School of Business & Management

BUS356 Organizational Behavior

credits: 3

This course introduces the student to the study and analysis of behavior in organizations as it relates to the practice of management. Interdisciplinary in nature, through this course the student will gain knowledge and understanding of group dynamics and decision-making, managing diversity, conflict resolution, leading change, and organizational culture and effectiveness. Emphasis is placed on understanding individual behavior within group and organizational processes. (Haab) Prerequisites: BUS311 & Junior standing & admission to the Haab School of Business & Management

BUS357 Human Resource Management

credits: 3

Students learn the key concepts in building and maintaining the human resource function in business. Topics covered include human resource planning, job analysis, compensation systems, employee recruitment and retention, and performance management and analysis. The course is framed within the legal and ethical issues facing management today. (Haab) Prerequisites: BUS101 & COM202 & Junior standing

BUS358 Operations Management

credits: 3

This course details the planning, coordination, and execution of activities that create goods and services. Students will gain knowledge of the methods for designing and improving operational functions, their systems, and the processes necessary for the efficient delivery of goods and services to customers. Topics include enterprise resource planning, forecasting, facility layout, inventory management, lean manufacturing, and total quality control. (Haab) Prerequisites: MAT261 & BUS311 & Junior standing & admission to the Haab School of Business & Management

BUS360 Consumer Behavior

credits: 3

The nature of consumer behavior is studied from a sociological and marketing perspective. Determinants of consumer response are examined with emphasis on demographic variables. Junior standing or higher is required. (Haab) Prerequisites: BUS331 and INS181 or SOC101 or SOC211

BUS362 Public Relations

credits: 3

Provides the framework for understanding the principles and practices essential to public relations and the techniques utilized to establish and maintain communication with an organizations' various publics. (Haab)

BUS402 Research Methods

credits: 3

Introduces students to the reflective activity called research. It allows them to identify a problem, to design/apply analytical tools, and to report results. (ADP) Prerequisites: GST150 and GST151 and MAT105 or MAT106

BUS410 Advertising

credits: 3

Covers advertising from a social and economics benefits perspective. Creative and business functions are considered in respect to the study of the consumer and product. (Haab)

BUS412 Management & Supervision

credits: 3

Provides a basic understanding of the role and functions of managers, including the principles, concepts, and techniques used to carry out their work. Topics include: planning, decision making ethics, organizing, leading, controlling, problem-solving, and team building. (ADP)

BUS420 Marketing Research

credits: 3

Builds knowledge and understanding to the basic components of marketing research, from problem definition and research design to data collection, analysis, and reporting. Case studies, ethics, and current events frame the course. (Haab) Prerequisite: BUS331

BUS440 Organizational Behavior

credits: 3

Reviews the organizational aspects of society including relationships among individuals and groups. Incorporates a systems approach to understanding work relationships by contrasting individual needs, traits and abilities with organizational structure, goals, and cultures. (ADP)

BUS450 Leadership Theory

credits: 3

Students will examine leadership theories including servant leadership. Issues include perspectives of effective leadership behavior, leadership traits and skills, self-analysis of leadership traits, and an overview of changing demands of leadership. (ADP) Prerequisite: BUS412

BUS451 Global Dimensions of Business

credits: 3

Examines the principles and practices of business and management in an increasingly global environment. The student will gain understanding of the concepts underlying international trade and communications such as exchange rates, e-business, risk, and managing across cultures. The impact of socio-political, ethical, environmental, and legal issues on international and domestic firms is studied. (Haab) Prerequisites: BUS353 & BUS356 & Senior standing & admission to Haab School of Business & Management

BUS460 Ethical Decision Making & Leadership

credits: 3

Develops the students' knowledge of the strategic decision-making process while incorporating leadership theory and practice within the frame of business ethics. The student will gain knowledge and understanding of the foundations and interdisciplinary aspects of decision-making in institutions, analyze leadership issues and roles, and explore the ethical dimensions of social responsibility and behavior. (Haab) Prerequisites: BUS356 & Junior standing & admission to the Haab School of Business & Management

BUS465 Business Policy

credits: 3

This capstone course is designed to help students integrate the functional expertise they have developed in areas such as accounting, finance, marketing, and operations management. Concepts and tools acquired from these functional areas, together with the students' personal values, provide the foundation for approaching strategic organizational problems from a holistic and socially responsible perspective. (Haab) Prerequisites: BUS353 & BUS460 & Senior standing & admission to the Haab School of Business & Management

BUS482 Senior Project Proposal

credits: 1

The senior project proposal is the first stage of the individualized capstone experience for the business student, the senior project. Through development of the senior project proposal, the student gains knowledge and understanding of project conceptualization and design, and demonstrates the ability to synthesize and apply business knowledge. (Haab) Prerequisites: Junior standing & admission to the Haab School of Business & Management

BUS483 Senior Project

credits: 1

The senior project is a capstone experience in which the student combines research with practical implementation of business theories and concepts. For the senior project, the student will implement his or her senior project proposal, analyze results, and conduct a public presentation of the project. (Haab) Prerequisites: BUS482 & BUS490 & Senior standing & admission to the Haab School of Business & Management

BUS484A Senior Project I

credits: 1

Combines research and practical implementation of theories and concepts to solve a work-based problem that demonstrates their successful integration and application of knowledge, and results in a major written and oral report. Students complete part one of the seven chapter senior project. (ADP) Prerequisites: GST150 and GST151

BUS484B Senior Project I

credits: 1

Combines research and practical implementation of theories and concepts to solve a work-based problem that demonstrates their successful integration and application of knowledge, and results in a major written and oral report. Students complete part one of the seven chapter senior project. (ADP) Prerequisites: GST150 and GST151 and BUS484A

BUS485 Senior Project II

credits: 3

Combines research and practical implementation of theories and concepts to solve a work-based problem that demonstrates their successful integration and application of knowledge, and results in a major written and oral report. Students complete part two of the seven chapter senior project. (ADP) Prerequisites: BUS485 and BUS402

BUS490 Business Internship

credits: 3

The internship is an applied business experience in which the student works on-site at a business, nonprofit, or government organization. It provides an integrative experience enabling the student to blend his/her business education in a work situation with assigned tasks and responsibilities. Site work provides the framework and written analysis of the organization and duties extend the student's learning. (Haab) Prerequisites: Junior standing & admission to the Haab School of Business & Management

BUS490A Business Internship Proposal

credits: 1

The internship proposal is the first stage of development of a student's business internship. The proposal process will give the students a realistic job search experience from developing a target job through negotiating an

acceptable employment contract. (Haab) Prerequisites: Junior standing & admission to the Haab School of Business & Management

CHE205 Chemistry of Living Systems **credits: 4**

This biochemistry course is designed for the liberal arts student in either biology or chemistry covering: organic chemistry, amino acids, enzymes, carbohydrates, lipids, proteins, and metabolism. Prerequisite: NAT281B or CHE211

CHE211 Chemistry I **credits: 4**

This general college chemistry course covers atomic theory, chemical bonding and structures, quantitative relationships, and phase changes. Prerequisite: Sufficient high school chemistry & algebra or instructor's permission

CHE212 Chemistry II **credits: 4**

Students explore electro-chemistry, kinetics, thermochemistry, equilibria, organic, nuclear chemistry, and chemistry of metals. Prerequisite: CHE211

CHE321 Organic Chemistry I **credits: 4**

Introduction to basic concepts of organic chemistry and synthesis and reactions of organic molecules. Study of nomenclature, composition, structure and behavior of carbon compounds: hydrocarbons, alcohols, ethers, epoxides, aldehydes and ketones, carboxylic acids and amines. Prerequisite: CHE212

CHE322 Organic Chemistry II **credits: 4**

A continuation of CHE321 that completes the customary year-long foundation in organic chemistry for science majors and health professions. Topics include spectroscopy, nucleophilic substitution and condensation reactions, aromatic and heterocyclic compounds, stereochemistry and biomolecules. Prerequisite: CHE321

CHE483 Senior Project **credits: 2**

A culminating experience in which the student uses the skills and knowledge acquired in her or his previous preparation in the execution of an original (to the student) project dealing with an issue, question or problem of importance in the natural sciences or mathematics. Results of the project are communicated in an oral public presentation and a written paper. Prerequisites: Senior standing & instructor's permission & 24 credits completed in Natural Science major

CHE395 Independent Study in Chemistry **credits: 1**

Junior level independent study.

CHO201 Concordia Choir **credits: 1**

Performance opportunity in mixed choir literature of all periods and styles. Conducts annual tours. This course is repeatable. Auditions are required for placement.

CHO211 Concordia Chorale **credits: 1**

Performs weekly for chapel. Open to all interested students. This course is repeatable.

CJA362 Criminology & Deviance **credits: 3**

Introduces students to crime understood as a form of deviance. Theories of deviance, social control, crime, and criminality are used to examine both the nature of crime and the patterns of criminality in contemporary society. (ADP)

CJA372 Dimensions in Criminal Justice **credits: 3**

Examines the dynamics of the five major components of the Criminal Justice Administration major with emphases on the sociology of criminal justice and on ethical issues in criminal justice. (ADP)

CJA405 Law Enforcement & Police Services **credits: 3**

Encompasses a study of the history of modern policing, the role of law enforcement in today's society, and current issues in law enforcement and policing. (ADP)

CJA411 Criminal Law & Procedure **credits: 3**

Provides an understanding of the structure of the court systems, criminal procedure from arrest through appeal, the elements of significant criminal offenses, and issues relating to criminal responsibility.(ADP)

CJA425 Corrections **credits: 3**

Examines the evolution of incarceration in America with an understanding that present and future events in corrections are firmly rooted in what has been learned from the past. (ADP)

- CJA432 Juvenile Justice Process** **credits: 3**
Examines the theory, law, policy and application aspects of delinquency and juvenile justice, which is seen as a complex and changing phenomenon. (ADP)
- CJA440 Contemporary Issues in Criminal Justice** **credits: 3**
Reviews the major trends, issues, and current thought regarding contemporary criminal justice. Course content will vary according to student and instructor interest. (ADP)
- CJA450 Supervision & Leadership** **credits: 3**
Examines and contrasts the dynamics of supervision and leadership with the intent of preparing the student to meet and accept the challenges of mid-level management positions. (ADP)
- CJA484A Senior Project I** **credits: 1**
Combines research and practical implementation of theories and concepts to solve a work-based problem that demonstrates their successful integration and application of knowledge, and results in a major written and oral report. Students complete part one of the seven chapter senior project. (ADP) Prerequisites: GST150 and GST151
- CJA484B Senior Project I** **credits: 1**
Combines research and practical implementation of theories and concepts to solve a work-based problem that demonstrates their successful integration and application of knowledge, and results in a major written and oral report. Students complete part one of the seven chapter senior project. (ADP) Prerequisites: GST150 and GST151 and CJA484A
- CJA485 Senior Project II** **credits: 3**
Combines research and practical implementation of theories and concepts to solve a work-based problem that demonstrates their successful integration and application of knowledge, and results in a major written and oral report. Students complete part two of the seven chapter senior project. (ADP) Prerequisites: CJA484A and CJA484B and BUS402
- CJA490 Criminal Justice Internship** **credits: 3**
Designed to provide on-site experience and career exposure to students seeking a career in the criminal justice field or a career change. (ADP) Prerequisites: CJA372 and CJA405 or CJA411 or CJA425 or CJA432
- COM201 Speech Communication** **credits: 3**
Introduces the principles and practices of effective speech communication. Students will gain confidence in communicating in a variety of situations.
- COM202 Business Communication** **credits: 3**
Examines the complex interactions occurring in various business contexts, focusing on ethical preparation and execution of professional communication tasks. Students will learn and practice skills and processes necessary to be effective on the job: leading meetings, listening, interviewing, communicating good news and bad news, writing business letters and reports, persuasive presentations, and electronic communication.
- COM203 Intro to Organizational Communication** **credits: 3**
Introduces learners to communication in organizations, including relevant theories, technologies, leadership, teamwork, diversity, global organizations, and ethics. It surveys theoretical frameworks, empirical literature, and requisite skills and knowledge sets associated with effective organizational communication. (ADP)
- COM301 Persuasive Communication** **credits: 3**
Explores various theories and methods of persuasion and examine various forms of persuasive messages: from electronic advertising to public speaking. Students present persuasive speeches applying sound principles of ethical, logical and emotional proofs; students also develop critical listening skills and an audience-centered delivery style. Prerequisite: COM201
- COM303 Communication Theory** **credits: 3**
An interdisciplinary study of scholarly interpretations of the communication process. Students will review selected humanistic and scientific theories. The course will examine multidisciplinary perspectives to consider the connection between theory and our understanding of the human communication process. (ADP)
- COM323 Oral Reading of the Bible** **credits: 2**
A study and analysis of various types of literature in the Bible as they affect the oral reader's interpretation of the text, with practice in reading selected passages. Prerequisite: COM321
- COM325 Storytelling & Oral Histories (w)** **credits: 3**
This course examines the art of storytelling and oral histories as communication. Particular attention is given to storytelling and oral histories as cross-cultural communication. Students define criteria for selecting and evaluating

folk tales and fairy tales for performance. This course also introduces the student to ethical methods of collecting, transcribing and performing oral histories. Prerequisites: ENG101 & COM201

COM332 Mass Communication **credits: 3**

Examines the development, organization, structure, management and future of the mass media. Attention is given to the influence of the media upon society and culture.

COM334 Negotiation, Argumentation, & Debate **credits: 3**

Explores fundamental principles of negotiation, argumentation, and debate: logical reasoning, critical thinking, and tests of evidence. Students will develop skills in research and case building, refutation, negotiation skills, and extemporaneous speaking. Prerequisite: COM201

COM355 Interpersonal Communication **credits: 3**

Explores the role that communication plays in developing, maintaining, and ending relationships (male/female communication, friendships, marital communication). Students study various theories of interpersonal communication, and develop effective communication skills such as active and empathic listening, supportiveness, appropriate self-disclosure and conflict management. Prerequisite: COM201 or LAN282

COM356 Organizational Writing & Publishing **credits: 3**

Covers all forms of writing and publishing for organizations with emphasis on impacting and defining internal and external communication and culture. Topics include analyzing and conceptualizing organizational issues, identifying and developing key arguments, choosing the appropriate audience adaptation, overcoming typical problems in writing articles, how to review and edit manuscripts, and the process of publishing. (ADP) Prerequisite: COM203

COM390 Communication Internship **credits: 1**

Supervised work with a local business, church or agency. Arrangements for internships must be made one semester in advance. Prerequisite: Instructor's permission

COM405 Public Relations **credits: 3**

Introduces the practical arts of market/audience research and analysis, campaign development, image and text design, media relations, crisis management, and communication ethics. Students will study public opinion research, media relations, public communication campaigns, consumer identity, and representational ethics. (ADP) Prerequisite: COM203

COM441 Systems Thinking & Design **credits: 3**

Focuses on the design and management of system dynamics modeling for the analysis of business strategy and policy. Students will examine various tools that can be used to accelerate learning throughout the organization. The emphasis is on systems for organizational problem solving, the science of feedback, models to understand issues such as fluctuating sales, market growth, tracking reliability of forecasts and the rationality of decision-making. (ADP) Prerequisite: COM303

COM445 Conflict Management **credits: 3**

Increases awareness, develops skills, and helps students to gain knowledge of constructive conflict management processes and approaches. Students will examine the nature of conflict and how conflict functions interpersonally and in organizations. Students will examine several models of conflict resolution, ways to transform conflict into cooperation and/or collaboration, and ways to select approaches to conflict management. (ADP)

COM483 Senior Project **credits: 1**

Students combine research and practical implementation of theories and concepts to develop an individual project. Prerequisites: Senior standing & instructor's permission

COM490 Communication Internship **credits: 1**

Supervised work with a local business, church or agency. Available to senior semester, communication majors only. Arrangements for internships must be made one semester in advance. Prerequisite: Instructor's permission

CRJ362 Criminology **credits: 3**

This course will be an exploration of crime and criminality and their effects on society. Further study gives a broad overview of criminological theory and an introductory look into delinquency. (Traditional) Prerequisite: SOC101 or INS181

CRJ372 Dimensions in Criminal Justice **credits: 3**

Designed to provide an introduction to the various dimensions of the criminal justice system, including, but not limited to: the various branches of the criminal justice system, the legal system, and contemporary issues related to the field. (Traditional) Prerequisite: SOC101

- CRJ405 Law Enforcement & Police Services** **credits: 3**
 Encompasses a study of the history of modern policing, the role of law enforcement in today's society, and current issues in law enforcement and policing. (Traditional)
- CRJ411 Criminal Law & Procedure** **credits: 3**
 Assists the student in understanding the structure of the court systems, criminal procedure from arrest through appeal, the elements of significant criminal offenses, and issues related to criminal responsibility. (Traditional)
- CRJ425 Corrections** **credits: 3**
 Examines the evolution of incarceration in America with an understanding that present and future events in corrections are firmly rooted in what has been learned from the past. (Traditional)
- CRJ432 Juvenile Justice Process** **credits: 3**
 Examines the theory, law, policy and application aspects of delinquency and juvenile justice, which is seen as a complex and changing phenomenon. (Traditional)
- CRJ440 Contemporary Issues in Criminal Justice** **credits: 3**
 Reviews the major trends, issues, and current thought regarding contemporary criminal justice. Course content will vary according to student and instructor interest. (Traditional)
- CRJ483 Senior Project** **credits: 1**
 Students combine research and practical implementation of theories and concepts to solve a work-based issue that demonstrates their successful integration and application of knowledge, and results in a major written and oral report. (Traditional) Prerequisites: Senior standing & instructor's permission
- CRJ490 Criminal Justice Internship** **credits: 3**
 Supervised work with a local business or agency. (Traditional) Prerequisite: Instructor's permission
- CSC351 Computer Science I** **credits: 3**
 Students explore elementary computer science concepts such as algorithm development, data types, and structured programming using C++. Every student is expected to work at least three hours per week outside of class with a computer. Prerequisite: MAT111 or MAT112
- ECE201 Foundations of Early Childhood Ed** **credits: 3**
 Provides an overview of purposes, philosophy, programs, and issues related to the care and education of children (ages birth through eight) including 'developmentally appropriate practices,' professionalism, and ethical standards.
- ECE310 Assessment of Young Children** **credits: 3**
 Purposes and techniques of formal and informal assessment, including observation, analysis and reporting of results; the application of assessment data in planning developmentally appropriate activities for children. Prerequisite: Admission to the School of Education: Elementary
- ECE320 Planning Instruction for Young Children** **credits: 2**
 Creation and evaluation of curriculum and instructional units and activities that are developmentally appropriate for young children; curricular integration to support physical, social, emotional, language, cognitive, spiritual and aesthetic development. Prerequisite: Admission to the School of Education: Elementary
- ECE345 Emergent Literacy** **credits: 2**
 Research-supported theories, philosophy and teaching strategies aimed at supporting the young child's emergent reading, writing, speaking and listening behaviors; selecting and using high-quality picture books. Includes 10 hours supervised clinical experiences. Prerequisite: EDU341
- ECE405 Early Childhood Education Program Admin** **credits: 3**
 Skills and understandings needed to provide effective leadership for child care centers and preschool programs, including budgeting and finances, health and safety issues, staff management, licensing processes, and ongoing program improvement. Prerequisite: Admission to the School of Education: Elementary
- ECE410 Learning through Creative Activities** **credits: 3**
 Use of the fine arts, including music, art, movement and dramatic play, as a central and integrating component of the curriculum for young children. Includes 20 hours of supervised clinical experience. Prerequisite: ECE320 (May be taken concurrently)
- ECE415 Partnerships for Early Childhood Educ** **credits: 3**
 Research and strategies related to strengthening the school/family/community partnership, including communication, shared decision-making, identification of services, and parenting skills. Prerequisite: Admission to the School of Education: Elementary

- ECE420 Math and Science for Young Children** **credits: 2**
 Current research, theories and practices regarding the early development of mathematical understandings and scientific reasoning; strategies for supporting children's exploration and understanding of the world through inquiry-based, hands-on activities. Includes 10 hours of supervised clinical experience. Prerequisite: ECE320 (May be taken concurrently)
- ECE450 Early Childhood Practicum** **credits: 1**
 A one-week, full time clinical experience in a licensed infant/toddler child care program. Prerequisite: Successful completion of 50% of Early Childhood Education minor (Dean of the School of Education's permission)
- ECO200 Economics** **credits: 3**
 In this course, students will gain knowledge and understanding of basic principles and theories of macro and microeconomics. Key topics covered include the laws of supply and demand, the business cycle, inflation, unemployment, economic growth, competition, oligopoly, and monopoly. Prerequisite: MAT111
- ECO201A Microeconomics** **credits: 3**
 Provides a basic overview of economic theory and microeconomic topics including supply and demand, the nature and types of competition, and the role of the government in the markets. (ADP) Prerequisite: MAT105 or MAT106 or MAT111
- ECO202A Macroeconomics** **credits: 3**
 Provides a basic overview of macroeconomics including the determination of economic growth and employment, fiscal and monetary policy, and international trade. (ADP) Prerequisite: ECO201A
- ECO331 International Economics** **credits: 3**
 This course traces the development of theories of international trade and finance. Students consider critiques of modern approaches to balance of payments. Domestic and foreign disturbances of equilibrium are analyzed. Prerequisite: ECO200
- ECO395 Independent Study in Economics** **credits: 1**
 Junior level independent study.
- EDU220 Foundations of Education** **credits: 4**
 By investigating historic and current understandings of learning and schooling within a multicultural society, the future teacher will construct a foundation for reflective teaching and decision making.
- EDU225 Foundations of Music Education** **credits: 1**
 Students gain an overview of methodologies, history, and practical application of music education.
- EDU301 Adapting for Diversity** **credits: 2**
 Acquisition of tool skills, concepts and constructs to: assess and understand diversity in schools and their communities; and adaptively address dimensions of diversity which have dynamic implications for planning instruction.
- EDU302 Adapting for Exceptionalities** **credits: 2**
 The goal of this course is demonstrated awareness, knowledge and empathy for exceptional individuals so that professionals may serve their needs in the most effective and appropriate ways possible.
- EDU321 Professional Practices in Art Education** **credits: 1**
 Teacher candidates are introduced to strategies for advocacy for the arts, professional development requirements and professional practices.
- EDU322 Philosophy of Art Education** **credits: 1**
 Teacher candidates study, evaluate, and respond to the history and philosophy of art education in America from 1880 to the present.
- EDU326 Instrumental Music Methods** **credits: 2**
 Students will develop knowledge and skills to teach diverse learners of all ages, using appropriate teaching practices for instrumental music. Prerequisites: MUS222, pass Keyboard Proficiency Exam, and pass MTTC Basic Music Skills Exam
- EDU340 Elementary Curriculum & Instruction** **credits: 3**
 The structures of elementary disciplines, curriculum alignment and standards, differentiating instruction, designing instruction for understanding, visually representing information and ideas, and the use of related supporting technologies. Prerequisite: Admission to the School of Education.

- EDU341 Literacy & Literature for Children** **credits: 4**
 Developing readers and writers through literature-based reading instruction and the writing process; balanced word recognition, comprehension and vocabulary strategies; formal and informal assessment; teaching of the language arts. Prerequisite: Admission to the School of Education.
- EDU342 Reading & Writing with Diverse Learners** **credits: 2**
 Adapting literacy instruction and use for diverse learners; identifying reading problems, determining contributing factors, and planning corrective instruction; classroom management which supports learning. Prerequisite: Admission to the School of Education: Professional Semester
- EDU345 Secondary Curriculum & Instruction: Adolescent Learn** **credits: 1**
 By using the knowledge of how adolescents develop and learn, the future teacher will develop proficiencies in adapting instructional strategies to address adolescent perceptions and learning behaviors.
- EDU362 Teaching the Writer's Craft** **credits: 3**
 Focuses on curriculum, methods, and materials used to teach and assess writing in elementary schools with an emphasis on the writing process. Prerequisites: EDU340 & EDU341
- EDU364 Teaching English Language Learners** **credits: 3**
 Participants in this course will explore the ESL National and State Standards, as well as effective program models and program components for English language learners. In addition, students will gain an understanding of second language and literacy development, assessment strategies and culturally responsive pedagogy. Prerequisites: EDU340 & EDU341
- EDU408 Teaching the Christian Faith (w)** **credits: 2**
 Students will prepare and evaluate objectives, strategies, and materials for teaching the faith to Lutherans and non-Lutherans through lessons, through integrating the faith across the curriculum, and through worship. Prerequisites: ENG101 & (REL241 or REL242)
- EDU422 Curriculum & Instruction: Social Studies Education** **credits: 2**
 Students utilize social studies instructional methods useful in elementary classrooms. Prerequisite: Admission to the School of Education: Elementary
- EDU423 Curriculum & Instruction: Science Education** **credits: 2**
 Teacher candidates analyze and evaluate elementary school science materials and curriculum. Current laboratory materials and teaching aids are used to develop projects in elementary science education. Prerequisite: Admission to the School of Education: Elementary
- EDU424 Curriculum & Instruction: Mathematics Education** **credits: 2**
 This course focuses on curriculum, methods and materials used to teach mathematics in elementary schools. Prerequisite: Admission to the School of Education: Elementary
- EDU425 Curriculum & Instruction: Music Education** **credits: 2**
 Students discover principles, methods, and materials for teaching music in the elementary classroom. Prerequisite: Admission to the School of Education: Elementary
- EDU426 Curriculum & Instruction: Art Education** **credits: 2**
 Development of competence and resources for visual arts advocacy and the well-aligned and well-differentiated integration of a discipline-based approach to art education across the curriculum. Prerequisite: Admission to the School of Education: Elementary
- EDU427 Curriculum & Instruction: Health & Physical Education** **credits: 2**
 This course will help you understand, recognize, analyze and demonstrate a range of teaching skills and also understand the skill theme approach to children's physical education curriculum. Prerequisite: Admission to the School of Education: Elementary
- EDU431 Secondary Reading (w)** **credits: 3**
 Students are acquainted with reading through the content areas in the secondary curriculum. Content area structures, reading applications and teaching strategies are presented. Prerequisites: ENG101 & admission to the School of Education: Secondary
- EDU436 Sec Curriculum & Instruction: Community/Class Mgmt** **credits: 2**
 This professional semester course engages students in an overview of legal, ethical and other educational issues in secondary school learning communities including an examination of classroom and student management strategies. Prerequisite: Admission to the School of Education: Professional Semester: Secondary

- EDU441 Directed Teaching: Elementary Education** **credits: 12**
 Developing candidate design, delivery and reflective assessment of authentic, complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated, and have a positive effect on student learning. Prerequisite: Admission to the School of Education: Professional Semester: Elementary
- EDU445 Office of the Christian Teacher** **credits: 2**
 Students explore the role of the professional educator in the Lutheran school system. Special emphasis is given to the ministry of the Lutheran teacher, the call and placement process, staff relationships, and the role of the teacher in the total parish program. Prerequisite: Admission to the School of Education, Professional Semester (LTD students)
- EDU446 Directed Teaching: Secondary Education** **credits: 12**
 Developing candidate design, delivery and reflective assessment of authentic, complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated, and have a positive effect on student learning. Prerequisite: Admission to the School of Education: Professional Semester: Secondary
- EDU450 Teaching Art at the Elementary Level** **credits: 5**
 Addresses the pedagogical and practical considerations of teaching art at the lower and upper elementary levels with a well-aligned and well-differentiated integration of a discipline-based approach to art education across the curriculum. Prerequisite: Admission to the School of Education: Professional Semester: Visual Arts Education K-12
- EDU452 Teaching Art at the Secondary Level** **credits: 5**
 Addresses the pedagogical and practical considerations of teaching art at the secondary level with a well-aligned and well-differentiated integration of a discipline-based approach to art education across the curriculum. Prerequisite: Admission to the School of Education: Professional Semester: Visual Arts Education K-12
- EDU461 Secondary English/Language Arts Methods** **credits: 3**
 Students gain a background in content, methods and materials for teaching English and Language Arts in the secondary school. Prerequisite: Admission to the School of Education: Secondary
- EDU462 Secondary Social Science Methods** **credits: 3**
 Students explore secondary social science instruction as it relates to goal determination, strategies and materials, implementation of teaching models and evaluation. Prerequisite: Admission to the School of Education: Secondary
- EDU463 Secondary Science Methods** **credits: 3**
 This course focuses on the methods and materials for secondary science teaching, the nature of secondary students, secondary science curricula, scientific processes and inquiry, textual materials, course and lesson planning, budgeting, materials management and professional growth. Prerequisite: Admission to the School of Education: Secondary
- EDU464 Secondary Mathematics Methods** **credits: 3**
 This course focuses on the methods and materials for secondary mathematics teaching including: the nature of secondary students, secondary mathematics curricula, textual materials, course and lesson planning and professional growth. Prerequisite: Admission to the School of Education: Secondary
- EDU465 Secondary Music Methods** **credits: 3**
 Students examine methods, materials and principles for organization of music courses and activities in junior and senior high schools. Prerequisite: Admission to the School of Education: Secondary
- EDU467 Secondary Physical Education Methods** **credits: 3**
 This course provides a methodological approach to teaching physical education. Attention is devoted to understanding the growth and development of the student for curriculum development, program planning, and instructional techniques. Prerequisite: Admission to the School of Education: Secondary
- EDU468 Methods in Teaching World Languages** **credits: 3**
 This course focuses on the principles for teaching foreign language courses including: the nature of student learning, research in second language acquisition, instructional planning, delivery and assessment, textual materials, and the role of culture and its impact on language learning. This course accommodates both elementary and secondary language students in age-appropriate and culturally authentic experiences. Prerequisite: Admission to the School of Education: Secondary
- EDU469 Secondary Speech/Communication Methods** **credits: 3**
 This course focuses on the principles for teaching secondary speech and communication courses including: the nature of student learning, communication curricula, instructional strategies, textual materials, course and lesson planning and professional growth. Prerequisite: Admission to the School of Education: Secondary

- EDU472 Elementary Music Methods** **credits: 3**
 Students discover principles, methods, and materials for teaching music in the elementary classroom. Prerequisite: Admitted to the School of Education: Music Education K-12
- EDU483 Senior Project** **credits: 1**
 Students combine research and practical implementation of theories and concepts to develop an individual project. Prerequisites: Senior standing & instructor's permission
- EDU520 Educational Leadership: Theory/Practice** **credits: 3**
 An exploration of the basic principles of educational leadership within the sociopolitical context of schools. An analysis of the beliefs and practices required for high levels of performance.
- EDU521 Leadership in Curriculum & Instruction** **credits: 3**
 This course presents an application of leadership theory, curriculum development theory, educational planning theory, general learning theory, to the understanding of curriculum and instruction from a leadership perspective. Participants examine their own communication and leadership styles, especially as they relate to their role in the classroom and on instructional teams. It integrates models, research, and practical applications of design and evaluation of curriculum and instruction. Guiding questions for this course include the following: What does instructional leadership look like at the elementary, middle, and high school levels? How can practices appear to be most successful in improving teaching and learning both in the classroom and in the wider school community?
- EDU530 Organizational Theory in Educational Settings** **credits: 3**
 This course presents traditional and contemporary theories, research and practices related to the behavior of human beings in formal organizations; particularly with in the context of school as an institution.
- EDU531 Instructional Design** **credits: 3**
 This course is designed to introduce students to a systematic approach to instructional design as a necessary foundation for developing needs-based curriculum. Current models of instructional design are explored and specific focus is given to learning theories as they apply to the development of instruction. Students apply the systematic process of translating learning needs into teaching solutions through analysis, design, development, implementation, and evaluation of instructional products. Prerequisite: EDU521
- EDU540 Strategies for Struggling Readers/Writers in the Elem Classroom** **credits: 3**
 This course focuses on the assessment and remediation of reading disabilities and appropriate instructional intervention strategies for elementary in-service teachers. Content will include: interest inventories, English language learning screening, visual and auditory discrimination tools, language expression and processing screening, phonemics, phonics, vocabulary, fluency, comprehension, spelling and writing assessment tools, and instructional strategies.
- EDU545 Strategies for Struggling Readers/Writers in the Sec Classroom** **credits: 3**
 This course focuses on assessment and instructional strategies for students struggling with reading and writing in secondary classrooms. Teachers will research best practices in literacy instruction and will assess students through multiple perspectives including interest inventories, learning styles, English Language learning, visual and auditory discrimination, decoding skills that include phonetic analysis, syntactic analysis, semantic analysis, sight word vocabulary, and fluency. Reading comprehension and the significance of a learner's prior knowledge in the understanding of content area reading will be addressed as well as writing assessments. Differentiated instructional strategies will be embedded into lesson and unit plans to accommodate varying learning needs.
- EDU550 Research Methods in Education** **credits: 3**
 This course provides a broad introduction to educational research and the various traditions found within the community of educational researchers. Attention will be given to the central role of data collection and interpretation in curricular, programmatic, and leadership decision-making. The student will examine the moral, legal, and ethical issues that arise when conducting research. The coursework leads to the development of the initial research project design for meeting the degree requirements of the Master of Science in Educational Leadership.
- EDU551 Research Methods in Curriculum & Instruction** **credits: 3**
 This course provides a broad introduction to basic concepts of research design, strategies of experimental, historical, and descriptive research, and basic statistical procedures. Participants will use these concepts to read, interpret, and evaluate educational research and to design a research study in an educational setting on a question of significance to the field of teaching and learning. Educational research and the various traditions found within the community of educational researchers. Attention will be given to the central role of data collection and interpretation in curricular, programmatic, and leadership decision-making. The student will examine the moral, legal, and ethical issues that arise when conducting research. The coursework leads to the development of a research design plan that could be further developed into an action research project in a school/district.

EDU560 Cultural Issues/Curriculum, Class, Community

credits: 3

The students will examine how issues of ethnicity, economic status, gender, geography, history and other considerations play a significant role in the forces which shape and define educational settings. Through exploration of the schools' political/social environments, students will discover the factors that influence educational policy and how educational policy shapes curriculum.

EDU565 Teaching Diverse Learners

credits: 3

Students will explore issues with special populations; gifted, special needs, and students with disabilities, which effect curriculum development, instructional patterns, and differentiation in the classroom. Strategies for identifying students, developing instructional plans, and implementing curriculum will be a focus of the course. Prerequisite: EDU521

EDU570 Professional Learning Communities within a Pluralistic Society

credits: 3

An overview of the development of learning communities within the school system. The emphasis in this course is that the school system reflects the community it serves. This includes developing partnerships with the parents, the business community and local/state/federal agencies that serve the community.

EDU571 Standards Based Curriculum & Instruction

credits: 3

This course focuses on the development of strategies for linking national and state standards to classroom curriculum. This course will explore the historical foundations for the standards movement as well as current research on standards as a basis for understanding standard-based instruction. The content includes grade-level benchmarks and assessments, development of a pacing chart, scope and sequence, and identifies instructional resources. Prerequisite: EDU521

EDU580 Curriculum Development/Instructional Supervision

credits: 3

Candidates examine the criteria and development of effective instructional programs, including the dynamics involved in planning, implementation and evaluation of programs; the implications of personnel and resource development to the overall instructional model; and the skills necessary to effectively and positively impact personnel in order to create and sustain a positive learning environment.

EDU590 Curriculum Inquiry and Reform

credits: 3

Participants will examine the issues and current trends in curricular reform, including planning, implementation and evaluation of programs. The emphasis in this class will be to explore the rationale for change, to develop collaboration and to identify effective processes for curricular reform.

EDU600 Auditing & Aligning Curriculum Change

credits: 3

This course is designed to provide students with the evaluation techniques necessary to analyze curriculum, educational resources, and instructional strategies. Students will apply procedures for evaluating and recommending strategies for improving the quality and effectiveness of curriculum and assessment as they relate to instruction. Accountability models appropriate to various stakeholders within the educational community including, students, parents, staff, and local, state, and federal agencies are examined. School and district improvement planning processes are investigated. A district-wide assessment program will be developed for purposes of measuring student achievement and accountability. This course examines accountability in curriculum, assessment, and instruction. Monitoring and feedback loops, as well as coordination of implementation within a school and district are investigated. This course also focuses on models for program evaluation and the use of evaluation data for individual and organizational accountability and continuous improvement of student achievement. Prerequisites: EDU521, EDU531, EDU551, EDU560, EDU565, EDU570 and EDU571.

EDU605 Curriculum Construction for Teaching the Faith

credits: 2

Students will examine faith development theory and the practice of curriculum construction and design for teaching faith based subjects. Curriculum construction includes building instructional objectives, mapping scope and sequence, assessment, differentiating instruction, and improvement. Instructional methods and materials for teaching the Christian faith will be explored. The course leads students to mastery in selecting materials, structuring the unit plan, the lesson plan and facilitating the learning process.

EDU610 Legal, Ethical, Policy Issues for School Leaders

credits: 3

Candidates examine legal and ethical issues related to Educational Administration, including questions of liability and negligence, teacher and student rights, certification and accreditation, and disciplinary policies and practices. Particular attention will be given to the role and impact of local, state and federal stakeholders on the development and implementation of school policies.

EDU611 Evaluation & Assessment

credits: 3

This course focuses on the concept of assessment as linked to the learning process and teaching practice. Participants look at the theory and principals that support assessment practices, especially as they apply to teacher-

made tests and other evaluation instruments. The course includes alternatives to traditional forms of assessment and explores factors that influence student performance. Prerequisite: EDU600

EDU620 Instructional Technology and the Reflective Educator **credits: 3**

The theory/practice of implementing curriculum plans that include methods and strategies for applying technology to maximize student learning.

EDU630 The Principalship: Current Issues and Emerging Trends **credits: 3**

Participants examine the changing, multi-faceted role of servant leadership within schools and as it extends to the community. Course topics will include research on strategies and innovative programs to improve school operations and enhance achievement for all students.

EDU640 Personnel Management and Professional Development **credits: 3**

Participants explore and learn to apply leadership skills and dispositions related to the development and supervision of effective learning environments. The process and function of various leadership roles are explored as they contribute to the overall success of the instructional program, particularly through the ongoing evaluation and improvement of personnel, facilities, programs, schedules, services and staff development.

EDU650 Funding and Financing of Schools **credits: 3**

This course traces the history and current realities of school funding within America public and private schools. Participants will examine state aid formulas, tax structures and federal aid, along with the use of tuition, grants and third-source funding. This course will include a practical application of the development of school budgets.

EDU660 Educational Policy: Current Issues/Effects on Curriculum **credits: 3**

Participants examine educational policies at the local, state and national levels. They will explore complex questions effecting curriculum in social and historical contexts. Current legislation and its effects on the educational community, such as the standards-based movement, will be examined.

EDU780A Research Seminar Curriculum & Instruction I **credits: 0.25**

This is the first of two research seminars that support the action research projects in the curriculum and instruction program. Attention will be given to the central role of the action research project designed to foster school improvement. The graduate student will be engaged in the process of planning, implementing, collecting and analyzing data, and assessing school improvement activities involving instructional, curricular, programmatic, and leadership decision-making activities. The seminar supports the on-going development of the action research project design and research activities for meeting the degree requirements in EDU795 of the Master of Science in Educational Leadership Curriculum and Instruction concentration program. This is a credit/no credit granting seminar. Prerequisites: EDU520, EDU530 and EDU550

EDU780B Research Seminar Curriculum & Instruction I **credits: 0.25**

This is the first of two research seminars that support the action research projects in the curriculum and instruction program. Attention will be given to the central role of the action research project designed to foster school improvement. The graduate student will be engaged in the process of planning, implementing, collecting and analyzing data, and assessing school improvement activities involving instructional, curricular, programmatic, and leadership decision-making activities. The seminar supports the on-going development of the action research project design and research activities for meeting the degree requirements in EDU795 of the Master of Science in Educational Leadership Curriculum and Instruction concentration program. This is a credit/no credit granting seminar. Prerequisites: EDU520, EDU530, EDU550 and EDU780A

EDU781A Research Seminar Curriculum & Instruction II **credits: 0.25**

This is the second action research seminar designed to support the graduate student with applied action research experience in the field of curriculum and instruction. Attention will be given to the central role of the professional educator through an action research project based in school improvement. The graduate student is engaged in the process of implementing, collecting, analyzing, and evaluating data involving curricular, programmatic, and decision-making activities in schools. The seminar continues the support for the development of the action research project and action research report for meeting the degree requirements in EDU795 of the Master of Science in Educational Leadership Curriculum and Instruction concentration program. This is a credit/no credit granting seminar. Prerequisites: EDU520, EDU530, EDU550, EDU780A and EDU780B

EDU781B Research Seminar Curriculum & Instruction II **credits: 0.25**

This is the second action research seminar designed to support the graduate student with applied action research experience in the field of curriculum and instruction. Attention will be given to the central role of the professional educator through an action research project based in school improvement. The graduate student is engaged in the process of implementing, collecting, analyzing, and evaluating data involving curricular, programmatic, and decision-making activities in schools. The seminar continues the support for the development of the action research

project and action research report for meeting the degree requirements in EDU795 of the Master of Science in Educational Leadership Curriculum and Instruction concentration program. This is a credit/no credit granting seminar. Prerequisites: EDU520, EDU530, EDU550, EDU780A, EDU780B and EDU781A

EDU790A Internship in Leadership Education I

credits: 0.25

This is the first of two internship seminars in leadership education that extend over several months in order to provide support for the graduate student engaged in applied action research in the field of educational leadership. Attention will be given to the central role of the school administrator through an action research project designed to foster school improvement. The graduate student will be engaged in the process of planning, implementing, collecting and analyzing data, and assessing school improvement activities involving instructional, curricular, programmatic, and leadership decision-making activities. The internship supports the development of the research project design and research activities for meeting the degree requirement in EDU795 of the Master of Science in Educational Leadership - an administrative concentration program. This is a credit/no-credit granting seminar. Prerequisites: EDU520, EDU530 and EDU550

EDU790B Internship in Leadership Education I

credits: 0.25

This is the first of two internship seminars in leadership education that extend over several months in order to provide support for the graduate student engaged in applied action research in the field of educational leadership. Attention will be given to the central role of the school administrator through an action research project designed to foster school improvement. The graduate student will be engaged in the process of planning, implementing, collecting and analyzing data, and assessing school improvement activities involving instructional, curricular, programmatic, and leadership decision-making activities. The internship supports the development of the research project design and research activities for meeting the degree requirement in EDU795 of the Master of Science in Educational Leadership - an administrative concentration program. This is a credit/no-credit granting seminar. Prerequisites: EDU520, EDU530, EDU550 and EDU790A

EDU791A Internship in Leadership Education II

credits: 0.25

This is the second seminar in the internship for leadership education to support the graduate student with applied action research experience in the field of educational leadership. Attention will be given to the central role of the school administrator through an action research project based in school improvement. The graduate student is engaged in the process of implementing, collecting, analyzing, and evaluating data involving curricular, programmatic, and leadership decision-making activities in schools. The internship continues the support for the development of the action research project and action research report for meeting the degree requirements in EDU795 of the Master of Science in Educational Leadership administrative concentration program. This is a credit/no-credit granting seminar. Prerequisites: EDU520, EDU530, EDU550, EDU790A and EDU790B.

EDU791B Internship in Leadership Education II

credits: 0.25

This is the second seminar in the internship for leadership education to support the graduate student with applied action research experience in the field of educational leadership. Attention will be given to the central role of the school administrator through an action research project based in school improvement. The graduate student is engaged in the process of implementing, collecting, analyzing, and evaluating data involving curricular, programmatic, and leadership decision-making activities in schools. The internship continues the support for the development of the action research project and action research report for meeting the degree requirements in EDU795 of the Master of Science in Educational Leadership administrative concentration program. This is a credit/no-credit granting seminar. Prerequisites: EDU520, EDU530, EDU550, EDU790A, EDU790B and EDU791A.

EDU794 Project in Religious Education Studies

credits: 1

Guided project in the development of an educational/instruction product for teaching the Faith.

EDU795 Seminar on Guided Research & Practice

credits: 3

The student will work with their faculty research mentor to write and submit the final Action Research Report required as the capstone product of the Masters in Educational Leadership program. This capstone project was begun and proposed in EDU 550, researched, developed, and applied during the internship period, and executed during EDU790 and EDU791 seminars. The focus of EDU795 is the completion of this project in a research report format that meets the style and format professional agencies require for publication and the public presentation of the research and findings.

EDU796 Portfolio Development

credits: 1

This catalog guides students in the preparation and completion of the professional portfolio through a series of workshops and assignments. The portfolio is a culmination of the student's accomplishments, skills, ability, and aptitude; and presents a visual demonstration and clear understanding of student mastery of necessary skills presented in the MS curriculum and instruction program. Prerequisites: EDU521, EDU531, EDU551, EDU571, EDU600 and EDU611

- EMG201 Emergency Medical Tech Basic I** **credits: 5**
 Together with EMT 202 Emergency Medical Technician Basic II, EMT201 provides the information and experience necessary to prepare the student to take the State of Michigan EMT-Basic licensing examination. (ADP)
- EMG202 Emergency Medical Tech Basic II** **credits: 5**
 Together with EMG201 Emergency Medical Technician Basic I, EMG202 provides the information and experience necessary to prepare the student to take the State of Michigan EMT-Basic licensing examination. (ADP)
 Prerequisite: EMG201
- EMG221 Paramedic I** **credits: 8**
 EMG221 is the first course in the sequence of EMG221-EMG225, which together provide the information and experience necessary to prepare the student to take the State of Michigan Paramedic licensing examination. (ADP)
 Prerequisite: EMG202
- EMG222 Paramedic II** **credits: 9**
 EMG222 is the second course in the sequence of EMG221-EMG225, which together provide the information and experience necessary to prepare the student to take the State of Michigan Paramedic licensing examination. (ADP)
 Prerequisite: EMG221
- EMG223 Paramedic III** **credits: 5**
 EMG223 is the third course in the sequence of EMG221-EMG225, which together provide the information and experience necessary to prepare the student to take the State of Michigan Paramedic licensing examination. (ADP)
 Prerequisite: EMG222
- EMG224 Paramedic IV** **credits: 8**
 EMG224 is the fourth course in the sequence of EMG221-EMG225, which together provide the information and experience necessary to prepare the student to take the State of Michigan Paramedic licensing examination. (ADP)
 Prerequisite: EMG223
- EMG301 Inter-Disciplinary Incident Command** **credits: 3**
 Introduces the concepts and principles of the Incident Command System (ICS). Topics include a brief history of the ICS, the ICS central organization, incident facilities, incident resource management, and the ICS assignments and implementations issues. (ADP)
- EMG324 Emergency Preparedness** **credits: 3**
 Explores readiness operations and issues at both a micro and macro level. Focus is on emergency preparedness plans for various types of emergencies, such as natural disasters, bomb threats, accidents, and workplace violence. (ADP)
- EMG360 Community and the Fire Threat** **credits: 3**
 Examines concepts of community sociology, the role of fire-related organizations with the community, and their impact on the local fire problems, including internal and external relationships in the local and regional fire service. (ADP)
- EMG420 Advanced Fire and EMS Administration** **credits: 3**
 Provides tools for effective fire service administration including a community orientation approach, core skills related to planning, implementation, leading change, and community risk management. (ADP) Prerequisite: EMG360
- EMG442 Current Issues in Emergency Management** **credits: 3**
 Covers the background, components, operations, and current issues of the emergency management discipline and practice. Topics include mitigation, response, recovery, preparedness, crisis communication, and the new terrorist threat. (ADP) Prerequisite: EMG324
- ENG101 English Composition** **credits: 3**
 This course is designed to help students refine their writing style. Group and written work promote skills in critical reading, peer editing and revising. The students develop strategies for researching and for effectively incorporating source material into their writing. A research paper is required.
- ENG202 Literary Genre & Interpretation** **credits: 3**
 Students develop interpretive strategies in a variety of genres by reading major texts from a variety of periods and cultures. The course emphasizes understanding the purpose of literature in a culture and in one's personal growth. Prerequisite: ENG101

- ENG224 Creative Writing: Poetry** **credits: 1**
 Students will read and write poetry, assessing the effects of style, technique and words choices that they, their fellow students and published poets have made in their poetry.
- ENG301 Advanced Composition (w)** **credits: 3**
 Students examine various aspects of persuasion while continuing to develop an effective, lucid style. Prerequisites: ENG101 & Sophomore standing
- ENG302E Creative Writing: Fiction** **credits: 1**
 A workshop course in the nature and techniques of fiction writing. Students will read from an anthology in order to find models for their own writing, as well as read and critique one another's work. At the end of the course, students compile their writing into a portfolio with introduction.
- ENG312 Introduction to Drama** **credits: 3**
 Close reading of 20 to 25 plays in their historical and theatrical context. Special emphasis is on form, themes, conventions, devices and mythological background. Prerequisite: ENG101 (May be taken concurrently)
- ENG313 Introduction to Fiction** **credits: 3**
 Students read representative prose fiction, including both short stories and novels of American, English, continental or minority writers of the 18th, 19th, and 20th centuries. The student's awareness of the distinction of this genre is increased through a study of various fictional modes, forms, conventions, and styles. Prerequisite: ENG101 (May be taken concurrently)
- ENG314 Development of the Novel** **credits: 3**
 Students explore the development of the novel into a major genre, the form being related to social, cultural and intellectual backgrounds. Critical analyses of works by novelists such as Cervantes, Defoe, Fielding, Goethe, Shelley, Austen, Balzac, Flaubert, Dickens, Eliot, Dostoevsky, Faulkner, Joyce, Woolf, Mann, Camus, Achebe, Morrison, Coetzee, and others. Prerequisite: ENG101
- ENG315 Contemporary Mosaic** **credits: 3**
 Students read selections that highlight contemporary American ethnic and minority perspectives. The readings in fiction, drama, and poetry broaden students' understanding and appreciation of the rich variety within the American experience. Prerequisite: ENG101
- ENG321 The English Language** **credits: 3**
 This course offers a study of the principles and phenomenon of language through an introduction to the fundamentals of linguistics, the phonetics, morphology, syntax, and semantics, followed by an examination of English Language from 900 to present. Prerequisite: ENG101
- ENG331 Medieval & Renaissance Literature** **credits: 3**
 Students examine medieval lyrics, narratives, and romances, with emphasis on the work of Chaucer. Readings in significant works of selected Renaissance writers include Sidney, Spenser, Donne, Jonson, Herbert, Marvell and Milton. Shakespeare excluded. Prerequisite: ENG101
- ENG332 Shakespeare (w)** **credits: 3**
 Study 10-12 representative plays, including histories, comedies, and tragedies. Develop an appreciation of Shakespeare's art and thought. Close, careful reading will increase the student's analytical and interpretative skills. Prerequisite: ENG101
- ENG333 Restoration & 18th Century Literature** **credits: 3**
 This course provides a study of representative prose, poetry, and drama of the late 17th and 18th century England. Readings in selected works of writers such as Dryden, Behn, Pope, Swift, Congreve, Montague, Defoe, Johnson, Gray, Fielding and Burke. Prerequisite: ENG101
- ENG334 The Romantic Movement** **credits: 3**
 A study of the poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, Keats and of minor poets. Some of the prose of this period will be considered. Prerequisite: ENG101
- ENG335 Victorian Literature** **credits: 3**
 Several major Victorian poets, novelists, and essayists are read in the light of social and cultural attitudes and realities of the Victorian period. Among writers considered may be Carlyle, Mill, Ruskin, Tennyson, the Brownings, the Rossettis, Arnold, Newman, Pater, Gaskell, the Brontes, Dickens, Eliot, and Hardy. Prerequisite: ENG101

- ENG336 20th Century British Literature** **credits: 3**
 Students read representative works of twentieth century British poets, novelists, and essayists against the background of social and cultural changes throughout the century. The course includes writers such as Conrad, Woolf, Joyce, Eliot, Lawrence, Yeats, Lessing and others. Prerequisite: ENG101
- ENG341 American Literature to 1865 (w)** **credits: 3**
 This course offers a survey of American writers in the colonial, revolutionary, early national, and romantic periods. Emphasis is on major authors (Taylor, Franklin, Cooper, Poe Hawthorne, Emerson Thoreau, Melville, and Whitman) presented in the context of selected alternate voices (e.g. Rowlandson, Equiano, Freneau, Thorpe, Longfellow, Douglass). Prerequisite: ENG101
- ENG342 American Literature: 1865-Present (w)** **credits: 3**
 A survey course of American writers since the Civil War. Emphasis is on major writers (Twain, James, Frost, Eliot, O'Neill, Hemingway, Faulkner, Stevens, and Williams) in the context of selected alternate voices (e.g. Chestnut, Chopin, Black Elk, Cather, Hurston, Wright, Plath). Prerequisite: ENG101
- ENG483 Senior Project** **credits: 1**
 Students combine research and practical implementation of theories and concepts to develop an individual project. Prerequisites: Senior standing & instructor's permission
- ENG491 Seminar in Literature** **credits: 3**
 Students engage in an intensive study of a topic, author, period, or genre. Subject matter will change from year to year and will generally be announced prior to early registration.
- ENS201 Wind Ensemble** **credits: 1**
 Study and performance of band literature of all periods and styles. Conducts annual tours. Formerly INS201. This course is repeatable.
- ENS211 Low Brass Ensemble** **credits: 1**
 Performance opportunity in low brass ensemble literature of all periods and styles. This course is repeatable.
- ENS221 Jazz Ensemble** **credits: 1**
 Study and performance of contemporary jazz literature. Performance opportunities will be through concerts and tour. Formerly INS221. This course is repeatable.
- ESC201 Physical Geology** **credits: 3**
 The earth's crust and its constituents. Geological processes. Common rocks and minerals, and topographic map study. (Students are responsible for field trip expenses.)
- ESC211 Principles of Physical Geography** **credits: 3**
 This is an introductory course in physical geography. Primary attention is given to earth-sun relations, climate, landforms and map interpretation. (Students are responsible for field trip expenses.).
- ESC310 Meteorology** **credits: 3**
 This course offers a study of the meteorological elements, the instruments that measure them, and the processes that control them.
- ESC483 Senior Project** **credits: 2**
 A culminating experience in which the student uses the skills and knowledge acquired in her or his previous preparation in the execution of an original (to the student) project dealing with an issue, question or problem of importance in the natural sciences or mathematics. Results of the project are communicated in an oral public presentation and a written paper. Prerequisites: Senior standing & instructor's permission & 24 credits completed in Natural Science major
- FAM311 Family Dynamics & Resource Mgmt (w)** **credits: 3**
 This course will provide students with an awareness of basic family theory as a tool for understanding family strengths and weaknesses, how family members relate to one other, and how families make decisions regarding developing and allocating resources. Prerequisites: ENG101 & two of the following courses: PSY211, PSY212, SOC345
- FAM321 Parent Education & Guidance (w)** **credits: 3**
 The purpose of this course is to provide students with an understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs. Prerequisites: ENG101 & (PSY211 or PSY212)

- FAM331 Observation Infant/Toddler Development** **credits: 3**
 Designed to provide an in depth study of children from conception through age 30 months using observational and objective documentation skills. Prerequisites: PSY101 & PSY211
- FAM332 Observation Preschool/Young Child Devel** **credits: 3**
 Designed to provide an in depth study of children aged 30-60 months using observational and objective documentation skills. Prerequisites: PSY101 & PSY211
- FAM333 The Hospitalized Child** **credits: 3**
 Provides fundamental skill in helping children and families cope with the stress of a health care experience through the role of the child life specialist as a member of the health care team. Prerequisites: PSY211 & PSY212
- FAM334 Therapeutic Interventions/Hosp Child** **credits: 3**
 Provides an introduction to theory and practice in helping children through play, coping and comfort techniques, as well as activity planning and adapting activities to the hospital environment through the role of the child life specialist as a member of the health care team. Prerequisite: FAM333
- FAM335 Child Life Specialist Seminar** **credits: 2**
 Provides skills for nurturing oneself while providing effective professional care to others.
- FAM390A Fieldwork IA** **credits: 3**
 Students will spend 120 hours each semester in a supervised volunteer position at a local non-profit agency that provides support for families. Prerequisites: PSY211 & PSY212 & SOC345 & instructor's permission
- FAM390B Fieldwork IB** **credits: 3**
 Students will spend 120 hours each semester in a supervised volunteer position at a local non-profit agency that provides support for families. Prerequisite: FAM390A & instructor's permission
- FAM411 Family Law & Public Policy** **credits: 3**
 This course provides an understanding of the legal definition of the family and examines the laws which affect the status of the family. Historical development of laws relating to marriage, divorce, family support, child custody, child protection and rights, and family planning will be examined.
- FAM421 Family Life Education Methodology** **credits: 3**
 This course enables students to develop knowledge of the scope, trends, and current issues in family life education methodology, as well as the opportunity to demonstrate the use of methods and materials. Prerequisites: PSY211 & PSY212
- FAM430 Foundations of Youth Ministry** **credits: 3**
 Explores Biblical foundations for youth ministry. It will help students experience several youth ministry philosophies and challenge them to form their own definition and philosophy. The student will also define the role of the home and parents youth ministry programming and apply intergenerational programming design.
- FAM431 Youth Culture** **credits: 3**
 Students explore the youth culture in America, ways to help teens in crisis, ways to stay current on youth culture issues, and learning the importance of building relationships with teens and parents. Students will also explore strategies to reach out and minister to youth in the community, apply theology to contemporary issues, and to set up policy to protect teens and adults from misconduct or false accusation.
- FAM432 Youth Ministry Administration** **credits: 3**
 Students explore youth ministry administration as it applies to the local congregation. Students learn to develop short and long term planning skills, recruit and train volunteers, and manage youth budgets. The course will also explore change, leadership skills, and professional liability issues.
- FAM433 Youth Ministry Seminar** **credits: 2**
 Students explore personal issues in ministry, especially those that are specific to youth ministry. Students develop a personal devotional life, explore time management, and understand the importance of a congregation's unique history and culture. Students will also learn the dynamics of team ministry, navigating congregational conflict, and the importance of professional growth and support.
- FAM434 Practical Skills in Youth Ministry** **credits: 3**
 Students explore basic skills in youth ministry. Students look at ways to identify, plan, implement, maintain, and lead a balanced youth ministry program to teens and their homes through fellowship, outreach, small groups, mission servant trips, fund raising, retreats, and more. Students learn how to speak effectively to youth, lead youth Bible studies, lead retreats, evaluate youth resources, assess spiritual gifts of youth, and engage their gifts in Christian service.

- FAM483 Senior Project** **credits: 1**
 Students combine research and practical implementation of theories and concepts to develop an individual project. Senior standing is required.
- FAM490A Fieldwork IIA** **credits: 3**
 The capstone Family Life experience is in the fourth year and is called internship. Students use learned academic information and field experiences to serve in their area of interest under the mentorship of an experienced professional. Prerequisites: FAM390A & FAM390B & instructor's permission
- FAM490B Fieldwork IIB** **credits: 3**
 The capstone Family Life experience is in the fourth year and is called internship. Students use learned academic information and field experiences to serve in their area of interest under the mentorship of an experienced professional. Prerequisites: FAM390A & FAM390B & instructor's permission
- FAM490C Fieldwork IIC** **credits: 6**
 The capstone Family Life experience is in the fourth year and is called internship. Students use learned academic information and field experiences to serve in their area of interest under the mentorship of an experienced professional. Prerequisites: FAM390A & FAM390B & instructor's permission
- FRE101 Elementary French I** **credits: 3**
 Introduction to French vocabulary, grammar, and culture, taught through listening, speaking, reading, and writing. Offered every fall semester.
- FRE102 Elementary French II** **credits: 3**
 Continuation of Elementary French I. Prerequisite: FRE101
- GEO200 Human Geography** **credits: 3**
 Students use natural environment concepts to help explain the spatial distribution of human activities.
- GEO321 Ethnographic Geography** **credits: 3**
 Students explore the interplay of the natural environment, social organization and culture. Emphasis is on the diverse ways that ethnicity emerges as various human groups adjust to locales in which they live. Prerequisite: GEO200
- GER101 Elementary German I** **credits: 3**
 Introduction to German grammar and syntax; selected readings in German and conversations.
- GER102 Elementary German II** **credits: 3**
 Introduction to more advanced German grammar and syntax; more selected readings in German and conversations. Prerequisite: GER101
- GRE201A Elementary Greek I** **credits: 4**
 Students learn the morphology, syntax, and vocabulary of ancient Greek and achieve an initial level of skill in reading and writing basic sentences. One year of any high school or college foreign language study is recommended.
- GRE202A Elementary Greek II** **credits: 4**
 Continuation of GRE201. Students learn the morphology, syntax, and vocabulary of ancient Greek and achieve increasing competence in the skills in reading and writing passages. Prerequisite: GRE201A
- GRE316 Greek Readings** **credits: 2**
 This course serves as a vehicle for development of skills necessary in translation of ancient Greek texts, including an understanding of their historical and cultural background. Students strengthen and expand their knowledge of Greek morphology, syntax, and vocabulary and grow in using linguistic and academic resources. Prerequisite: GRE202A
- GRE483 Senior Project** **credits: 1**
 Students combine research and practical implementation of theories and concepts to develop an individual project. Prerequisites: Senior standing & instructor's permission
- GST150 Introduction to Campus Information Systems** **credits: 1**
 Introduces students to the university's networked environment including integrated e-mail, web based course resources, and library and research technologies to support the students in their academic work. (ADP)
- GST151 Introduction to Campus Computing** **credits: 2**
 Introduces students to the college's networked environment that utilizes e-mail, the world wide web, and other communication technologies to support the faculty and students in their instruction and learning. Students will

achieve beginning level information and technological literacy to enable them to be successful with course assignments throughout their college program.

GST182 Freshman Seminar **credits: 1**
 Promotes academic success in the General Studies Core and present models for understanding the value of interdisciplinary study. The course will introduce students to liberal arts education and attempt to awaken intellectual curiosity. Helps students facilitate peer support networks and connect them to campus support services. Social issues that relate to the first year experience and interpersonal communication skills will be explored.

GST201 Career Planning/Job Search Strategies **credits: 1**
 Students will learn how to employ techniques useful for career planning and job search strategies. They will be exposed to web-based products; company information; and receive the benefits of exposure to various speakers in the career planning field.

HEA483 Senior Project **credits: 2**
 A culminating experience in which the student uses the skills and knowledge acquired in her or his previous preparation in the execution of an original (to the student) project dealing with an issue, question or problem of importance in the natural sciences or mathematics. Results of the project are communicated in an oral public presentation and a written paper. Senior standing is required.

HEB201A Elementary Hebrew I **credits: 4**
 Students are introduced to Biblical Hebrew morphology, syntax, and vocabulary leading to elementary translation of practice texts and the Hebrew Bible. Ancient culture and history relating to the Old Testament are also introduced.

HEB202A Elementary Hebrew II **credits: 4**
 This course continues the study of Biblical Hebrew morphology, syntax, and vocabulary with an introduction to the reading of Biblical Hebrew prose. Prerequisite: HEB201A

HEB316 Hebrew Readings **credits: 2**
 Through exposure to a variety of texts, students will further develop the skill of reading the Hebrew Old Testament with care and precision by strengthening and expanding their knowledge of Greek morphology, syntax, and vocabulary. Ancient culture and history will continue to be explored. Prerequisite: HEB202A

HEB483 Senior Project **credits: 1**
 Students combine research and practical implementation of theories and concepts to develop an individual project. Prerequisites: Senior standing & instructor's permission

HIS101A World Civilizations I **credits: 2**
 Overview of the development of major areas and key people, ideas, and events in selected civilizations in Europe, Africa, and Asia from their origins to 1500.

HIS102A World Civilizations II **credits: 2**
 Overview of the development of major areas and key people, ideas, and events in selected civilizations in Europe, Africa, and Asia from 1500 to the present.

HIS111A Development of American Civilizations I **credits: 2**
 Overview of the development of major areas and key people, ideas and events in selected American civilizations from their origins to 1876.

HIS112A Development of American Civilizations II **credits: 2**
 Overview of the development of major areas and key people, ideas and events in selected American civilizations from 1876 to the present.

HIS331 Historiography - State and Local History **credits: 3**
 An examination and application of historical methods in local history with emphasis on various historiographical perspectives. This course will develop investigative research abilities and information processing skills.

HIS355 American Racial & Cultural Minorities **credits: 3**
 Explores racial and cultural minorities in the modern world with particular references to U.S. racial myths, doctrines, and historical movements; conflict and accommodation; with proposed solutions to ethnic conflict.

HIS385 Area Studies (w) **credits: 3**
 A historical and topical survey of a world culture: Middle East and North Africa, Sub-Saharan Africa, East Asia, Southeast Asia, South Asia, Central America, South America, Europe, Russia, and Austral Realm. Topics will

change from semester to semester. Students may take this course more than once for credit as long as different topics are studied. Prerequisite: ENG101

HIS395 Independent Study in History **credits: 1**
Junior level independent study.

HIS421 Special Topics in History **credits: 3**
Study of specific selected topics with development of appropriate major areas and key people, ideas, and events. Topics will change from semester to semester. Students may take this course more than once for credit as long as different topics are studied.

HIS483 Senior Project **credits: 1**
Students combine research and practical implementation of theories and concepts to develop an individual project. Senior standing is required.

HIS490 History Internship **credits: 1**
Students are assigned to complete a minimum of 30 hours per semester to an approved historical site or research facility.

HIS507 History of Christian Thought **credits: 1**
A historical survey of Christian thought, placed in the context of the Church's history, from the first century into the 20th century. Emphasis is placed upon the articulation and development of the doctrinal, institutional, and ethical patterns of the church in the light of the Biblical witness and contemporary social, cultural, and intellectual environments.

HSC390 Cardiopulmonary Health/Disease **credits: 2**
Presents the principles of the cardiovascular and pulmonary systems in good health and various disease states. Specific applications for managing cardiovascular and pulmonary wellness will be explored. Prerequisite: HEA210

INS381 Urban Perspectives **credits: 3**
Urban places are central to the historic definition of civilization. They are complex systems reflecting the best and worst of all human enterprise. This course looks at cities from many different viewpoints to construct a many faceted picture of the city as an entity and an idea. Prerequisite: INS181

KIN201 Introduction to Physical Education **credits: 3**
Students explore the history, principles, scientific foundations, philosophy, and scope of Physical Education.

KIN230 Physical Activities **credits: 1**
The focus of this group of activities is the development of fitness habits for the individual. Activities include: jogging, aerobic exercises, swimming, weight training, and physical conditioning.

KIN233 Sports Health **credits: 3**
This course is designed to give knowledge and skills in the treatment of common activity-related injuries. Basis principles of first aid and athletic training are learned.

KIN235 Motor Learning & Development **credits: 3**
This course is designed to give knowledge about motor learning and development. Students experience how movements are learned and how the capacity for movement changes over the lifespan.

KIN240 Team Activities **credits: 1**
This group focuses on some popular team sports, as well as some that are not well known. Activities include: volleyball, Concordia ball, basketball, korfbal, softball.

KIN252 Individual Activities: Tai Ji I **credits: 1**
Students will learn the history and development of Tai Ji for physical fitness. Students will use Tai Ji movement to improve awareness, strength, balance, and agility for a more active, Christian lifestyle.

KIN253 Individual Activities: Tai Ji II **credits: 1**
A continuation of KIN252 (Tai Ji I). Students will learn the history and development of Tai Ji for physical fitness. Students will use Tai Ji movement to improve awareness, strength, balance, and agility for a more active Christian lifestyle. Prerequisite: KIN252

KIN260 Recreational Activities **credits: 1**
Students gain exposure to recreational activities which focus on the productive use of leisure time.

- KIN323 Adapted Physical Education** **credits: 2**
Physical education activities modified to the needs, limitations and interests of the mentally and/or physically challenged individual.
- KIN334 Biomechanics** **credits: 3**
Students examine the role of the skeletal, muscular, and nervous systems in human movement. Basic mechanical principles underlying and effecting efficient human movement are examined. Prerequisite: BIO331
- KIN335 Physiology of Exercise** **credits: 3**
Students investigate the application of physiological principles to the study of human performance related to sports and leisure activities. Prerequisite: BIO331
- KIN350 Coaching Methods** **credits: 3**
This course presents the theories of coaching and strategies of team sports.
- KIN400 Tests & Measurements in Physical Educ** **credits: 2**
The history, theory, and principles of testing in a physical education program are presented. Predictive and inferential aspects of statistics.
- KIN401 Teaching Rhythms & Dance** **credits: 2**
This course focuses on the methods and techniques of instruction in rhythmic and dance activities.
- KIN402 Theory & Practice of Individual Sports** **credits: 2**
This course focuses on instructional strategies and techniques. Traditional individual sports and games of American culture will be taught as will those of other cultures and countries.
- KIN405 Theory & Practice of Team Sports/Games** **credits: 2**
This course focuses on instructional strategies and techniques. Traditional games of American culture will be taught, as will the sports of Native Americans and other cultures and countries.
- KIN410 Health Education** **credits: 3**
Major contemporary health issues, methods of instruction, and curriculum design and planning are discussed.
- KIN483 Senior Project** **credits: 2**
A culminating experience in which the student uses the skills and knowledge acquired in her or his previous preparation in the execution of an original (to the student) project dealing with an issue, question or problem of importance in the natural sciences or mathematics. Results of the project are communicated in an oral public presentation and a written paper. Prerequisites: Senior standing & instructor's permission & 24 credits completed in Natural Science major.
- KIN490 Physical Education Internship** **credits: 1**
Physical education internship. Prerequisite: Instructor's permission
- LAN282 Language, Communication & Culture** **credits: 3**
Examines the forms and functions of oral and written communication. Emphasis is placed on the role culture plays in human communication processes, especially in interpersonal relationships and the mass media.
- LAN435 Literature for Young Adults** **credits: 3**
Students receive a general survey of the wide body of literature which is available for use with adolescents, as well as criteria for evaluation and presentation of a variety of techniques for teaching such literature.
- LAN437 Children's Literature** **credits: 3**
Provides a general survey of the wide body of literature that is available to use with children, as well as criteria for evaluation and presentation of a variety of techniques for teaching such literature.
- LAN483 Methods of Language Arts Reflective Assessment Sr Project** **credits: 1**
Focuses on reflective assessment of content, pedagogy, and materials used to teach language arts at the elementary level, including student goal setting and curricular differentiation. Senior standing is required. Prerequisites: EDU340 & EDU341 & EDU362 & admission to School of Education: Elementary & instructor's permission
- LAT101 Elementary Latin I** **credits: 3**
This course introduces the rudimentary elements of Latin grammar, syntax, vocabulary, pronunciation, and translation. Students also receive an introduction into the technical discourse of grammatical analysis. An additional hour of laboratory work is required weekly.

- LAT102 Elementary Latin II** **credits: 3**
 Continuation of Elementary Latin I. As with LAT101, an additional hour of laboratory work is required weekly.
 Prerequisite: LAT101
- MAT090 Pre-College Mathematics** **credits: 0**
 Students learn fundamental math concepts involving whole numbers, fractions, decimals, and mixed numbers, and simple equations. This course is especially designed for students with low basic math skills. No college credit awarded.
- MAT101 Beginning Algebra** **credits: 3**
 Students learn fundamental concepts involving sets, whole numbers, integers, and rational numbers, linear and quadratic equations, and use basic algebraic operations to solve problems. Prerequisite: MAT090
- MAT105 Introduction to Statistics** **credits: 3**
 Introduces students to descriptive statistics, frequency distributions, graphic displays, and measures of central tendency and variation. The course also provides students with experience in sampling, confidence intervals, and preliminary inferential statistics test methods. (ADP) Prerequisite: MAT101
- MAT107 Intermediate Algebra** **credits: 3**
 Students learn fundamental concepts and solve problems involving rational and radical expressions; inequalities; linear, quadratic and exponential functions; and systems of linear equations. Prerequisite: MAT101
- MAT110 Mathematics for Teachers** **credits: 3**
 Course covers mathematical concepts and problem solving techniques needed by elementary school teachers. Topics include problem solving, sets, functions, numeration systems, number theory and number systems, applications, an introduction to probability and statistics, introductory geometry and measurement concepts. Prerequisite: MAT107
- MAT111 College Algebra** **credits: 3**
 This course covers the real number system, exponents and radicals, polynomial equations, system of equations, introduction to matrices, inequalities, polynomial, rational, exponential and logarithmic functions and their graphs. Prerequisite: MAT107
- MAT112 Trigonometry** **credits: 2**
 Topics studied in this course include trigonometric functions, identities, transcendental and inverse trigonometric functions, and trigonometric equations. Prerequisite: MAT107
- MAT221 Calculus I & Analytic Geometry** **credits: 4**
 Plane analytic geometry, functions, introduction to limits and continuity, the derivative, curve sketching using derivatives, applications of the derivative, definite integration, fundamental theorem of calculus, vectors, and conic sections. Prerequisites: MAT111 & MAT112
- MAT222 Calculus II & Analytic Geometry** **credits: 4**
 Integration of differentiation of trigonometric, exponential, logarithmic and hyperbolic functions, derivatives of parametric polar equations, general methods of indefinite integration, applications of the definite integral to volume, centroids and moments, and indeterminate forms. Prerequisite: MAT221
- MAT231 Linear Algebra** **credits: 3**
 The application and theory of linear algebraic structures, linear transformations, matrices, vectors and vector spaces, echelon systems, and canonical forms. Prerequisite: MAT221
- MAT261 Elementary Statistics** **credits: 3**
 A basic course in descriptive and inferential statistics for students of the natural and social sciences and business. Includes applications of parametric and non-parametric statistics to data analysis problems. Prerequisite: MAT107
- MAT311 Quantitative Methods in Decision Making** **credits: 3**
 Students will learn selected quantitative methods that can be used in decision making. Emphasis will be given to the application of the methods, especially in business. Prerequisite: MAT111
- MAT323 Calculus III & Analytic Geometry** **credits: 4**
 Epsilon - Delta' definitions, indeterminate forms, infinite series, solid analytic geometry, partial derivatives, multiple integrals, vector fields, line and surface integrals, Green's Theorem and Stokes' Theorem. Prerequisite: MAT222

- MAT341 Differential Equations** **credits: 3**
 This course covers ordinary differential equations, higher order linear equations, systems of first order equations, series and numerical solutions with applications. Prerequisites: MAT222 or MAT323
- MAT351 Modern Algebra** **credits: 3**
 This course is an introduction to the theory and concepts of modern algebra as well as to their role in unifying other mathematical notation and their application in such areas as groups, rings, field, Boolean Algebras. Prerequisite: MAT222
- MAT371 Modern Geometry** **credits: 3**
 A survey of Euclidean geometry and several non-Euclidean geometries including finite, projective and hyperbolic. Prerequisite: MAT222
- MAT461 Probability and Statistics** **credits: 3**
 Basic concepts of probability; moments, moment generating function, expectation, variance, covariance, distribution functions and their application to statistical tests of hypotheses; bivariate, marginal and conditional distributions; treatment of experimental data. Development of formulas and methods are emphasized but there will be applications to problems in science and/or social science. Prerequisite: MAT323
- MAT483 Senior Project** **credits: 2**
 A culminating experience in which the student uses the skills and knowledge acquired in her or his previous preparation in the execution of an original (to the student) project dealing with an issue, question or problem of importance in the natural sciences or mathematics. Results of the project are communicated in an oral public presentation and a written paper. Prerequisites: Senior standing & instructor's permission & 24 credits completed in Mathematics major.
- MUS201A Music Theory I** **credits: 3**
 Students examine part writing using fundamental triads and their inversion. Ear training lab required.
- MUS201B Aural Theory I** **credits: 1**
 Provides students with the knowledge to read at sight, notate, and improvise short musical examples.
- MUS202A Music Theory II** **credits: 3**
 This course presents non-harmonic tones, modulation and seventh chords in part writing. Chorale settings of the eighteenth century. Ear training lab required. Prerequisite: MUS201A
- MUS202B Aural Theory II** **credits: 1**
 This course provides students with the knowledge to sight-read, notate, and improvise short musical examples. Prerequisite: MUS201B
- MUS205 Musical Improvisation** **credits: 1**
 Open to all musicians. All skill levels welcome. Focus on the fundamentals of musical improvisation, with emphasis on jazz improvisation. Students will learn standard jazz repertoire.
- MUS217 Chamber Music** **credits: 2**
 Through the formation of small ensembles, students will learn the skills and terminology essential to the performance of chamber music. Techniques for adapting literature to suit the needs of any ensemble will also be explored. Performances of the music learned will take place inside and outside of the college community. Prerequisite: MUS202
- MUS221 Conducting I** **credits: 1**
 Students learn the essential elements of choral and instrumental conducting correlated with ear training, progressing from single line to simple four part choral and instrumental materials.
- MUS222 Conducting II** **credits: 1**
 This course provides essentials of choral and instrumental conducting correlated with ear training, progressing from single line to simple four-part choral and instrumental materials. Prerequisite: MUS221
- MUS223 Functional Keyboard Skills** **credits: 1**
 This course will enable the student to develop skills of sight reading, accompaniment and hymn playing at the keyboard. Prerequisites: PIA201 & PIA203
- MUS244 Instrumental Techniques: Strings** **credits: 1**
 Fundamental skills for playing orchestral string instruments are taught.

- MUS245 Voice Techniques** **credits: 1**
 This course will equip future choral conductors and voice teachers with basic vocal pedagogical knowledge. The varying needs of church choirs, children's choirs, teen choirs, and adult choirs, including warm-ups and diction, will be examined.
- MUS301A Music Theory III** **credits: 3**
 The study and application of contrapuntal techniques of the sixteenth through the eighteenth centuries and the tonal resources of the nineteenth century. Emphasis on analysis and composition. Prerequisite: MUS202A
- MUS301B Aural Theory III** **credits: 1**
 Provides students with the knowledge to sight-read, notate, and improvise short musical examples. Prerequisite: MUS202B
- MUS302A Music Theory IV** **credits: 3**
 Provides study and application of the tonal, rhythmic and formal resources of the twentieth century. Emphasis is placed on analysis and composition. Prerequisite: MUS301 or MUS301A
- MUS302B Aural Theory IV** **credits: 1**
 Provides students with the knowledge to sight-read, notate, and improvise short musical examples. Prerequisite: MUS301 or MUS301B
- MUS321 Conducting III** **credits: 1**
 Advanced choral and instrumental conducting correlated with ear training. Advanced literature for voices and instruments. Prerequisite: MUS222
- MUS331 History of Music I (w)** **credits: 3**
 The development of music from antiquity to about 1750. Emphasis upon the theoretical and aesthetic foundations of Western music during this time. Prerequisites: ENG101 & MUS302
- MUS332 History of Music II (w)** **credits: 3**
 The development of music from 1750 to the present. Emphasis upon the monuments of music and the compositional procedures exhibited in the musical genera of this time. Prerequisites: MUS202 or MUS202A and ENG101
- MUS333 Ethnomusicology** **credits: 2**
 An introduction to the Music of the World's People. This course is an introduction to World Music and will enable the student to experience and understand the meanings of music in the lives of diverse human communities.
- MUS337 Lutheran Worship** **credits: 1**
 The nature and purpose of worship in the Lutheran service including the developmental study of hymns and liturgy.
- MUS341 Instrumental Techniques: Brass** **credits: 2**
 Students gain fundamental skills for playing brass instruments. Application to development of school instrumental programs.
- MUS351 Introduction to MIDI Technology** **credits: 2**
 This course will introduce the student to MIDI (Musician Instrument Digital Interface) technology for basic sequencing, recording, and score production. These techniques will be applied in the production of original compositions and arrangements. Prerequisite: MUS202
- MUS425 Seminar in Church Music I** **credits: 3**
 This course offers an in-depth study of the leadership role the parish musician plays in Christian worship. Special emphasis will be placed on the ministry of the parish musician, philosophy of music in worship, and staff relationships. Prerequisite: MUS325
- MUS446 Service Playing & Literature** **credits: 2**
 Examination and evaluation of materials useful for service playing and choir accompaniment; development of requisite technique through practical application. Prerequisite: ORG401
- MUS483 Recital Repertoire** **credits: 2**
 A concentrated semester of study in a principal instrument or voice culminating in the senior recital. Prerequisites: Senior standing & instructor's permission
- NAT281A Investigate Energy, Temperature & Heat** **credits: 3**
 This course serves as a vehicle for development of skills necessary in scientific inquiry and reasoning with an emphasis on physics.

- NAT281B Chemistry in Context** **credits: 3**
 This course serves as a vehicle for development of skills necessary in scientific inquiry and reasoning with an emphasis on chemistry.
- NAT281C Investigation of a Changing Earth** **credits: 3**
 This course serves as a vehicle for development of skills necessary in scientific inquiry and reasoning with an emphasis on earth science.
- NAT282 Biology & Whole Person** **credits: 3**
 A theoretical and practical study of human wellness and fitness with special reference to human anatomy and physiology and human behavior as it contributes to optimum physical, mental, and spiritual well-being.
- OLA503 Theories of Leadership** **credits: 3**
 Provides an overview of modern leadership theories as they developed over the past half a century, Trait Theory, Contingency Theory, Cognitive Theories, Transactional and Transformational Theories, Culture and Gender Theories, and more recently developed Integrative Theories.
- OLA509 Team Building/Leading Change in Organiz** **credits: 3**
 Equips team leaders with the tools to create and maximize participation, collaboration, and effectiveness in order to build team identity, commitment, and trust.
- OLA515 Organizational Communication/Negotiation** **credits: 3**
 Focuses on theories of organizational communication and current issues in ethical, interpersonal, cross cultural and competitive communication situations.
- OLA521 Select & Implement Information Systems** **credits: 3**
 Explores how organizations select and use information systems to meet challenges and opportunities in various environments. Overall design features, implementation strategies, and management issues are addressed.
 Prerequisite: OLA515
- OLA535 Strategic Human Resources Management** **credits: 3**
 Students will learn to think strategically and conceptually about managing an organization's human assets. The focus is on what the HR function can offer the organization, its leaders, and employees.
- OLA542 Ethical Dimensions of Leadership** **credits: 3**
 Prepares students to understand and apply what is required to strengthen Christian ethics in organizational cultures.
- OLA555 Financial Analysis for Administrators** **credits: 3**
 Introduces information and tools essential to understanding corporate financial management.
- OLA563 Leadersh in International Organizations** **credits: 3**
 Examines the cross-cultural complexities, challenges, and opportunities of leadership at the national and international levels.
- OLA570 Leadership Competencies Practicum** **credits: 3**
 Students complete various leadership measures to assess their leadership style, and with the assistance of an OLA professor, formulate a personalized plan to develop their practical leadership skills over several months.
- OLA584 Research** **credits: 3**
 Concentrates on defining a research problem and preparing a prospectus. Students will learn how to focus a topic and submit a prospectus including a time line.
- OLA585 Oral Defense of Research** **credits: 3**
 Internship - Students will serve as an intern in a place that provides leadership learning. Students and mentors will devise pragmatic application in a workplace. Students will work with an advisor and committee, if necessary.
 Literature Review - Students write an extended literature review on some aspect (often identified as a problem) of organizational leadership and administration. Possible areas include communication, ethics, and leadership.
 Students will work with an advisor. Thesis - Students write a research thesis on some aspect (often identified as a problem) of organizational leadership and administration. Possible areas include administration, communication, and leadership. Prerequisite: OLA584
- ORGxxx Organ Lessons** **credits: 1**
 Beginning through advanced organ lessons.
- PERxxx Percussion Lessons** **credits: 1**
 Beginning through advanced percussion instrument lessons.

- PHI212 Bioethics** **credits: 3**
 Covers the important issues in bioethics - euthanasia, abortion, cloning, stem cell research, etc. Students will explore the issues and learn the theories used to evaluate them.
- PHI310 Issues in Ethics** **credits: 1**
 Issues in Ethics is designed to address compelling ethical issues of the moment in a one day format. The course will frame questions about these issues and enable the student to formulate morally consistent responses.
- PHI321 History/Problems of Western Philosophy** **credits: 3**
 Students will examine the history and development of Western philosophy from ancient Greece to the present. In addition to a chronological overview of the development of Western thought, students concentrate on the leading intellectual issues, question, and thinkers that have shaped the Western world.
- PHI322 Issues in Western Philosophy** **credits: 3**
 An introduction to selected central issues and problems in Western philosophy. Students will analyze and discuss these key issues based on the reading of primary sources.
- PHI355 Argument Analysis** **credits: 3**
 Students in this course will learn to use the tools and methods of classical logic and rhetoric to recognize, analyze, and construct the types of arguments encountered in the contemporary world.
- PHI483 Senior Project** **credits: 1**
 Students combine research and practical implementation of theories and concepts to develop an individual project. Senior standing is required.
- PHY211 Physics I** **credits: 4**
 This course covers forces, vectors, acceleration, gravitation, work, power, circular motion, fluids, vibrating bodies, wave motion, temperature, thermal expansion, heat transfers, and thermodynamics. Prerequisite: Sufficient high school physics & pre-calculus or instructor's permission
- PHY212 Physics II** **credits: 4**
 Students explore reflection, refraction, optical instruments, spectra, diffraction, polarization, electrical circuits, currents, energy and power, magnetism, and induction. Prerequisite: PHY211
- PHY223 Mechanics, Sound, & Heat** **credits: 5**
 A first, calculus-based course for physical science and engineering students. Topics include kinematics, Newton's laws of motion, work and energy, momentum, rotation, oscillations, waves, and sound. Prerequisites: MAT221 & sufficient high school physics or instructor's permission
- PHY224 Electricity, Magnetism, & Light** **credits: 5**
 A continuation of PHY223 for physical science and engineering students. Topics include static and current electricity, magnetism, induction, and geometric and physical optics. Prerequisites: MAT222 & PHY223
- PHY483 Senior Project** **credits: 2**
 A culminating experience in which the student uses the skills and knowledge acquired in her or his previous preparation in the execution of an original (to the student) project dealing with an issue, question or problem of importance in the natural sciences or mathematics. Results of the project are communicated in an oral public presentation and a written paper. Prerequisites: Senior standing & instructor's permission & 24 credits completed in Natural Science major
- PIA201 Beginning Piano I** **credits: 1**
 Discovery of music fundamentals (e.g., musical notation, key signatures, chords, musical symbols and terminology, major and minor mode, scales, arpeggios), beginning improvisation, harmonizing melodies, and repertory pieces.
- PIA203 Beginning Piano II** **credits: 1**
 Continuation of PIA201. Provides a development of keyboard application skills. Prerequisite: PIA201
- PIAxxx Piano Lessons** **credits: 1**
 Beginning through advanced piano lessons. Prerequisite: Instructor's permission
- POS101 American Government** **credits: 3**
 This course focuses on the political theory, structures, and functions of the American political system.
- POS311 Urban Government** **credits: 3**
 Students explore the development of urban government, urban systems, reorganization, reform, community power, policy issues. Prerequisite: POS101

- POS361 Civil Rights & Civil Liberties** **credits: 3**
 Increases understanding of rights within the context of politics and of the basic structure and operation of the American constitutional approach to rights and liberties. Prerequisite: POS101
- PSA204 Introduction to Public Administration** **credits: 3**
 Gives a comprehensive overview of the administrative and management responsibilities in the field of public safety and examines the complexities of public administration. Topics include the historical development and current practice of public organizations, leadership, decision-making, and problem solving. (ADP)
- PSA401 Financial Management & Budgeting** **credits: 3**
 Examines the basic concepts and practices of budgeting and financial management in public service agencies, including the analytical and operational skills. Emphasis is on the administration of a budget as a tool for planning, cost control and analysis, and financial reporting. (ADP) Prerequisites: MAT101 and ACC310
- PSA421 Theories of Public Administration** **credits: 3**
 This course explores contemporary theory and practice in public safety leadership. Focus is on application of theoretical concepts to actual administrative/leadership situations through discussions of case studies of national, state and local government agencies. (ADP) Prerequisite: PSA204
- PSA445 Strategic Management Planning** **credits: 3**
 Examines both the theory and the application of strategic management tasks for public safety administrators. Emphasis includes environmental scanning, transforming strategic plans into policies and programs, management tactics, and assessing organizational performance and outcomes. (ADP) Prerequisite: PSA204
- PSA484 Senior Project I** **credits: 2**
 Combines research and practical implementation of theories and concepts to solve a work-based problem that demonstrates their successful integration and application of knowledge, and results in a major written and oral report. Students complete part one of the seven chapter senior project. (ADP) Prerequisites: GST150 and GST151
- PSA485 Senior Project II** **credits: 3**
 Combines research and practical implementation of theories and concepts to solve a work-based problem that demonstrates their successful integration and application of knowledge, and results in a major written and oral report. Students complete part two of the seven chapter senior project. (ADP) Prerequisites: BUS402 and PSA484
- PSY101 General Psychology** **credits: 3**
 A basic introduction to the major concepts of psychology, such as developmental processes, learning, memory, motivation, perception, states of consciousness, biological processes, social processes, stress, abnormal behavior, and therapeutic approaches.
- PSY211 Child Psychology** **credits: 3**
 Students make a critical examination of theories, methods, and findings on human growth and development during childhood. Includes physical, cognitive, emotional, moral, and social development. Prerequisite: PSY101 or EDU220
- PSY212 Adolescent Psychology** **credits: 3**
 This course presents critical examination of theories, methods, and findings on human growth and development during adolescence. Includes physical, cognitive, emotional, moral and social development. Prerequisite: PSY101 or EDU220
- PSY214 Psychology of the School Aged Child** **credits: 4**
 Students make a critical examination of theories, methods, and findings on human growth and development during childhood and adolescence. Includes physical, cognitive, moral, and social development of children aged 5-18. Prerequisite: PSY101 or EDU220
- PSY290 Field Experience I** **credits: 0**
 The student is expected to spend at least 20 hours helping one or more persons by applying relevant psychological principles. Off-Campus Ministries, tutoring someone with special needs, working at a camp, or visiting a confined person are possibilities. Prerequisite: Instructor's permission
- PSY332 Psychological Testing & Measurement (w)** **credits: 3**
 Students examine the uses, development, and evaluation of psychological tests of achievement, aptitude, interests, intelligence, and personality characteristics. Includes relevant legal and ethical issues. Prerequisites: PSY101 & ENG101 & MAT261
- PSY341 Cognitive Psychology** **credits: 3**
 Students investigate the processes of perception, learning, memory and critical thinking. Prerequisite: PSY101

- PSY342 Social Psychology (w)** **credits: 3**
 This course is a study of the influences of social situations on the individual's behaviors, feelings, and thoughts.
 Prerequisite: PSY101 & ENG101
- PSY343 Physiological Psychology** **credits: 3**
 Students explore the interaction of biological and psychological processes. Prerequisite: PSY101
- PSY361 Abnormal Psychology** **credits: 3**
 This course presents psychological research and theory related to abnormal behavior, focusing on recognized forms of psychological disorders. Prerequisite: PSY101
- PSY362 Personality Psychology** **credits: 3**
 A study of classical, modern, and Biblical theories of personality and relevant research studies is presented.
 Prerequisite: PSY101
- PSY411 Introduction to Counseling** **credits: 3**
 Students examine the theories and techniques of counseling. Prerequisite: Instructor's permission
- PSY421 Human Sexuality** **credits: 3**
 This course presents an examination of human sexuality through developmental and sociocultural lenses.
 Prerequisite: PSY101
- PSY483 Senior Project** **credits: 3**
 Students combine research and practical implementation of theories and concepts to develop an individual project.
 Prerequisites: Senior standing & instructor's permission
- PSY490 Psychology Internship** **credits: 1**
 An active participation in a program or agency which applies psychological principles to help solve personal or societal problems. Prerequisite: Instructor's permission
- REL241 Biblical Literature I - Old Testament** **credits: 3**
 This course explores Old Testament Biblical literature within its historical, cultural, and geographical settings in order to understand its message to God's people then and now. Skills of Biblical interpretation are emphasized.
 Prerequisite: BIV131
- REL242 Biblical Literature II - New Testament** **credits: 3**
 The New Testament text, and the world behind it, and the principles for interpreting this religious literature are studied to determine its historical meaning and contemporary applications. Prerequisite: BIV131
- REL303 Foundations of Christianity** **credits: 2**
 Introduces the foundations of the Christian faith and Luther's explanation of the Christian life. Particular emphasis is given to the proper distinction between Law and Gospel. (ADP)
- REL305 Faith, Values & Leadership** **credits: 2**
 Integrates the dimensions of faith and the resultant values that influence behaviors, decision-making, and effectiveness of leaders. Christian beliefs and doctrines will be reviewed for their impact on leadership, followership, and service. (ADP) Prerequisite: REL303
- REL321 History of Christian Thought** **credits: 3**
 An historical survey of Christian thought, placed in the context of the Church's history, from the second century into the 20th century. The course examines the issues, events, and personalities in the ancient, medieval, Reformation, and modern periods. Prerequisites: REL241 & REL242
- REL330 World Religions** **credits: 3**
 This is a study of the major non-Christian religions, their terms, texts and religious beliefs. Points of contact or conflict with basic Christian affirmations are discussed. Prerequisites: REL241 & REL242
- REL430 Persons Bible/Church History** **credits: 3**
 The course will focus on the historical setting, life and work of various important persons of the Bible or church history. The specific person or persons for each offering of this course may vary and will be announced.
 Prerequisites: BIV132 or (REL241 & REL242)
- REL441 Christian Ethics (w)** **credits: 3**
 Current ethical issues are researched and discussed in light of the Biblical perspectives. Comparisons are made with finds and alternatives set forth by professionals in various fields. Prerequisites: ENG101 & Junior standing

- REL445 Ethics & Leadership** **credits: 2**
 Develops an understanding of the values that undergird the essential elements of and the mechanisms for establishing an ethical leadership environment. (ADP) Prerequisites: REL303 and REL305
- REL483 Senior Project** **credits: 1**
 Students combine research and practical implementation of theories and concepts to develop an individual project. Prerequisites: Senior standing & instructor's permission
- REL506 Varieties of Belief** **credits: 2**
 This is a survey course of the major Christian denominations and non-Christian religions of America. Students explore religious terms, texts, and belief systems. Points of contact or conflict with basic Christian affirmations will be examined.
- RES501 Advanced Studies in the Old Testament** **credits: 3**
 Students explore Old Testament Biblical literature within its historical, cultural and geographical settings in order to understand its message to God's people then and now. Examination of the genres and canon of the Old Testament along with Biblical interpretation skills are emphasized.
- RES502 Advanced Studies in the New Testament** **credits: 3**
 This course examines the literature of the canonical New Testament in light of the world within the text (literature), the world behind the text (history), and the world in front of the text (culture of the contemporary reader). Emphasis is given to developing the art or skill of interpreting the Bible as religious literature.
- RES503 Confessional Lutheran Theology** **credits: 3**
 An in-depth study of Christian doctrine as presented by the 16th-century Lutheran Confessions and by contemporary Missouri Synod theologians. The doctrinal units studied with an emphasis on their applicability to today's Christians are: The nature of confessional Lutheran theology; revelation and inspiration; the nature of the Triune God; creation; divine providence; saving grace; the nature, work and offices of Jesus as the Christ.
- RES504 Christian Doctrine** **credits: 3**
 A detailed examination, on the basis of the Holy Scriptures and the Lutheran Confessions, of such doctrinal matters as: the person and work of the Holy Spirit, sanctification as the particular sphere of the Spirit's activity; the means of grace as the instruments through which the Spirit engenders and sustains personal faith, and in the process effects a redeemed community, the holy Christian church. The doctrines of Holy Scripture and church and ministry are also explored, as is the biblical teaching on the "last things" (eschatology).
- RES508 Seminar on the Office of the Christian Ministry** **credits: 2**
 This course is a historical survey of Lutheran Christian School development. The student examines the relationship of the school to the parish and the teacher's role in the ministry of the parish. The organizational structure of the LCMS and the management of the doctrinal, institutional, and ethical patterns of the church are explored. The professional ethics of the teachers in the light of the Biblical witness and contemporary social, cultural, and intellectual environments are discussed in light of the doctrine of the call.
- SOC101 Introduction to Sociology** **credits: 3**
 This course provides a systematic analysis of basic sociological concepts: culture, society, socialization, social processes, social control, social institution and social change.
- SOC211 Social Problems** **credits: 3**
 Some major social issues in contemporary America: crime and delinquency, addiction, racial and ethnic problems, various personal problems, and other social disorganization problems are discussed. Prerequisite: SOC101
- SOC321 Cultural Anthropology** **credits: 3**
 Students explore the interplay of natural environment, social organization and culture. Emphasis is on the diverse ways that ethnicity emerges as various human groups adjust to locale in which they live. Prerequisite: SOC101
- SOC333 Families in Society** **credits: 3**
 The purpose of this course is to provide students with an understanding of families within the ecological contexts in which they exist. Student will connect their own experiences with family to new information and perspectives in order to broaden their understanding of the role of family within society as a whole. Prerequisite: SOC101
- SOC345 Adulthood & Aging** **credits: 3**
 This course focuses upon multiple disciplines in order to better understand adulthood and aging in our society. Prerequisite: SOC101

- SOC355 American Racial & Cultural Minorities** **credits: 3**
 Explores racial and cultural minorities in the modern world with particular references to U.S. racial myths, doctrines, and historical movements; conflict and accommodation; with proposed solutions to ethnic conflict.
- SOC361 Criminology & Delinquency** **credits: 3**
 The study of the processes by which society defines crime and delinquency. Further study of the various forms of crime and delinquency which characterize the social order. Prerequisite: SOC101 or INS181
- SOC483 Senior Project** **credits: 1**
 Students combine research and practical implementation of theories and concepts to develop an individual project. Prerequisite: Senior standing & instructor's permission
- SOC490 Sociology Internship** **credits: 1**
 Intern experience in social welfare or related institutions. May be taken to maximum of 16 credit hours. Prerequisite: Instructor's permission
- SPA101 Elementary Spanish I** **credits: 3**
 Introduction to Spanish vocabulary, grammar, and syntax through listening, speaking, reading and writing.
- SPA102 Elementary Spanish II** **credits: 3**
 Continuation of the study of Spanish grammar and syntax as well as development of vocabulary, through listening, speaking, reading and writing. Prerequisite: SPA101
- SPA380 Advanced Spanish Composition/Conversation/Literature** **credits: 3**
 A literature based course in which students will read Latin American short stories, poems, chronicles, and a novel to develop a greater understanding of Latin American culture and literary criticism. Prerequisite: SPA202
- SPA381 Advanced Study in Spanish Language/Culture** **credits: 1**
 Students compose a reflective and integrative essay in Spanish after spending a language-intensive semester abroad. Prerequisite: Instructor's permission
- SPA483 Senior Project** **credits: 1**
 Students combine research and practical implementation of theories and concepts to develop an individual project. Prerequisites: Senior standing & instructor's permission
- SSC354 Research in Social Science (w)** **credits: 3**
 This course is a study of the methods science applies to social and behavioral research; experimental design, survey research, participant observation, and other unobtrusive measures. Prerequisite: MAT261 & ENG101
- SSC451 Issues in Social Science** **credits: 3**
 Students examine selected current issues in social science from multidisciplinary perspectives. May be repeated for additional credit when content varies.
- SSC483 Senior Project** **credits: 1**
 Students combine research and practical implementation of theories and concepts to develop an individual project. Prerequisites: Senior standing & instructor's permission
- STRxxx String Lessons** **credits: 1**
 This course number is a placeholder for music lessons until the appropriate skill level can be assigned.
- THY301 Christian Doctrine I** **credits: 3**
 A detailed examination - on the basis of the Holy Scriptures and the Lutheran Confessions - of such matters as the nature of doctrine itself, God in His self-revelation (both general and special), the Holy Trinity, creation, anthropology, and particularly the Christological dimension of the doctrine of justification. Prerequisites: REL241 & REL242
- THY302 Christian Doctrine II** **credits: 3**
 A detailed examination - on the basis of the Holy Scriptures and the Lutheran Confessions - of such doctrinal matters as the person and work of the Holy Spirit; sanctification as the particular sphere of the Spirit's activity; the means of grace as the instruments through which the Spirit engenders and sustains personal faith, and in the process effects a redeemed community, the holy Christian church. The doctrines of Holy Scripture and church and ministry are also explored. Prerequisite: THY301
- THY483 Senior Project** **credits: 1**
 Students combine research and practical implementation of theories and concepts to develop an individual project. Senior standing is required.

VOC101 Class Voice I Beginning level voice class.	credits: 1
VOCxxx Voice Lessons Beginning through advanced voice lessons.	credits: 1
WWDxxx Woodwind Lessons Beginning through advanced woodwind instrument lessons. Prerequisite: Instructor's permission	credits: 1

Board of Regents

Mr. David Bowers	North Olmsted, OH
Dr. Dale Gust	Mt. Pleasant, MI
Mr. Eric Hagenow	Hemlock, MI
Mrs. Sandra Hardies	Canadian Lakes, MI
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Rev. Don Luhring	Defiance, OH
Mr. Barry Olson	Shelby Township, MI
Mrs. Julie Stiegemeyer	Fort Wayne, IN
Mr. Fred Watkins	Mentor, OH
Rev. Ronald Young	Birch Run, MI

Faculty

Adler, Barbara Eastern Michigan University, B.A., M.A.; Wayne State University, Ph.D. At Concordia since 1975.	Professor of Communication
Ahlersmeyer, Thomas Also Professor of Communication. Concordia Senior College, Ft. Wayne, B.A.; Concordia Seminary, Ft. Wayne, M.Div.; Bowling Green State University, Ph.D. At Concordia since 2003.	President
Allen, Ron Concordia Teachers College, River Forest, B.A.; Chicago State University, M.S.; University of Michigan, M.S., Ph.D. At Concordia since 1978.	Professor of Biology
Altevogt, Brian University of Michigan, B.M.; University of Cincinnati M.M. At Concordia since 2003.	Assistant Professor of Music
Brandon, Katherine Also Assistant Professor of Education. Concordia College, Ann Arbor A.A.; Concordia College, Seward. B.S. in Ed.; Eastern Michigan University, M.A. in Ed. At Concordia since 2006.	Coordinator of Offsite Instruction (MSEL)
Brandon, Kevin Also, Associate Professor of Education. Oakland University, B.A.; University of Michigan, M.L.S.; Eastern Michigan University, Ed.D. At Concordia since 1991.	Dean, School of Education
Campbell, Robert Susquehanna University, B.A.; University of Michigan, M.A. At Concordia since 1978.	Assistant Professor of English
Doyle, Karna Eastern Michigan University, B.S. and M.S. At Concordia since 1999.	Assistant Professor of Family Life
Freudenburg, Ben Also Director of Family Life Program. Concordia College, Seward, B.S. in Ed and M.S. At Concordia since 2003.	Assistant Professor of Family Life
Genig, Dennis Also Associate Professor of Education. Concordia College, Ann Arbor, A.A.; Concordia University, River Forest, B.A.; University of Michigan, M.Ed, and Ed.D. At Concordia since 2004.	Vice President for Academics
Genthner, Glennond Concordia College, Ann Arbor, B.A.; Concordia Seminary, Fort Wayne, M.Div. At Concordia since 2005.	Assistant Professor of Psychology
Jones, Karen Concordia College B.A. in Ed; University of Michigan, Dearborn, M.Ed. At Concordia since 2005.	Instructor
Kalmes, Michael Concordia Teachers College, Seward, B.S. in Ed., University of Missouri, M.Ed. At Concordia since 1978.	Associate Professor of Political Science
Kirchhoff, Daniel Concordia University, River Forest, B.A. and M.A. At Concordia since 2006.	Assistant Professor of Kinesiology
Looker, Mark Concordia Teachers College, River Forest, B.A.; Washington University, M.A.; University of Michigan, Ph.D. At Concordia since 1975.	Professor of English
McCormick, Robert Also Associate Professor of Music. University of Alabama, B.S. in Ed; George Washington University, M.A. in Ed; Catholic University of America, Washington D.C., D.M.A. At Concordia since 2001.	Dean, School of Arts and Sciences

- Migan, Neal** **Assistant Professor of English**
Michigan State University, B.A. and M.A.; Purdue University, Ph.D. At Concordia since 2005.
- Nelson, Janice** **Associate Professor of Education**
Also Coordinator of Secondary Education. Michigan State University, B.A.; Wayne State University, M.Ed; Wayne State University, Ph.D. At Concordia since 2002.
- Niemiec, Chris** **Assistant Professor of Art**
Hillsdale College, B.A.; Art Academy of Cincinnati, M.A. in Ed. At Concordia since 2007.
- Parrish, Stephen** **Collection Management Librarian**
Also Associate Professor of Philosophy. Schoolcraft College, A.A.; Eastern University, B.S.; University of Michigan, A.M.L.S.; Wayne State University, M.A. and Ph.D. At Concordia since 1999.
- Penhallegon, Philip** **Assistant Professor of Religion**
Concordia College, Ann Arbor, B.A.; Concordia Seminary, St. Louis, M.Div. At Concordia since 2004.
- Pies, Timothy** **Professor - School of Adult and Continuing Education**
University of Michigan, B.A. and Ph.D.; Eastern Michigan University, M.A. At Concordia since 1986
- Refenes, James** **Assistant Professor of Biology**
Concordia University, River Forest, B.A.; Cardinal Stritch College, M.Ed. At Concordia since 2004.
- Rockrohr, Carl** **Dean, School of Religion and Social Sciences**
Also, Assistant Professor of Religion. Concordia University, Mequon, B.A.; Concordia Seminary, St. Louis, M.Div and S.T.M, PhD. At Concordia since 2005.
- Roeske, Victor** **Assistant Professor of Mathematics**
United States Military Academy, B.S.; Rensselaer Polytechnic Institute, M.S. Operations Research and Statistics and M.S. Applied Mathematics; Capital Bible Seminary, M.A. At Concordia since 2001.
- Schulz, Charles** **Assistant Professor of Religion**
Concordia University, Ann Arbor, B.A.; Concordia Seminary, St. Louis, M.Div. and S.T.M.; Washington University, M.A. At Concordia since 2001.
- Schumacher, Richard** **Instructor**
Also Coordinator of Elementary Education. Concordia University, Ann Arbor, B.A. and M.S in Ed. At Concordia since 2008.
- Shuta, Richard** **Professor of Religion**
Valparaiso University, B.A.; Concordia Seminary, Ft. Wayne, B.D.; Drew University, M.Ph.and Ph.D. At Concordia since 1976.
- Skov, Neil** **Professor of Physics, Computer Science**
Concordia Teachers College, Seward, B.S. in Ed.; University of North Dakota, M.S.T.; University of Michigan, M.S. and Ed.D. At Concordia since 1975.
- Steinkellner, Beth** **Professor of Art**
SUNY College, Oneonta, B.A.; Northern Illinois University, M.F.A. At Concordia since 1997.
- Waterman, Glenda** **Assistant Professor of Communication**
Eastern Michigan University, B.S. and M.A. At Concordia since 2000.
- Winterstein, Charles** **Executive Vice President**
Also Assistant Professor of Education. Concordia Teachers College, River Forest, B.A.; Concordia University, River Forest, M.A. At Concordia since 2003
- Wolf, Matthew** **Assistant Professor of Music**
Concordia University, River Forest B.M. in Ed., Central Michigan University, M.M. At Concordia since 2007.

Guest Faculty

- Bachman, Elaine** **Coordinator of Field/Clinical Experiences - Education**
Eastern Michigan University, B.S. At Concordia since 1998.
- Gonzalez, Jorge** **Instructor - HAAB School of Business and Management**
Industrial Engineering, Universidad de los Andes, Bogata, B.S.; Harvard Business School, M.B.A. At Concordia since 2001.
- Jackson, Omari** **Instructor – Criminal Justice**
University of Michigan, B.A.; University of Salford, M.S. At Concordia since 2007.
- Larmouth, Eleanor** **Assistant Professor of Education**
University of Minnesota, Duluth, B.S. in Ed; University of Minnesota, M.A. in Ed; University of Nebraska, Omaha, M.S.; University of Nebraska, Ph.D. At Concordia since 2006

Emeriti

Aufdemberge, Theodore
At Concordia from 1964-1999.

Professor of Geography

Beyer, Marilyn
At Concordia from 1969-1999.

Associate Professor of English

Buesing, Richard
At Concordia from 1992-2006.

Assistant Professor of Education

Foelber, Paul
At Concordia from 1963-1991.

Professor of Music

Fricke, John
At Concordia from 1974-1999.

Professor of Biology

Garske, Herbert
At Concordia from 1964-1986.

Professor of Music/Humanities

Heckert, Jakob
At Concordia from 1976-1997.

Professor of Biblical Languages

Kenney, Donald
At Concordia from 1989-1999.

Assistant Professor of Lifelong Learning

Klintworth, Kathryn
At Concordia from 1992-2005.

Professor of English

Lipp, Carolyn
At Concordia from 1970-2005.

Professor of Music

Marino, Quentin
At Concordia from 1968-1994.

Associate Professor of Music

Marschke, Paul
At Concordia from 1985-2002.

Professor of History

Mossman, Donald
At Concordia from 1965-2003.

Professor of Social Science

Schmaltz, Norman
At Concordia from 1963-1995.

Professor of History

Sprick, Jeanette
At Concordia from 1991-1996 & 2000-2006.

Associate Professor

Sturmfels, John
At Concordia from 1965-1997.

Professor of Art

Uhl, Albert "Bud"
At Concordia from 1989-1999.

Assistant Professor of Lifelong Learning

Von Fange, Erich
At Concordia from 1962-1988.

Professor of Education

Wilbert, Warren
At Concordia from 1986-1993.

Professor of Lifelong Learning