

Concordia University
4090 Geddes Road
Ann Arbor, MI 48105
1-888-282-2338
www.cuaa.edu



2012-2013 Academic Catalog

The academic catalog contains the most accurate information available for the fall of 2011. Statements contained herein are not contractual obligations. Verbal or other representations that are inconsistent with or not contained within the catalogs offerings or policies are not binding. Concordia University reserves the right to change, without specific notice, offerings, policies, procedures, qualifications, fees, and other conditions.

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 Coordinator is the Director of Counseling Services and the Title IX Coordinator is the Athletic Director that may be contacted at 4090 Geddes Road, Ann Arbor, MI 48105 or 734-995-7300.



CONCORDIA UNIVERSITY

Ann Arbor, Michigan

4090 Geddes Road • Ann Arbor, MI 48105 • 734.995.7300 • 1.888.734.4237
 Located just west of US Hwy 23 at Exit 39

Campus Key

Athletic Facilities:

- A1—Gymnasium
- A2—Weight Room
- A3—Track
- A4—Soccer Field
- A5—Practice Soccer Fields
- A6—Softball Field
- A7—Baseball Field
- A8—Outdoor Volleyball Court

Central Campus:

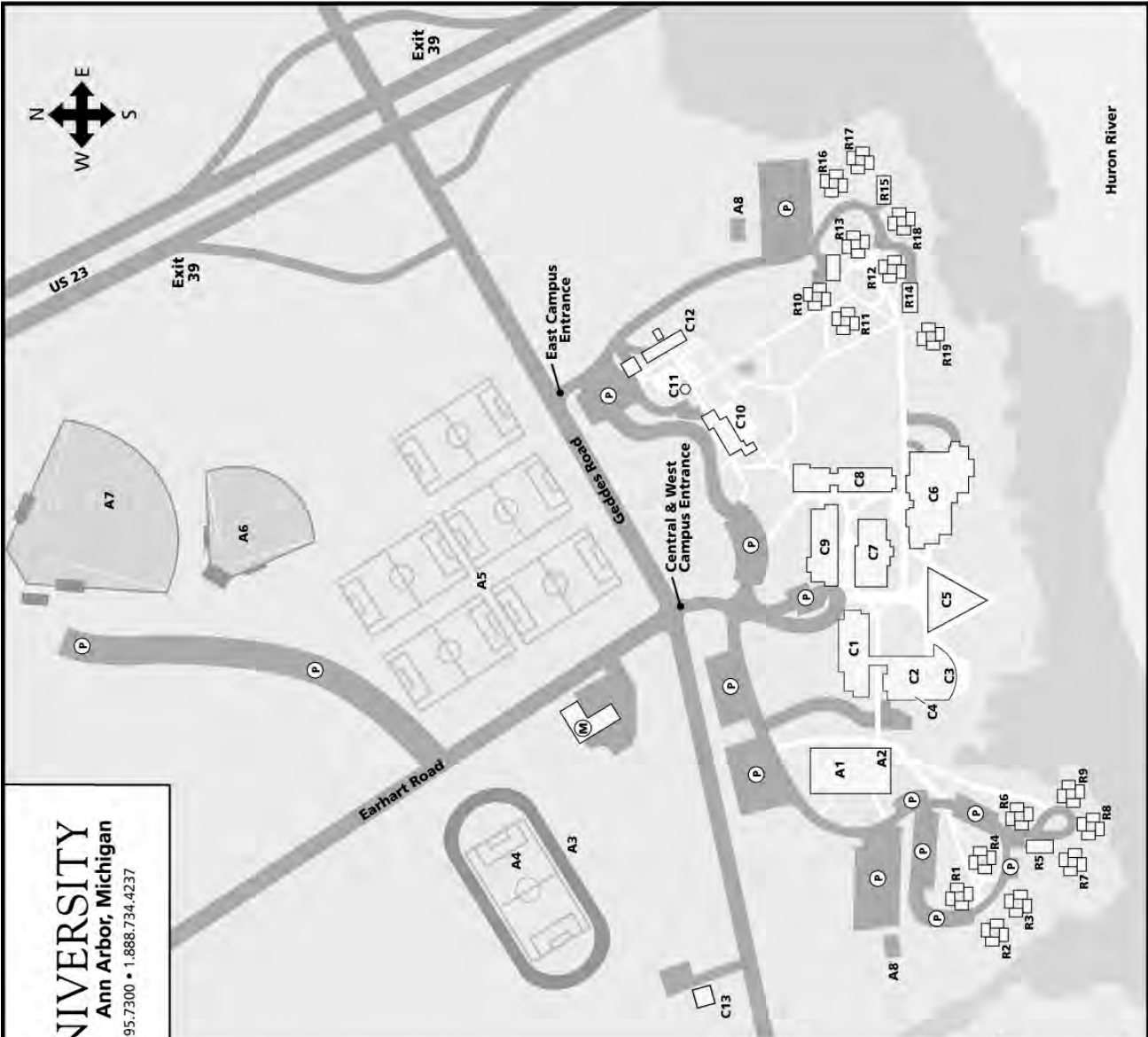
- C1—Student Services Building
- C2—Cafeteria / Student Union
- C3—Riverside Rooms
- C4—Bookstore
- C5—Chapel of the Holy Trinity
- C6—Kreft Center for the Arts
- C7—Zimmerman Library
- C8—Krieger Hall
- C9—Science Building
- C10—Earhart Manor
- C11—Gazebo
- C12—Greenhouse
- C13—The Haab House

Residence Halls:

- R1—Ruth
- R2—Jonathan
- R3—David
- R4—Rebekah
- R5—Resident Director
- R6—Miriam
- R7—Hannah
- R8—Sarah
- R9—Esther
- R10—Stephen
- R11—Paul
- R12—Luke
- R13—Timothy
- R14—Resident Director
- R15—Guest House
- R16—Silas
- R17—Barnabas
- R18—Titus
- R19—John Mark

Maintenance—(M)

Parking—(P)



Ann Arbor Area

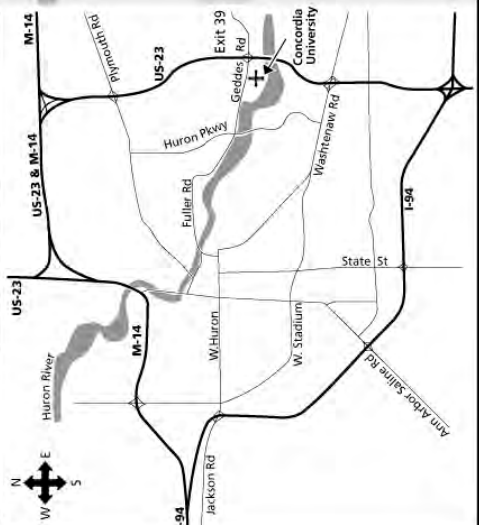


Table of Contents

Academic Calendar	4
OVERVIEW OF CONCORDIA UNIVERSITY	5
TRADITIONAL UNDERGRADUATE INFORMATION	6
Admission	6
Additional Credits and Options	7
Tuition and Fees	9
Financial Assistance	11
Campus Services	16
Academic Regulations and Procedures	19
Courses of Study	27
Degree Requirements	30
The Ethel M. Haab School of Business & Management	33
School of Education	37
School of Arts & Sciences	49
<i>Liberal Arts, Business & Entrepreneurship Programs</i>	49
<i>Pre-Seminary</i>	50
<i>Reserve Officer Training Corps (ROTC) Program</i>	51
Humanities	52
Art	52
Music	59
Literature & Communication	62
Communication Studies	62
English	63
Language Arts	65
Natural Sciences & Mathematics	66
Biology	67
Chemistry	70
Exercise Science	70
Integrated Science	71
Mathematics	73
Physical Education	74
Physical Science	75
Physics	76
Religion & Philosophy	76
Biblical Languages	76
Philosophy	77
Religious Studies	77
Biblical Studies	78
Youth Studies	79
Social Sciences	79
Criminal Justice	79
Family Life	80
History	82
Legal Studies and Public Policy	83
Psychology	84
Social Studies	85
Sociology	86
UNDERGRADUATE ACCELERATED DEGREE PROGRAM (ADP)	86
Admission	86
Degree Requirements	87
Business Management	88
Management of Criminal Justice	89
Academic Regulations and Procedures	90
Tuition and Fees	95
Financial Aid	96
COURSE DESCRIPTIONS	100
Board of Regents & Faculty	143

Academic Calendar 2012–2013

Fall Semester: 2012

August 13-14	Mon. – Tues.	New & Adjunct Faculty Orientation
August 15-16	Wed. – Thur.	Faculty Seminar
August 17	Fri.	Opening Worship, State of the University & Faculty Business Meeting
August 24	Fri.	New Student Orientation
August 27	Mon. 8:00 am	Classes Begin: Opening Service 9:30 am
September 3	Mon.	No Classes
October 18-19	Thurs. – Fri	Midterm Break
November 12	Mon.	Veteran's Day Observance Activities
November 20	Tues. 4:00 pm	Thanksgiving Recess Begins
November 26	Mon. 8:00 am	Classes Resume
December 7	Fri. 4:30 pm	Last Day of Classes
December 10	Mon.	Final Exams Begin
December 12	Wed.	Study Day; Evening Final Exams
December 14	Fri.	Final Exams End; Last Day of Semester

Winterim 2013

January 1	Tues.	New Year's Day
January 7	Mon.	Winterim Begins
January 21	Mon.	MLK Day -- No Day Classes/Night Classes Meet
January 25	Fri.	Winterim Examinations

Spring Semester: 2013

January 28	Mon.	Spring Semester Begins
March 22	Fri 4:00 pm	Spring Break Begins
March 31	Sun.	Easter
April 1	Mon. 6:00 pm	Classes Resume
April 4	Thurs.	Conference on Spirituality and the Arts and Sciences
May 10	Fri.	Last Day of Classes
May 13	Mon.	Final Exams Begin
May 15	Wed.	Study Day; Evening Final Exams
May 17	Fri.	Final Exams End
May 18	Sat.	Baccalaureate Service
May 19	Sun.	Spring Commencement

Summer 2013

May 20	Mon.	Summer School – Session 1 Classes begin
May 27	Mon.	Memorial Day – No Classes
June 7	Fri.	Last Day of 3 week session 1 Classes
June 10	Mon.	Summer School Session 2 Classes Begin
June 28	Fri.	Last Day of 6 Week Session 1 Classes Last Day of 3 Week Session 2 Classes
July 4	Thurs.	Independence Day – No Classes
July 19	Fri.	Last Day of 6 Week Session 2 Classes

CONCORDIA UNIVERSITY ANN ARBOR

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.

Located in the heart of Southeast Michigan, Concordia University offers an intimate, stimulating campus environment in the midst of a cosmopolitan university community with an international flair. Concordia students enjoy a challenging academic environment dedicated to the intellectual, social, and spiritual growth of each individual in a supportive Christian community.

Our History

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.

Our Mission and Vision

Mission

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.

Vision

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 2011. Accreditation of the four-year program has been in effect since July 1976 and the graduate program since 1999. In addition, Concordia University is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Documents are on file in the Office of the Vice President, Academics and may be reviewed by appointment.

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

Concordia University is a member of the Concordia University System - a consortium of the ten colleges and universities nationwide of the Lutheran Church-Missouri Synod. When students enroll at one Concordia campus, they are also enrolled in the Concordia University System through a process called simultaneous enrollment. This provides

qualified students with the opportunity to participate in the visiting student program, which allows up to two semesters of study on another Concordia campus. In addition, students in the Concordia University System may use all of the computer, communication, and video technologies which allow students on one campus to participate in selected courses on other Concordia campuses.

TRADITIONAL UNDERGRADUATE INFORMATION

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.

Campus Tour and Visit

Prospective students and their families are invited to visit the campus. To find out more information on scheduled visit days or to make an appointments contact the Office of Admission at (800) CUAU-EDU; visit our web site at www.cuaa.edu; or send an e-mail, including your full name, address, and telephone number, to admission@cuaa.edu.

Admission Criteria

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

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

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

First-Year Student

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

GED Diploma Student

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

Home-Schooled Student

The Office of Admission requires that home-schooled students submit a transcript of their academic work and/or official documentation from a home-based educational organization. Students must also submit test scores from either

the American College Testing Program (ACT) or the Scholastic Assessment Test (SAT). The ACT is preferred. Two letters of recommendation are required. The nonrefundable application fee should accompany a submitted paper application for admission. Applying online (www.cuaa.edu) is free. A personal statement of 300-500 words or more is required which addresses the student's goals, achievements, strengths, weaknesses, and reasons why the student is considering Concordia University. A resume or extracurricular activities sheet is also required. A personal interview may be requested.

Transfer Student

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

Transferring students with fewer than 30 transferable credit hours must submit official high school transcripts sent directly from the school to Concordia. Transfer students with fewer than 12 credit hours must also submit test scores from either the American College Testing Program (ACT) or the Scholastic Assessment Test (SAT). The ACT is preferred. After admission is determined, the Registrar will evaluate the student's college transcripts. Credit is awarded in general education proficiencies (writing, oral communication, mathematics, and information technology) and general studies program requirements (social science, natural science, religion, humanities, and language). Elective credits are a third alternative. The minimum requirement for admission is a 2.5 overall transfer GPA.

International Student

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

Guest Student

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

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

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

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

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

ADDITIONAL CREDITS AND OPTIONS

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.

2012-2013 Advanced Placement Test Transfer Information

AP Test Name	Score Required	Credit Awarded	Course Equivalent
Art Studio—Drawing	3, 4, 5	3	ATS281
Art Studio—2D Design	3, 4, 5	3	ATS281
Art Studio—3D Design	3, 4, 5	3	ATS281
Biology	3, 4, 5	3	BIO200
Calculus AB	3, 4, 5	4	MAT221
Calculus BC	3, 4, 5	8	MAT221 & MAT222
Chemistry	3, 4	4	CHE211
	5	8	CHE211 & CHE212
Computer Science A	3, 4, 5	3	CSC351
Computer Science AB	3, 4, 5	3	CSC351
English Language & Composition	3, 4, 5	3	ENG101
English Literature & Composition	3, 4, 5	3	ENG101
English Language & Composition English Literature & Composition (Both exams taken)	3, 4, 5	6	ENG101 & ENG202
Environmental Science	3, 4, 5	3	BIO342
Government & Politics—U.S.	3, 4, 5	3	POS101
History of Art	3, 4, 5	3	ATS281
History—European	3, 4, 5	6	HIS101 & HIS102
History—U.S.	3, 4, 5	6	HIS111 & HIS112
History—World	3, 4, 5	6	HIS101 & HIS102
Human Geography	3, 4, 5	3	GEO200
Latin Literature	3, 4, 5	6	LAT101 & LAT102
Latin—Vergil	3, 4, 5	6	LAT101 & LAT102
Macroeconomics	3, 4, 5	3	ECO200-Only if both tests are taken & both scores are 3 or higher.
Microeconomics	3, 4, 5	3	ECO200-Only if both tests are taken & both scores are 3 or higher.
Music Theory	3, 4, 5	3	MUS201
Physics B	3, 4	4	PHY211
	5	8	PHY211 & PHY212
Physics C—Mechanics	3, 4, 5	5	PHY223
Physics C—Electricity & Magnetism	3, 4, 5	5	PHY224
Psychology	3, 4, 5	3	PSY101
Statistics	3, 4, 5	3	MAT261

Additional Policies: Some AP credits will fulfill requirements for both general studies and appropriate majors/minors.

Standardized Tests

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

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

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

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

CLEP Exam Options

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

Subject Exam	Passing Score	Cr Hours	CUAA Equivalency
Accounting, Principles of	50	3	ACC201
Algebra, College	50	3	MAT111
American Government	50	3	POS101
American Literature	50	3	ENG343
Analyzing/Interpreting Literature	50	3	ENG202
General Biology	50	3	BIO200
Introductory Business Law	50	3	BUS321
Calculus	50	4	MAT221
Chemistry	50	4	CHE211
College Composition	50	3	ENG101
English Literature	50	3	ENG337 <u>or</u> ENG338
History of U.S. I: Col-1877	50	3	HIS111
Humanities (general exam)	50	3	ATS281
History of U.S. II: 1865 – Present	50	3	HIS112
Psychology, Introductory	50	3	PSY101
Sociology, Introductory	50	3	SOC101
Western Civilization I: to 1648	50	3	HIS101
Western Civilization II: 1648 – Present	50	3	HIS102

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

International Baccalaureate (IB) Credit

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

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 12).

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

Tuition & Fees Per Credit / Per Semester

Undergraduate Tuition	\$11,232.00 per semester
Undergraduate Tuition (Part-time/Overload)	\$936.00 per credit
Shared Room	\$2,651.00per semester
Private Room.....	\$4,732.00per semester
Meal Plans	\$1,498.00per semester
Student Teacher Meal Plan	\$366.00per semester
Student Teacher Shared Room	\$650.00per semester
Student Teacher Private Room.....	\$1,162.00 per semester
Course Fees/Private Lessons	<i>varies</i>

Special Fees

Vehicle Permit	\$50.00 per semester
Matriculation Fee	\$100.00 - <i>First Year, First Semester Only</i>
Undergraduate Payment Plan.....	\$100.00 per semester
Late Fee	\$25.00/month

Deposits

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

Room and Board

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

Personal Expenses

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

Payment of Tuition and Fees

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

The University may offer a payment contract in which students balance will be spread over equal monthly payments over the course of the semester. Payments will be due by the 1st of each month. Students that default on scheduled payment contract payments jeopardize their ability to be offered future payment contracts. Requests for a payment contract must be made prior to each semester. Requests must be made to and approved by the Business Office prior to the start of the semester. Where approval is granted, a service fee of \$100 per semester will be assessed for undergraduate students. If scheduled payments are not made by due date a late charge of \$25 per month will be assessed and the student account placed on hold. Under a payment contract 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 able 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 first of each month (processing date), and mailed to the student's address of record. 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 mailed to the

student's address of record and if requested a copy 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).

Outstanding Balances and Collections

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

Refunds

Students 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 16week 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.

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 Direct Loan, 2) Subsidized Direct 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 Financial Aid Office.

FINANCIAL ASSISTANCE

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

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

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

How to Apply for Aid

TO DO	WHO SHOULD DO IT	WHEN TO DO IT
Fill out the FAFSA for the upcoming award year at www.fafsa.ed.gov . Eligible males of at least 18 years of age must be registered with selective service to receive Federal funds.	All Students who wish to be considered for Federal and State student aid programs.	January 1- May 1 New students should complete the FAFSA by March 1 for priority service*.
Pay attention to messages about scholarships and grants that require applications and have hard deadlines.	All Students	Year round
Review award letters. Read carefully for missing documents or information that is requested in the letter.	All Students	Upon receipt
Return any missing documents required to complete the packaging process.	All Students	As requested, normally within 30 days of the request.
Return a Financial Aid Confirmation Request to indicate which awards will be accepted and to indicate the amount of any Direct Lending Loans desired.	All Students	6 month period leading up to any given term. The earlier the better for priority service*.
Complete Entrance Counseling & Master Promissory Note at www.studentloans.gov	First-time borrowers for the Direct Lending programs or students new to Concordia Ann Arbor	3 month period leading up to any given term. The earlier the better for priority service*.
Initiate Alternative Loans with student-selected lenders. Details vary. Check with Financial Aid Office for information.	Students who wish to use Alternative Loans.	3 month period leading up to any given term. The earlier the better for priority service*.
Maintain ongoing communication regarding changes and updates to financial circumstances, academic progress, and awarding.	All Student and Financial Aid Officers.	Year round

Applications received by March 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 March 1st will be subject to the limitations of available institutional resources. Contact: Office of Financial Aid, Concordia University, 4090 Geddes Road, Ann Arbor, MI 48105 — Ph. (734) 995-7408.

Types of Aid

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

Gift Aid

Scholarships

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

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

Grants

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

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

Self-Help Aid

Loans

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

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

- The **Direct Subsidized Loans** are need-based, interest free, and payment free while the student remains in school at least half time.
- The **Direct Unsubsidized Loans** can be used to replace family contribution but interest begins accruing immediately. The interest can either be paid while the student is in college, or capitalized. **Direct PLUS Loans** may be requested by the dependent students' parents. A PLUS loan is limited to the total cost of education minus any other aid. Repayment of the PLUS loan begins while the student is still in school unless the parent requests a deferment until the student graduates.

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

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 once the student graduates or discontinues his education. Paperwork for the Perkins loan is completed through the Office of Financial Aid.

Student Employment

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

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

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

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. 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.
2. 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.
3. 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.
4. Students must be in conformity with the financial aid satisfactory academic progress (SAP) policy.

Financial Aid Good Standing And Satisfactory Progress Policy

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

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

- A. **Good Standing:** A student enrolled in Concordia University Ann Arbor is considered in good standing if allowed to continue in that degree or certificate program at Concordia University Wisconsin. Detailed information pertaining to the minimum academic requirements of the University can be obtained by referring to the appropriate section of the University’s catalog; this includes both GPA expectations and the maximum length of time to complete a degree for graduate programs. Students who are not in Good Standing with the University academic probationary policies are not eligible to attend Concordia or obtain financial aid.
- B. **Satisfactory Academic Progress:** Satisfactory academic progress is defined as successfully completing cumulative course requirements for a minimum of 67% of the cumulative number credits attempted (this includes transfer credits that are being used towards a student’s program), thereby making it possible for a student to make good progress toward a degree or certificate objective. “Successfully completing course requirements” is interpreted to mean that a grade of at least D- or P is received by a student. Incompletes, withdrawals/no credits, and audits, are considered unsatisfactory. Students repeating a course will be evaluated on the basis of whether or not the class taken in the given term is passed. However, incompletes, which are later changed into a grade of at least D- or P are satisfactory for Financial Aid Satisfactory Academic Progress policy purposes (please note that D- is only “satisfactory” by financial aid standards not by University academic standards). It is the student’s responsibility to notify the Financial Aid Office of such changes to previously incomplete grades. Progress is also calculated on the basis of, the student having a cumulative GPA of 2.0 or better, this qualitative standard is reviewed again every term. Students repeating a course will have the lower grade omitted for cumulative calculations. Students in graduate programs are required to have a cumulative GPA of 3.0.
- C. **Normal Completion Time:** As a full time student, your eligibility for financial aid continues for a number of years equal to 150% of the normal completion time for the degree or certificate you are seeking to earn. This is tracked on the basis of the number of credits attempted. Transfer credits that are accepted, and used towards a degree, are included in the 150% criteria. The normal completion time for particular degrees or certificates are as follows (this is calculated in years, based on a student attending full time each term):
- | | |
|--------------------|---------|
| Bachelor’s Degree | |
| Education | 5 years |
| All other programs | 4 years |
| Master’s Degree | 3 years |
- D. **Financial Aid Eligibility Warning Statuses:** When a student does not successfully complete a minimum of 67% of cumulative credits earned versus attempted or does not have a CGPA of 2.0, financial aid eligibility status of “WARNING” is imposed. Aid automatically continues through one semester of financial aid eligibility status of “WARNING”. If a student does not make satisfactory progress during the semester of financial aid eligibility status of “WARNING”, or the student has reached the 150% of normal completion time, the student’s eligibility for financial aid in later semesters is terminated. Eligibility can be regained by raising the completion rate of credits attempted to 67% and CGPA to above 2.0, unless terminated for exceeding the 150% of normal completion time. The appeal procedure detailed in Section E exists for those students whose aid eligibility is terminated. Students in graduate programs are required to have a cumulative GPA of 3.0.
- E. **Appeal Procedure:** Upon receiving a completed Satisfactory Academic Progress appeal form from a student whose financial aid eligibility has been terminated according to the provisions of section D, the Director of Financial Aid may reinstate the student’s eligibility. The appeal form will be sent to the students who were terminated, by official University delivery, and must be completed by the student and by the student’s academic advisor. Students can only appeal this status under one of the following extraordinary circumstances; illness, injury, death of family member or close friend, short term hardship, change of academic major (for completion time extension), or other significant extraordinary circumstance. The appeal must also include evidence that the academic advisor believes that the student can be successful, as well as including a plan from the student detailing what the extraordinary circumstance(s) were/are and their plan to be successful in future terms. Completed appeal forms must be returned to the Financial Aid Office, and will be reviewed by the Director of Financial Aid, or their designee. The outcome of student’s appeals will be sent via official University delivery. Students reinstated will be placed on Satisfactory Academic Progress “Probation”, and if they do not meet the standards in the next term will be terminated again. In circumstances where a student has appealed and is unable to meet both the 67% completion rate and the 2.0 CGPA requirements for SAP the outcome of the appeal may include an academic plan. This plan which will be created from the SAP appeal process will outline specific criteria that a student must meet during the semesters that this plan covers. Students who do not meet these criteria will be SAP terminated. Students in graduate programs are required to have a cumulative GPA of 3.0.

- F. Tracking Systems: Those students placed on eligibility warning status or whose eligibility for aid has been terminated will have their progress tracked in the next semester. Once satisfactory progress is resumed, full eligibility for aid consideration will be reinstated and the student's name removed from the tracking system.

CAMPUS SERVICES

Academic support

Library

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

Academic Resource Center

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

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

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

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

ARC services are provided at no cost to Concordia students.

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

The Counseling Center

The Counseling Center offers free, non-judgmental, and confidential counseling services to all Concordia students. We are located in the Student Services Suite of the Student Services Building.

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

The Counseling Services Office also serves as the gateway for students with disabilities. Students who know or suspect they have a disability and would like to receive accommodations for such disability should contact the Director of Counseling Services.

Career Counseling Services

“Who am I?” and “What should I do with my life?” are two of the big questions students confront during their college years. The Center for Career and Life Calling assists students in addressing these questions in pragmatic ways.

Students can take advantage of career inventories, workshops, in-class presentations and personal career counseling from National Certified Career Counselors to identify interests, personality type, skills, values and other aspects of their God-given design; learn how to uncover and research career areas that potentially fit their interests and skills; determine which academic major will best prepare them for their chosen career path; find internships and practicums to reality test career fields; prepare for a successful job search by developing targeted resumes, cover letters, portfolio and online profile; create a professional network; learn how to find both advertised and unadvertised jobs; and, market themselves well to prospective employers.

Activities and Organizations

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

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Theatre

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

Music

Concordia Choir, Concordia Chorale, Concordia Wind Ensemble, Low Brass Ensemble, Handbells, and Jazz Ensemble are open to students and may be taken for credit or audit. A pep band is also available during football and basketball seasons. Opportunities also exist to provide music for chapel services including singing, playing wind instruments, organ, piano, and participating in a praise band.

Intramural Sports

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

The Kreft Arts Program: Concerts, Speakers, Exhibits

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

Athletics

The intercollegiate athletic program at Concordia includes soccer, track, cross country, football, basketball, golf, cheer, and baseball for men and volleyball, soccer, track, cross country, basketball, golf, dance & cheer, and softball for women. All sports are governed by the National Association for Intercollegiate Athletics (NAIA). Bowling will be added for 2012-13.

The Cardinal's Nest

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

Health and Medical Assistance

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

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

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

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

Student ID Cards

All new students receive a picture identification card through the Information Technology (IT) office in the library. Students are expected to use the same ID card for the duration of their time at the university. Cards will be reissued at a cost of \$25 per card. Your ID card will serve as your cafeteria, library and pass card to enter your residence hall.

Student Government

Student Association

All enrolled students are members of the Student Association. Members of the Student Association elect representatives to the Student Senate and the Senate Executive Board. Student government coordinates and works through the Executive Director of Student Services.

Student Senate

Members of the Student Senate are elected by the Student Association. There are several councils and committees of the Student Senate which provide leadership in: student life, articulation and protection of students' rights and responsibilities, quality of life in residential community, and spiritual development in one's faith walk.

Student Activities Council

The Student Activities Council (SAC) schedules various activities and events throughout the school year including games, movie nights, dances and formals. SAC coordinates and works with the Executive Director of Student Services. Some of these functions are scheduled at off campus locations. These events are not open to the public, but students may bring off campus guests. Students who invite off campus guests are responsible for the conduct of such guests and Concordia rules also apply to guests. Please register guests with the SAC chair or those responsible for a particular event.

Residential Living

The Office of Residential Life exists to contribute to the development of each student to his/her full potential by creating a safe and supportive residential environment. This is accomplished through comprehensive programs for students living in university residence halls. Residence staff members help students adjust to the demands of academic life, offer support and guidance, and promote the development of the whole person within the residential community through education, programming and activities.

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

Leadership Team

There are three residents in each residence hall who help lead the hall through the course of a year. The Resident Assistant (RA) is primarily responsible for maintaining order in this environment. He/she is responsible for maintenance issues, policy violations, roommate conflicts and cleaning responsibilities. The Spiritual Life Representative (SLR) is responsible for guiding the spiritual life in the residence hall via evening devotions. The Senator is responsible for keeping residents informed of campus issues and decisions reached by the Student Senate.

Residence Halls & Food Service

All full-time traditional students are required to live in campus residence halls. Only continuing education students, married students, students who are 21 years and older or of junior class standing, or students who live with their parents or legal guardians are permitted to live off campus. Limited private rooms and married student housing is available by contacting the student services office. The Director of Residence Life 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.

All students living in campus housing must participate in the food service program of the university. Students with documented medical dietary may obtain a "Request for Special Diet" form from the Director of Residence Life. In rare instances that the food service cannot meet those needs, the student may be exempted from the food service program upon approval of the Director of the Food Service and the Director of Residence Life.

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

Spiritual Life

Statistics from Spring 2012 reveal that the religious beliefs of our traditional student population are 38% Lutheran (34% are LCMS), 14% Catholic, 12% other Christian denominations, 17% non-denominational, and 19% non-Christian or no religious beliefs specified.

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

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

Academic Opportunities

Study Abroad Programs

Concordia University whole-heartedly encourages students to enrich their education through quality study abroad programs. By immersing themselves in a new culture, students expand their horizons, while experiencing significant personal and spiritual growth.

Stepping out of their American classrooms, students can delve into the music of Mozart, the artistic heritage of Florence, the grandeur and vitality of London, the socio-cultural history of Ireland, or the natural beauty of Costa Rica while earning academic credit from Concordia.

For over twenty years Concordia University has partnered with AHA International to offer students amazing and affordable study abroad opportunities throughout the world, including programs in Athens, Vienna, Macerata, Segovia, Ghana, and London. Concordia students can study at these sites during the fall and spring semesters or in the summer in Berlin, Dublin, Vienna, Macerata, Shanghai, or Fes, Morocco.

Students receive academic credit for all courses taken overseas (12-17 credit hours per semester). With careful planning, students can study abroad without delaying their graduation. The international study 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 the semester programs.

Semester in San Jose, Costa Rica

Concordia Ann Arbor and other members of the Concordia University System have formed a consortium that promotes and supports study in international settings while still retaining a distinctly Lutheran ethos. This new CISC consortium entered into a partnership with International Studies Aboard to offer a semester-long program in San Jose, Costa Rica. Students register for classes taught by a Concordia professor along with Spanish and liberal arts courses at Veritas University, a highly regarded and fully-accredited private institution. Upon arrival in San Jose, students participate in organized excursions to areas such as a 26,000 acre biological preserve, a cloud forest, and the hot spring of Arenal Volcano.

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. Living with host families further immerses students in the distinctive British culture.

Most courses at the AHA London 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. The program at the London Centre includes an extraordinary itinerary of excursions and theatrical performances designed to enhance the in-class experience. Included in this experiential component 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

Located at the crossroads of Europe, Vienna has always attracted artistic genius in music, art, architecture, literature, and philosophy. With its majestic ambience and artistic heritage, Vienna allows students to step outside their textbooks and explore the array of cultural, musical and academic resources of this capital. 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.

Music majors may arrange private lessons with local musicians at an additional cost. History or political science majors can visit the UN and various local offices of international institutions significant to the European Union.

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 frequent course-related field trips to sites in and near Vienna along with a weekend excursion to either Prague, Krakow, or Trieste, Italy.

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 AHA program offers courses in Italian/European culture, studio art, Italian cinema, and modern history along with a required course in Italian language. Students gain better access to Italian culture through practical language and conversation skill development.

Students have the option of living in an apartment with other students or, on a very 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. All field trips are planned and coordinated by the resident site director, a native of the Marches region and a professor of art history.

Summer Term in Dublin

Students can experience Gaelic history and culture while living with a host family in Dublin. During this five-week midsummer MCSA program, students gain an understanding of Irish history, literature, drama, and cinema. Students can explore the lush, green rolling hills of this Emerald Isle or stroll the cobblestone streets of historic Dublin.

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

Summer Options for Art, Music, Business Majors

AHA International offers a summer program for music majors at the Vienna site and for art majors in Macerata. AHA has added an innovative summer program in Shanghai, China, that targets international business majors. Biblical language student may enrich their major by studying Arabic language and culture for six weeks in Fes, Morocco.

London Summer Term

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

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.

ACADEMIC REGULATIONS & PROCEDURES

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

Family Educational Rights and Privacy Act (FERPA)

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

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

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

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

These rights include:

- Right to review and inspect their educational records;
- Right to request the amendment of their educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of their privacy or other rights;
- Right to have some control over disclosures of personally identifiable information contained in their educational records, except to the extent that FERPA authorized disclosure without consent;
- Right to file with the U.S. Department of Education a complaint concerning alleged failures by the University to comply with the requirements of FERPA;
- Right to obtain a copy of the University's Policy and Procedures for FERPA

2. An **educational record** is defined as any record (in handwriting, print, tapes, film, or other medium) maintained by Concordia University or an agent of the university which is directly related to a student, except:

- Records kept by instructional, supervisory, administrative and certain educational personnel which are in the sole possession of the maker of the records and are not accessible or revealed to any other individual except a substitute who performs on a temporary basis the duties of the individual who made the record;
- Employment records of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment;
- Alumni records which contain information about a student after he or she is no longer in attendance at Concordia University and which do not relate to the person as a student.
- Requests by students for access to or copies of their educational records must be made to the Registrar's Office.

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

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

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

Credit Load

Concordia University operates on the semester system. Each semester consists of 15 weeks of class plus an examination week, for a total 16 weeks. The normal undergraduate student course load is 14-16 credits per semester. The number of credits required for a Bachelor of Arts is 128. Students enrolled for at least 12 semester credit hours are considered a full time student. To be eligible for living on campus and NAIA athletic eligibility students must be full time.

A student who drops below 12 hours in a 16-week semester is considered a part time student.

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

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.

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.

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

15-Week Fall and Spring Semesters

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

Drop/Add

Students may drop/add courses through the first two weeks of the semester for 15 week classes. The instructor must approve any add after the first week of the semester for 15-week classes. The student is encouraged to discuss this decision with the instructor and his/her academic advisor. Permit courses such as fieldwork, guided studies, independent studies, internships, music lessons, and senior projects can only be added by completing the required paperwork available in the Registrar's Office and obtaining the required signatures prior to the last day to add for the session. Dropping from a course reflects no entry on the student's permanent transcript however 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.

Course Withdrawal

A student must withdraw from any class from the 3rd through the 8th week, which is the 60% completion of the 15 week semester. 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 Athletic's 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 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.

Audit

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

Pass/No Credit

- A 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 this number.*
- 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 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.

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. Students will be assessed a guided study fee for courses which may be taken by the student at another time and therefore are considered electives in the student's academic plan. Certain criteria are required and applications are available in the Registrar's Office.

Independent 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 and must be approved by the Vice President, Academics.

Withdrawing from the University

Any student that wishes to withdraw from the university should begin the withdrawal process with the Office of Academics. The student will be asked to complete a withdrawal form to obtain important information. An exit interview will be conducted with the VP Academics. Failure to complete these procedures may result in additional fees, a hold on the release of official transcripts, and/or complications 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. Students may select a new advisor at any time by completing a Declaration of Advisor Form which can be obtained from in the Registrar's Office and obtaining the signature of their new advisor.

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

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:**

The grade I (incomplete) may be assigned at the discretion of the instructor only when, due to unforeseen circumstances, the course requirements could not have been met within the designated time period set for the course. A date for completion will be set by the instructor not to exceed three weeks. In extreme circumstances and with the approval of the VP Academics, incomplete grades can be held for one semester. Within one week of the end of the extended time, the instructor will submit the new letter grade. An incomplete not finished within the time granted reverts to the alternate letter grade previously 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) will be placed on academic probation for the next enrolled semester. The student will be required to sign an academic probation contract which will include guidelines to encourage academic success. 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, Academics.

Students who remain on academic probation for two consecutive semesters may be academically dismissed and may not be eligible to enroll in classes following the second semester. The Admissions Council may recommend that any student who fails to demonstrate academic progress, or 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. Absences due to participation in university events do not exempt students from meeting course requirements and class expectations.

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. 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.

Transfer of Credit

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

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).

Guest Credits

Current students wishing to supplement Concordia's curriculum offerings may attend other colleges on a part-time basis as a guest student. Written approval from the Registrar is required before enrolling in courses outside of Concordia University–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 with Honors

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

Designation as an honors graduate requires that the degree candidate have completed at least 60 credit hours at Concordia University, and have at least a 3.50 cumulative GPA. Cumulative grade point averages are based on coursework taken at Concordia University, approved courses taken through the Concordia University Visiting Student Program and the courses taken through the Study Abroad Program. The specific honors levels are as follows:

3.50 - 3.69 GPA = Cum Laude

3.70 - 3.89 GPA = Magna Cum Laude

3.90 - 4.00 GPA = Summa Cum Laude

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

Participation in commencement

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

Awarding of degrees

The Registrar's Office will award degrees 3 times a year; at the end of the fall, spring and summer semesters. Degrees are not awarded until all degree requirements, and all financial obligations to the university are met. Neither diplomas nor official transcripts are issued until all financial obligations are met to the university.

Although there are three-degree conferral dates, there is only one commencement ceremony.

Note: Neither participation in the commencement ceremony, nor having one's name printed in the commencement program is confirmation that a degree has been conferred.

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

Eligibility to receive a baccalaureate or associate transcript

A student is eligible to receive an official transcript indicating successful completion of a degree once the degree has been awarded. An unofficial transcript is mailed to the student immediately after the degree is conferred. Graduates may request additional transcripts by submitting a Transcript Request Form to the Registrar's Office.

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.

Division Scholars

Each spring, departments elect a limited number of students for formal 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 includes 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.

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

A major is required to complete the Elementary Teacher Education Program. In addition to a major the student may also elect one or more minors.

SECONDARY TEACHER EDUCATION MAJORS

Biology
 English
 Integrated Science
 Mathematics
 Music Education (K-12)
 Physical Education
 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
 Speech-Communication Emphasis

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

LIBERAL ARTS, LIBERAL ARTS – BUSINESS & ENTREPRENEURSHIP, PRE-SEMINARY PROGRAM MAJORS

Art
 -Photography Emphasis
 -Graphic Design/Digital Animation Emphasis
 -Graphic Design/Print Production Emphasis
 -Graphic Design/Video Production Emphasis
 -Web Design Emphasis
 Biblical Languages
 Biology
 -Pre-Medical/Pre-Dental Emphasis
 -Pre-Pharmacy Emphasis
 -Pre-Physical Therapy
 Business Administration (Liberal Arts or Pre-Seminary Programs only)
 - Accounting Concentration
 - Marketing Concentration
 Communication
 Criminal Justice
 English
 Exercise Science
 Family Life-Church Worker
 - Youth Ministry Concentration
 Family Life-Social Services
 - Child Life Specialist Concentration
 Integrated Science
 Legal Studies and Public Policy
 Mathematics
 Music
 Physical Education

Psychology
 Religious Studies
 Sport and Entertainment Management (Liberal Arts or Pre-Seminary Programs only)
 Social Studies

LIBERAL ARTS, LIBERAL ARTS – BUSINESS & ENTREPRENEURSHIP, PRE-SEMINARY PROGRAM MINORS

Art
 Biology
 Business (Liberal Arts or Pre-Seminary Programs only)
 Chemistry
 Communication
 English
 Exercise Science
 Greek
 History
 Integrated Science
 Legal Studies and Public Policy
 Mathematics
 Music
 Philosophy
 Physical Education
 Physical Science
 Physics
 Psychology
 Religious Studies
 Sports and Entertainment Management
 Social Studies
 Sociology
 Youth Studies
 Worship Arts Leadership

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 school(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.

Bachelor of Arts Degree (B.A.)

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

Proficiency Requirements*	3-11 credits
General Studies Core	30 credits
Major(s)/Minor(s)/Program(s)	30+ credits
Major(s) and/or Minor(s) – minimum: 30 credits	
Senior Project: 1-5 credits	
Electives:	0-65 credits
<hr/>	
Minimum Total Required for B.A. Degree:	128 credits

Degree Requirements:

1. There are 128 credit 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. 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.
3. A student must pass at least two courses with the designation writing-intensive (w).
4. Courses that are not considered to be college level (normally courses numbered below 100) will not be counted toward a degree.
5. A student must complete a minimum of one approved major.
6. Professional program requirements must be met for students seeking certification in a designated program
7. 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 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.
8. 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.

Associate in Arts Degree (A.A.)

All students must complete the following requirements described below to earn an associate's degree.

Proficiency Requirements*	3-11 credits
General Studies Core	30 credits
Electives:	19-27 credits
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Minimum Total Required in A.A. Degree:	60 credits

Degree Requirements:

1. The student must earn a minimum of thirty (30) credits at Concordia University Ann Arbor to earn a degree.
2. The student must have a minimum cumulative grade point average of 2.0000 for all graded courses.
3. Courses that are not considered to be college level (normally courses numbered below 100) will not be counted toward a degree.
4. 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.

General Studies Curriculum Overview

General Studies Curriculum Requirements

33-41+ credits

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.

Proficiency Requirements

3-11+ credits

Course Requirements

ENG101	English Composition	0-3
COM201	Speech Communication	0-3
GST170	The First Year of College	3
MAT110	Mathematics for Teachers or a higher level math course	0-2+

Writing Proficiency (ENG101: English Composition)

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.

Oral Communication Proficiency (COM201: Speech Communication)

Concordia University requires that students in traditional degree programs demonstrate basic proficiency in Oral 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.

First Year College Course Proficiency (GST170: The First year of College)

The First Year of College addresses the skills necessary for college students to succeed in the University and beyond. It is designed to meet the objectives of the General Studies Curriculum for technology proficiency and academic success in the General Studies Core. The course will introduce students to liberal arts education and attempt to awaken intellectual curiosity, while empowering them with modern tools for college success.

Mathematics Proficiency (MAT110: Mathematics for Teachers or higher)

Each graduate of Concordia University 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.

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 higher in at least one year of high school math at the subject level of Algebra II (Advanced Algebra) or higher. OR

The student must receive a grade of C- or higher in a college level mathematics course (2 or more credit hours) at a subject level higher than college algebra. At Concordia University, courses that can be used to obtain mathematics proficiency are MAT110 or higher.

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.

Writing Intensive (w) Requirement**6 credits**

Each student will complete two upper level (300-400) writing intensive courses designated with a “(w)” at Concordia University. These courses are not transferable and include writing instruction that goes above and beyond regular coursework. Writing intensive courses are often, but not always, part of the required courses in a major, minor or program. When a writing intensive course is applied to the requirements for a major, minor or program, the general studies writing intensive requirement is fulfilled and the credits are applied to the major, minor or program.

Senior Project Requirement**1+ credits**

Each student will complete a senior project (XXX483/484 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. The number of credits required for the Senior Project varies and may be a requirement of some but not all majors. If the Senior Project is not a requirement in the student’s major the student may choose to complete a Senior Project in the content area of her/his choice.

GENERAL STUDIES CORE AREAS OF STUDY**Arts Requirement****6 credits****Course Requirements**

ATS281/283	Living with the Arts/VA	3
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And one of the following:

ART321	Art History I (w)	3
ART322	Art History II (w)	3
ART323	Art History I	3
ART324	Art History II	3
ATS381/383	20th Century Arts & Culture/VA	3
MUS331	History of Music I (w)	3
MUS332	History of Music II (w)	3

Christian Faith Requirement**6+ credits****Course Requirements**

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

BIV111	Christian World View	3
BIV132	Introduction to Sacred Scripture	3

OR

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

Church work students should take all of the following:

REL241	Biblical Literature I	3
REL242	Biblical Literature II	3
REL321	History of Christian Thought	3
THY301	Christian Doctrine I	3
THY302	Christian Doctrine II	3

Literature and Communication Requirement	6 credits
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Course Requirements

ENG202	Literary Genre and Interpretation	3
<i>And one of the following:</i>		
COM325	Storytelling & Oral Histories (w)	3
COM332	Mass Communication	3
COM355	Interpersonal Communication	3
LAN282	Language, Communication, and Culture	3

Natural Sciences Requirement	6 credits
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Course Requirements

Select six credits from two different disciplines:

BIO200	Principles of Biology	3
CHE201	Principles of Chemistry	3
PHY201	Principles of Physics	3
ESC201	Physical Geology	3
ESC215	Atmospheric and Space Science	3

Elementary Education students should complete BIO200-Principles of Biology, PSY201-Principles of Physics, and ESC201-Principles of Geology or ESC215 – Atmospheric and Space Science.

Social Sciences Requirement	6 credits
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Course Requirements

POS101	American Government	3
<i>And one of the following:</i>		
HIS112	Development of American Civilization II	3
SSC255	Urban Cultures	3

Elementary Education students should complete POS101 and HIS111.

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:

HIS112	Development of American Civilization II	3
SSC 255	Urban Cultures	3
POS101	American Government	3

Family Life & Psychology majors take PSY101-General Psychology or SOC101-Introduction to Sociology AND one of the following: POS101-American Government or HIS112-Development of American Civilization II or SCC255-Urban Cultures.

THE ETHEL M. HAAB SCHOOL OF BUSINESS & MANAGEMENT

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

Individualized Focus

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

Applied Knowledge

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

Business Connections

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

Ethical Perspective

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

Business Administration Major

60-61 credits

—*Liberal Arts, Pre-Seminary Programs*

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
BUS211	Principles of Management (w)	3
BUS321	Business Law	3
BUS231	Principles of Marketing	3
BUS357	Human Resource Management	3
COM202	Business Communication	3
ECO200	Economics	3
MAT111	College Algebra (<i>Credits applied to General Studies Mathematics Requirement</i>)	(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

Optional Elective Courses

BUE262	Planning New Ventures	3
BUE311	Small Business Management	3

Accounting Concentration**12 credits**

—Available with the Business Administration Major

The accounting concentration will provide students with fundamental knowledge of accounting in businesses and organizations. As an essential business function, accounting is the language of business. Concordia's accounting students will select a curriculum which enhances their understanding of the accounting function within an organization and strengthens their analytical understanding, while exploring the ethical issues involved in accounting.

Required Courses**12 credits**

ACC241	Principles of Managerial Accounting	3
ACC296	The Accounting Cycle & Profession	3
ACC340	Intermediate Accounting	3
<i>Select one of the following courses.</i>		
ACC345	Principles of Taxation	3
ACC355	Accounting Information Systems	3

Marketing Concentration**12 credits**

—Available with the Business Administration Major

The marketing concentration will provide students with a fundamental knowledge of the marketing of businesses and organizations. Concordia's marketing students will select a curriculum that enhances their understanding of central marketing elements that are critical to any organization's success.

Required Courses**12 credits**

BUS231	Principles of Marketing	3
BUS420	Marketing Research	3
BUS360	Consumer Behavior	3
<i>Select one of the following courses.</i>		
BUS362	Public Relations	3
BUS210	Advertising	3

Sport and Entertainment Management Major**69-73 credits**

— Liberal Arts, Pre-Seminary Programs

Business Open Enrollment Core Courses**36 credits**

ACC201	Accounting I	3
ACC202	Accounting II	3
BUS101	Introduction to Business	3
BUS111	Leadership	3
BUS211	Principles of Management	3
BUS231	Principles of Marketing	3
BUS251	Information Management and Technology	3
BUS321	Business Law	3
BUS357	Human Resource Management	3

COM202	Business Communication	3
ECO200	Economics	3
MAT111*	College Algebra	(3)
MAT261	Elementary Statistics	3
*Credits applied to General Studies Mathematics Requirement		
Post-Admission Business Core Courses		3-4 credits
BUS482	Senior Project Proposal	1
BUS490A	Internship Proposal	1
BUS483	Senior Project	1-2
Concordia Wisconsin Courses		30-33 credits
HHP 100	Introduction to Lifetime Fitness	1
HHP209	First Aid and CPR	2
HHP275	Administration and Organization of Physical Education and Athletics	3
HHP280	Psychology of Sport	3
SMA290	Introduction to Sport and Recreation Management	3
SMA300	Social Aspect of Sport	3
SMA310	Legal and Ethical Issues in Sport and Recreation	3
SMA320	Facility Design and Management in Sport and Recreation	3
SMA330	Sport Economics and Finance	3
SMA350	Marketing of Sport and Recreation	3
SMA340/BUS490	Sport and Recreation Internship	3-6

Business Minor **24 credits**

—*Liberal Arts, Pre-Seminary Programs*

Students seeking a vocation that will require them to exercise stewardship of an organization's resources will find they gain a significant advantage from basic knowledge of business and management. The goal of any business is to develop, market and efficiently deliver goods and services to the customers who desire them.

Core Courses		15 credits
ACC201	Accounting I	3
BUS101	Introduction to Business	3
BUS111	Leadership	3
BUS211	Principles of Management (w)	3
COM202	Business Communication	3

Additional Courses required for the Business Minor **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.

Sport and Entertainment Management Minor **21 credits**

—*Liberal Arts, Liberal Arts-Business & Entrepreneurship, Pre-Seminary Programs*

*Students interested in pursuing this Minor do not have to seek admission to the Haab School.

The Sport and Entertainment Management Major equips students with the knowledge and skills to pursue careers in athletic and entertainment management, facilities development and a variety of sports related business occupations.

This major/minor is housed within the Business school, and draws heavily upon the business core curriculum to provide a solid academic foundation combined with internship opportunities to help best position students in fields and areas of interest.

Business Core Course		3 credits
BUS101	Introduction to Business	3
Concordia Wisconsin Courses:		18 credits
HHP275	Administration and Organization of Sports & Recreation	3
SMA290	Introduction to Sport and Recreation Management	3
SMA300	Social Aspects of Sports	3
SMA310	Legal and Ethical Issues in Sports and Recreation	3
SMA320	Facility Design and Management in Sports & Recreation	3
SMA330	Sports Economics and Finance	3

Admission to the Haab School of Business -- Eligibility Requirements:

Students must apply to the Haab School of Business if they plan to major or minor in business.

Students must complete BUS101, BUS111, and MAT111 with a “C-” or higher. Transfer students may transfer in credit from equivalent courses.

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 higher in every business course to remain eligible to take upper level business courses.

To apply, students must secure two letters of reference documenting the student’s work ethic, character, and qualities of leadership; one letter must be from a business professor and the other letter from a personal reference or other university professor.

Students must complete and submit the Application for Admission to the Haab School of Business. There is an application form for transfer students and a different form for non-transfer students. Students may obtain the appropriate form from their business advisor.

SCHOOL OF EDUCATION

Bachelor’s Degree Programs

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

Post-Baccalaureate Teacher Certification

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

School of Education Mission Statement

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

Conceptual Framework/Program Outcomes

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

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

SL2. Each Child: Candidates believe that all students are capable of learning and implement effective instructional strategies to support student success.

RP3. Disciplinary Knowledge: Candidates know, understand and apply skills, and frameworks of the subjects appropriate to their certification.

RP4. Theory into Practice: Candidates understand and apply the theoretical basis of instruction and design strategies which are responsive to individual student differences and diversity.

RP5. Delivery of Well-Aligned Instruction: Candidates can deliver well-differentiated and well-aligned instruction that empowers students as learners.

RP6. Communication and Collaboration: Candidates communicate effectively and foster collaboration which supports students and their learning.

RP7. Teaching Contexts: Candidates use their knowledge of the social, historical, economic, legal and cultural foundations of education to assess and respond to the diverse needs of the classroom, school and community.

RP8. Appropriate Technologies: Candidates utilize technology effectively to support teaching and learning.

LL9. Learning Communities: Candidates pursue, reflect upon and share professional knowledge and the wisdom gained from practice in order to improve their effectiveness and to strengthen the profession.

LL10. Strengthening Practice: Candidates continue to develop 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 the program and into the professional semester.

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

Post-Baccalaureate Waiver

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

Scheduling Field Based Experiences

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

Eligibility for Participation in Field Based Activities

The practice of Michigan's Board of Education has been to deny, revoke or suspend a teaching certificate for misdemeanor or felony convictions involving criminal sexual conduct, convictions of child abuse, or distribution of a controlled substance to a minor. In response to the State's regulations regarding such infractions, the School of Education has created the Rule 101.1 statement which must be completed and submitted by each student. 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
EDU225	Foundations of Music Education
EDU301	Adapting for Diversity
EDU302	Adapting for Exceptionalities
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 admitted to the Professional Semester and program completion, a final grade of C (2.0) or higher is required for professional studies courses.

Applying for Admission and Certification

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

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

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

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

Admission 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, candidates must have satisfactorily completed or currently be completing the following prerequisite courses and their related field work experiences with a minimum grade of C or 2.0.

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

B. Basic Skills: Candidates 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: Candidates must complete an extemporaneous writing assignment, which is assessed by the Dean. If the writing sample raises concerns about a candidate’s writing ability, a plan for strengthening those skills must be prepared by the candidate and the Director of the Academic Resource Center and submitted for the Dean’s approval. The candidate’s eventual admission into the professional semester will be contingent upon successful completion of that plan.

D. GPA: Candidates must hold a cumulative grade point average of 2.5 or higher in order to submit an application.

E. Degree Plan: Candidates 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) other than the program coordinator. The other is to be prepared by a faculty member offering the candidate’s major or minor. Recommendation forms are available on the School of Education website and should be given directly to selected faculty members by the candidate.

G. Admission Interview: Interviews are conducted by the Elementary or Secondary Education Coordinator and an additional School of Education faculty member. They are scheduled by the Dean’s administrative assistant following confirmation of all requirements having been met.

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 candidate, the interviewers’ recommendations, and all other items in the candidate’s SOE file will be reviewed by the Dean for final approval of admission. In each case, the candidate will either be admitted or denied admission. There is no conditional or provisional admission.

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

Continuance in Teacher Education Program

In order to maintain admission 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 (other than the program coordinator) and one instructor teaching within the candidate's academic major or minors. Secondary candidates need recommendations from one instructor of a secondary education methods course (other than the program coordinator) and one instructor each from his/her academic major and minor. Recommendation forms are available on the School of Education website and should be given directly to selected faculty members by the candidate.
- C. Other Application Materials:** Candidates are asked to include in the application materials a current resume and an indication of preferences for their directed teaching placement, using the "Directed Teaching Preferences" form attached to the application.
- D. Writing Sample:** Candidates must demonstrate an appropriate level of competence in writing ability by completing an extemporaneous writing assignment at the time of the Professional Semester interview. The writing sample will be assessed by the Dean. If the submitted sample raises concerns, the Dean will consult with members of the English department and other faculty members to determine more accurately the candidate's ability level. If, in the judgment of both the Dean of the School of Education and the English department, the candidate 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.
- G. Michigan Tests for Teacher Certification: (effective – July 1, 2013)** Candidates must take appropriate content area MTTC tests prior to the start of the professional semester. Elementary candidates must take the elementary education test in addition to any content tests. Secondary candidates must take the tests in their major and minor. Results of the tests must be available prior to the interview for admission to the Professional Semester.
- Candidates can take the appropriate MTTC tests after having completed at least 80% of the coursework in their major/minor. Elementary education students should take the elementary education tests during block three of the program.

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

Selection/Assignment of Directed Teaching Sites 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. Only candidates working towards the Lutheran Teacher Diploma will be placed in The Lutheran Church-Missouri Synod schools as a part of the certification process for becoming a rostered teacher within the church.

Program Completion 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. Candidates in the K-12 program must pass the MTTC for either music or art.

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

- B. Documentation of Achievement of Program Outcomes:** At the completion of directed teaching, each candidate's cooperating teacher(s) and university supervisor(s) will prepare final written evaluations. This "Tier 3" assessment specifically notes success in demonstrating the School of Education's 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 candidates 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 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. K-12 students will complete one set of surveys.
- F. Portfolio:** Each student who completes the education program will have completed an academic portfolio prior to graduation. K-12 candidates will complete on portfolio at the end of their studies.

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 certification

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

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

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. Completion of an optional fourth component, the Lutheran Teacher Diploma requirements, certifies the candidate to serve in the teaching ministry of the Lutheran Church-Missouri Synod. The following chart outlines these components.

Elementary Education Components	Credits
<i>General Studies</i>	
Proficiency Requirements (Students may exempt themselves from some or all of the proficiency requirements through testing.)	0-11 credits
General Studies Core (see Foundational Studies)	41 credits
Senior Project (if not included in the academic major requirements)	(1–5) credits
<i>Professional Studies in Education (see below)</i>	47 credits
<i>Specialty Studies for Elementary Education</i>	
Major (s)	30 – 40 credits
Minor (s) (if selected)	21 – 28 credits
Total credits required within program:	136–177 credits
Lutheran Teacher Diploma (LTD) - if desired (In addition to General Studies)	13 credits
Total credits required with LTD	149-190 credits
<i>Electives</i> (A minimum of 128 credit hours are required for a B.A. degree.)	<i>credit varies</i>

Foundational Studies in Elementary Education

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

Foundational Studies Components		Credits
BIO200	Principles of Biology	3
PHY201	Principles of Physics	3
<i>One of the following:</i>		
ESC201	Physical Geology	3
ESC215	Atmospheric and Space Science	3
MAT110	Math for Teachers	3
POS101	American Government	3
HIS111	American Civilization	3

These courses can be used to satisfy general studies and math proficiency requirements. HIS111 will count toward general studies requirement for elementary education candidates.

Professional Studies in Education Courses - Elementary Education

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

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

Course & Sequence of Study		Recommended Semester	
EDU220	Foundations of Education	4 credits	Fr./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 Program			So./Second
Block 1 (Must be taken prior to taking Blocks 2&3)			
EDU346	The Art of Teaching in Elementary Education	3 credits	Jr./First
EDU343	Teaching Reading in the Elementary Classroom	3 credits	Jr./ First
Block 2 (Can be taken concurrently with Block 3)			
EDU344	Teaching Struggling Read/Writ in Elem	3 credits	
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
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
Application for Admission to Professional Semester			
EDU441	Directed Teaching: Elementary – 15 wks.	15 credits	Sr./Second

Specialty Studies in Elementary Education

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

Specialty Area	State code	Major (credits)	Minor (credits)
Early Childhood Education	ZA	No	Yes (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	No	Yes (21)
Social Studies	RX	Yes (36)	Yes (24)

Bachelor's Degree in K-12 Education

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

K-12 Art

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

Art Course and Sequence of Study		Credits
Prerequisite Courses		14
EDU220	Foundations of Education: Schooling and Learning	4
EDU301	Adapting for Diversity	2
EDU302	Adapting for Exceptionalities	2
PSY214	Psychology for the School-Aged Child	4
EDU331*	Professional Practices in Art Education	1
EDU322*	Philosophy of Art Education	1

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

Pass the MTTC Basic Skills Test

Application for Admission to the School of Education		16
EDU346	The Art of Teaching in Elementary Education	3
EDU438	Methods in Content Reading (w)	3
EDU450	Teaching Art at the Elementary Level	5
EDU452	Teaching Art at the Secondary Level	5

Application for Admission to the Professional Semester 15

Internship (15 weeks)

EDU441*	Elementary (7.5 weeks)
EDU446*	Secondary (7.5 weeks)

*must be completed within the same semester

Pass the MTTC Test

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

K-12 Music

Music Course and Sequence of Study		Credits
Prerequisite Courses		15
EDU220	Foundations of Education: Schooling and Learning	4
EDU301	Adapting for Diversity	2
EDU302	Adapting for Exceptionalities	2
PSY214	Psychology for the School-Aged Child	4
EDU425	Curriculum & Instruction: Music Education	2
Pass the MTTC Basic Skills Test		
Application for Admission to the School of Education		15
EDU346	The Art of Teaching in Elementary Education	3
EDU438	Methods in Content Reading (w)	3
EDU325	Choral Methods	2
EDU472	Elementary Music Methods	3
EDU473	Secondary Music Methods	2
Application for Admission to the Professional Semester		15
Internship (15 weeks)		
EDU441*	Elementary (7.5 weeks)	
EDU446*	Secondary (7.5 weeks)	
*must be completed within the same semester		
Pass the MTTC Test		
Students choosing to complete 2 majors or adding an additional minor will need to complete the appropriate methods courses and an additional 15 week internship.		

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, the Early Childhood Education Program provides candidates a coherent, complementary minor which extends and refines their knowledge, skills and dispositions for working successfully in preschool, child care programs, and early elementary school settings. Completion makes the candidate eligible for the State of Michigan's Early Childhood Education endorsement (ZS) on the elementary education teaching certificate.

Early Childhood Education Minor

—Elementary Education Program Only

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

Required Courses		22 credits
ECE201	Social Foundations of Early Childhood Education	3
ECE250	Planning Curriculum and Instruction for Young Children	3
ECE310	Assessment of Young Children	3
ECE315	Learning Through Creative Expressions in ECE	2
ECE330	Math and Science for Young Children	2
ECE345	Emergent Literacy in Early Childhood Education	2
ECE370	Parent, School, Family and Community Partnerships in ECE	3
ECE405	Early Childhood Program Administration	2
ECE450*	Early Childhood Education Practicum	2

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

Bachelor's Degree in Secondary Education

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

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

Secondary Education Components

General Studies

Proficiency Requirements (Students may exempt themselves from some or all of the proficiency requirements through testing.)	0-11 credits
General Studies Core	41 credits
Senior Project (if not included in the academic major requirements)	1-5 credit

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

Specialty Studies for Secondary Education

Major	30-36 credits
Minor (Note: Some majors and minors allow double counting of General Studies credits, reducing their actual credit requirements)	20-25 credits

Total credits required within program:	131-151 credits
Lutheran Teacher Diploma - <i>if desired (in addition to General Studies)</i>	13 credits

Total credits required with LTD	144-164 credits
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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 26 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	
EDU220	Foundations of Education: Schooling and Learning	4 credits	Freshman/First	
PSY212	Adolescent Psychology	3 credits	Freshman/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 Teacher Education			Soph./Second	
EDU438	Methods in content Reading	3 credits	Junior/First	Fall Only
EDU347	Secondary Curriculum and Instruction	3 credits	Junior/First	
EDU461-469 (Select the methods course for each area of specialty studies.) Offered in the Fall Only	Instructional Methods:	3-6 credits	Junior/First	Fall Only
EDU461	Methods in Teaching Sec English & Language Arts	3 credits	Junior/First	Fall Only
EDU462	Methods in Teaching Sec Social Studies	3 credits	Junior/First	Fall Only
EDU463	Methods in Teaching Sec Science	3 credits	Junior/First	Fall Only
EDU464	Methods in Teaching Sec Mathematics	3 credits	Junior/First	Fall Only
EDU467	Methods in Teaching Sec Physical Education	3 credits	Junior/First	Fall Only
EDU468	Methods in Teaching Sec Foreign Language	3 credits	Junior/First	Fall Only
EDU469	Methods in Teaching Sec Speech & Communication	3 credits	Junior/First	Fall Only
EDU473	Methods in Teaching Sec Music	3 credits	Junior/First	Fall Only
Application for admission to the Professional Semester				
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 new educational programs and laws, secondary education majors and minors are currently under review and may be changed before this catalog is published. Candidates should refer to the revised Teacher Education Handbook for more up-to-date information.)

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

Specialty Area	State Code	Major (credits)	Minor (credits)
Art Education K-12	LQ	Yes (90)	No
Biology	DA	Yes (32)	Yes (21)
Chemistry	DC	No	Yes (21)
English	BA	Yes (31)	Yes (21)
History	CC	No	Yes (21)
Integrated Science	DI	Yes (50)	No

Mathematics	EX	Yes (33)	Yes (23)
Music Education K-12	JQ	Yes (105)	No
Physical Education	MB	Yes (30)	Yes (21)
Social Studies	RX	Yes (36)	No
Speech Communication	BD	No	Yes (20)

Lutheran Teacher Diploma (LTD)

The LTD program is designed to prepare confirmed members of the Lutheran Church-Missouri Synod to serve as rostered members of the teaching ministry in the schools and congregations of the church. Designed for both elementary and secondary teacher education programs, it requires 19 credits, 6 of which are included in general studies, in addition to the graduation requirements for the elementary and secondary teacher education programs. Courses must be completed with a grade of C or higher. Many of the courses might also be taken as electives by any student.

Lutheran Teacher Diploma

—Elementary Education and Secondary Education Programs

Required Courses		19 credits
EDU408	Teaching the Christian Faith (w)	2
EDU445	Office of the Christian Teacher	2
REL241	Biblical Literature I-Old Testament (Credits may be applied to General Studies Religion Requirement)	3
REL242	Biblical Literature II-New Testament (Credits may be applied to General Studies Religion Requirement)	3
REL321	History of Christian Thought (Credits may be applied to General Studies Religion Requirement)	3
THY301	Christian Doctrine I	3
THY302	Christian Doctrine II	3

SCHOOL OF ARTS & SCIENCES

Liberal Arts – Business & Entrepreneurship Program

The Program in Liberal Arts, Business, and Entrepreneurship is designed to enhance a student's liberal arts major with business and communication knowledge, skills, and experience for a variety of careers. It provides a package of courses and career preparation tools that in combination with a liberal arts major position the graduate for entry into careers in business, not-for-profit organizations, or governmental organizations.

LABE Program		28-35 credits
Required Courses		15 credits
COM202	Business Communication	3
<i>Select 3 credits from the following</i>		
BUS211	Principles of Management	3
BUS311	Small Business Management	3
BUS231	Principles of Marketing	3
BUE201	Finance & Accounting for Non-Business Majors	3

Select 3 credits from the following

BUS460	Ethical Decision Making & Leadership	3
REL441	Christian Ethics	3

Electives – Select two of the following courses **6 credits**

COM332	Mass Communication	3
CSC241	Introduction to Data Processing	3
ENG301	Advanced Composition	3
BUS251	Information Management and Technology	3
BUE262	Planning New Ventures	3
BUS357	Human Resource Management	3
BUS362	Public Relations	3

Internship **6-9 credits**

LAB490A	Internship Proposal	1
LAB490B	Internship	5-8

Senior Project **1-5 credits**

LAB483	Senior Project	1-5
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Note: Students are required to participate in the following activities: Regular meetings with career counseling staff, at least two “job shadowing” activities, and completion of resume writing, job search, and interview strategy workshops.

Pre-Seminary Program

The Pre-Seminary curriculum provides students with the knowledge, skills, and understandings which lay the foundation for entrance into graduate work to become a pastor or church worker. Designed toward entrance into the seminaries of the Lutheran Church-Missouri Synod the program also provides an excellent preparation for entrance into any Christian seminary. The curriculum allows students maximum flexibility while maintaining high standards of academic preparedness. Pre-Seminary students take the following 38 credits, 9 of which meet General Studies requirements.

Pre-Seminary Program **38 credits**

Theology—Required Courses **18 credits**

REL241	Biblical Literature I-Old Testament (Credits may be applied to the General Studies Religion Requirement)	3
REL242	Biblical Literature II-New Testament (Credits may be applied to the General Studies Religion Requirement)	3
REL321	History of Christian Thought	3
THY301*	Christian Doctrine I (Credits may be applied to the General Studies Religion Requirement)	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
—Required Courses, (Pre-Deaconess students may request substitutions)		
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)	0-4
HEB316	Hebrew Readings (Repeatable)	0-4

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. In selecting those options, it is important to remember that 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, Family Life, Youth Ministry, Music, and Introduction to Ethics.

Incoming students register as “pre-seminary” with both the registrar and the pre-seminary director. The pre-seminary director will present them with a pre-seminary handbook which contains the requisite provisional standing application. Students who have completed at least one year in the program may apply for full standing.

Pre-Seminary students combine their academic studies with involvement in ministry. Concordia Universities offers multiple on-campus opportunities— assisting in chapel, spiritual life activities, and off-campus ministries. Students are also involved in a local congregation of their choice and many participate in mission trips.

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 may be 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 Leader Training Course (LTC), or having completed Basic Training or AIT training in the Regular Army, National Guard 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 Military Science lab that meets Thursday afternoons 4:00-6:00 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, typically Monday, Wednesday, Thursday from 7:00-8:00 a.m.. All classes and training take place at University of Michigan – Ann Arbor campus. Transportation may be provided, if necessary.

Army Officer Education Program

University of Michigan
 1105 North University Street, North Hall
 Ann Arbor, MI 48109
 Office: 734.647.3031 Cell: 803.269.7989 Fax: 734.647.3032
 UofM: ajbryant@umich.edu
 AROTC Website: <http://www.army.rotc.umich.edu/>

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

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 **50-60 credits**
 —*Liberal Arts, Liberal Arts - Business & Entrepreneurship, 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		20 credits
GDT 140	Photoshop Graphics (taken at Washtenaw Community College)	4
PHO 111	Photography I (taken at Washtenaw Community College)	4
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.</i>		
<i>Courses numbered in the 400 level may be repeated at 1-3 credits per semester and up to 9 credits total.</i>		
<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		1-3 credits
ART483	Senior Exhibition	1-3

Art Minor **32 credits**
 —*Liberal Arts, Liberal Arts - Business & Entrepreneurship, 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		11 credits
<i>Select at least one course from both the 2-D and the 3-D offerings.</i>		
<i>2-D Offerings</i>		
GDT 140	Photoshop Graphics (Taken at Washtenaw Community College)	4
PHO 111	Photography I (taken at Washtenaw Community College)	4
ART341	Painting I	3
ART347	Printmaking I	3

3-D Offerings		
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

Art Major/Photography Emphasis**55-57 credits***—Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs*

Foundation Studies		9 credits
ART101 is a pre-requisite for ART202 and ART204		
ART101	Drawing & Design I	3
ART202	Drawing & Design II	3
ART204	3-Dimensional Design	3
Studio Studies		10 credits
GDT 140	Photoshop (taken at Washtenaw Community College)	4
ART347	Printmaking I	3
ART349	Sculpture	3
Electives		6 credits
ART341	Painting I	3
ART343	Ceramics I	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 Emphasis/ Photography – Taken at Washtenaw Community College		17 credits
PHO 111	Photography I	4
PHO 127	Digital Photo Imaging I	4
PHO 110	Introduction to the Darkroom	1
PHO 122	Darkroom Techniques	4
PHO 117	Introduction to the Studio	4
Senior Project		1-3 credits
ART483	Senior Exhibition	1-3

Art Major - Graphic Design/Digital Animation Emphasis**58-60 credits***-Liberal Arts, Liberal Arts – Business & Entrepreneurship, Pre-Seminary Programs*

Foundation Studies		9 credits
ART101 is a pre-requisite for ART202 and ART204		
ART101	Drawing & Design I	3
ART202	Drawing & Design II	3
ART204	3-Dimensional Design	3

Studio Studies		14 credits
GDT 140	Photoshop Graphics (Taken at Washtenaw Community College)	4
PHO 111	Photography I (Taken at Washtenaw Community College)	4
ART347	Printmaking I	3
ART349	Sculpture	3
Electives		6 credits
ART341	Painting I	3
ART343	Ceramics I	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 Emphasis/Video Production Emphasis – Taken at Washtenaw Community College		16 credits
ANI 145	Concept Development for Animation	2
ANI 150	3D Animation I Modeling	4
ANI 160	Fundamentals of Movement and Animation	4
ANI 230	Motion and Sound (CONCURRENT WITH ANI 250)	2
ANI 250	3D Animation II (CONCURRENT WITH ANI 230)	4
Senior Project		1-3 credits
ART483	Senior Exhibition	1-3

Art Major/Graphic Design, Print Production Emphasis **58-60 credits**
 -Liberal Arts, Liberal Arts – Business & Entrepreneurship, 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		10 credits
PHO 111	Photography I (Taken at Washtenaw Community College)	4
ART347	Printmaking I	3
ART349	Sculpture	3
Electives		6 credits
ART341	Painting I	3
ART343	Ceramics I	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
		20 credits

Studio Emphasis/Graphic Design		
<i>– Taken at Washtenaw Community College</i>		
GDT 139	Illustrator Graphics	4
GDT 140	Photoshop Graphics	4
GDT 130	InDesign for Print Publishing	4
GDT 112	Graphic Communication I	4
GDT100	Typography I	4
Senior Project		1-3 credits
ART483	Senior Exhibition	1-3
Art Major/Graphic Design/Video Production Emphasis		54-56 credits
<i>-Liberal Arts, Liberal Arts – Business & Entrepreneurship, Pre-Seminary Programs</i>		
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		14 credits
GDT 140	Photoshop Graphics (taken at Washtenaw Community College)	4
PHO 111	Photography I (taken at Washtenaw Community College)	4
ART347	Printmaking I	3
ART349	Sculpture	3
Electives		6 credits
ART341	Painting I	3
ART343	Ceramics I	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 Emphasis/Video Production Emphasis		12 credits
<i>-Taken at Washtenaw Community College</i>		
ENG 115	Writing for Visual Media	3
VID 101	Video Production I	3
VID 110	Digital Video Editing I	3
VID 200	Lighting	3
Senior Project		1-3 credit
ART483	Senior Exhibition	1-3
Art Major/Web Design Emphasis		56-58 credits
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		10 credits
PHO 111	Photography I (Taken at Washtenaw Community College)	4
ART347	Printmaking I	3
ART349	Sculpture	3
Electives		6 credits
ART341	Painting I	3
ART343	Ceramics I	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 Emphasis/Web Design- Taken at Washtenaw Community College		18 credits
GDT 139	Illustrator Graphics	4
GDT 140	Photoshop Graphics	4
INP 152	Web Graphics I	3
INP 176	Web Animation I	3
GDT 150	Design for the Internet	4
Senior Project		1-3 credits
ART483	Senior Exhibition	1-3

Art Major — <i>Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs</i>		50-52 credits
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		20 credits
GDT 140	Photoshop I (Taken at Washtenaw Community College)	4
PHO111	Photography I (Taken at Washtenaw Community College)	4
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>Painting</i>		
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		1-3 credits
ART483	Senior Exhibition	1-3

Art Major/Photography Emphasis**55-57 credits**—*Liberal Arts, Liberal Arts - Business & Entrepreneurship, 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		10 credits
GDT 140	Photoshop (taken at Washtenaw Community College)	4
ART347	Printmaking I	3
ART349	Sculpture	3
Electives		6 credits
ART341	Painting I	3
ART343	Ceramics I	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 Emphasis/ Photography		17 credits
<i>– Taken at Washtenaw Community College</i>		
PHO 111	Photography I	4
PHO 127	Digital Photo Imaging I	4
PHO 110	Introduction to the Darkroom	1
PHO 122	Darkroom Techniques	4
PHO 117	Introduction to the Studio	4
Senior Project		1-3 credits
ART483	Senior Exhibition	1-3

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>		
<i>Graphic Design</i>		
ART319	Graphic Design II	3
ART419	Graphic Design: Advanced Studies (<i>Repeatable</i>)	1-3
<i>Painting</i>		
1	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

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 **56 credits****

—*Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs*

Written/Aural Theory Sequence		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, Analysis & Criticism		8 credits
MUS331	History of Music I (w)	3
MUS332	History of Music II (w)	3
MUS334	World Music	2

Technique Studies		6 credits
MUS221	Conducting I	1
MUS222	Conducting II	1
MUS245	Voice Techniques (or equivalent)	1
MUS321	Conducting III	1
MUS352	Music Technology	2
Performance Emphasis		24 credits
<i>Choose one of the following</i>		
CHO201	Concordia Choir (1 credit for 8 semesters)	8
ENS201	Wind Ensemble (1 credit for 8 semesters)	8
Applied Lessons	2 credits/semester of principal instrument private instruction	16
Students must enroll in one of the principal ensembles (CHO201-Concordia Choir or ENS201-Wind Ensemble) each semester. CHO211-Chorale is acceptable for up to two semesters.		
Students must participate in the ensemble of their principal instrument and take 2 credits of private instruction in their principal instrument for 8 semesters. An achievement of the 412 level or higher is required for completion of the major (progression of levels: 201, 202, 301, 302, 401, 402, 411, 412).		
Students must either pass the Piano Proficiency exam or pass MUS352-Functional Keyboard Skills with a C or higher.		
**Students whose principal instrument is voice are required to take VOC310-Vocal Arts Lab (1 credit) for two semesters increasing their required credits to 58.		
**Students whose principal instrument is trombone, euphonium or tuba are required to take ENS211-Low Brass Ensemble (1 credit) for two semesters increasing their required credits to 58.		
Senior Project		2 credits
MUS484	Senior Recital	2
Music Minor		43 credits
<i>—Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs</i>		
Written/Aural Theory Sequence		8 credits
MUS201A	Music Theory I	3
MUS201B	Aural Theory I	1
MUS202A	Music Theory II	3
MUS202B	Aural Theory II	1
History, Analysis & Criticism		8 credits
MUS331	History of Music I (w)	3
MUS332	History of Music II (w)	3
MUS334	World Music	2
Technique Studies		11 credits
MUS221	Conducting I	1
MUS222	Conducting II	1
MUS321	Conducting III	1
MUS245	Voice Technology	1
MUS352	Music Technology	2
VOC101	Class Voice (or equivalent)	1
Performance Emphasis		16 credits
<i>Choose one of the following</i>		
CHO201	Concordia Choir (1 credit for 8 semesters)	8
ENS201	Wind Ensemble (1 credit for 8 semesters)	8
Applied Lessons	1 credit/semester of principal instrument private instruction	8
Students must enroll in one of the principal ensembles (CHO201-Concordia Choir or ENS201-Wind Ensemble) each semester. CHO211-Chorale is acceptable for up to two semesters.		
Students must participate in the ensemble of their principal instrument and take 1 credit of private instruction in their principal instrument for 8 semesters. An achievement of the 402 level or higher is required for completion of the minor (progression of levels: 201, 202, 301, 302, 401, 402).		
Students must either pass the Piano Proficiency exam or pass MUS352-Functional Keyboard Skills with a C or higher.		

Worship Arts Leadership Minor**37-39 credits***—Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs*

Religion Core		15 credits
REL241	Biblical Lit I - OT	3
REL242	Biblical Lit II - NT	3
THY301	Christ Doctrine I	3
THY302	Christ Doctrine II	3
REL321	History Christian Thought	3
Worship Arts Core		19 credits
MUS 201 A	Music Theory I	3
MUS 201 B	Aural Theory I	1
WAL 245	Introduction to Contemporary Worship Arts Leadership	2
MUS 353	Introduction to Audio/Video Technology	2
THY 355	History and Theology of Worship	2
WAL 435	Applying Worship Arts Leadership	3
MUS 355	Leading Worship singing/Contemporary song	3
WAL 450	Worship Arts Practicum	3
Performance emphasis (piano)*		1 credit
PIA 201	Beginning Piano I (recommended sequence for students without prior experience PIA 201,203, 301, 302 – see instructor for evaluation and/or placement)	1
MUS 223	Functional Keyboard (4 semesters of piano are recommended before enrolling in this course: PIA201, 203, 301, 302)	1
Performance emphasis (guitar)*		2-4 credits
PIA 201	Beginning Piano I**	1
PIA 203	Beginning Piano II	1
STR 301	Guitar lesson	1
STR 302	Guitar lesson	1
Ensemble experience		0 credits
WAL 235	Praise Team Ensemble (0 credit for 4 semesters)	0

*Students must choose piano OR guitar as proficient instrument

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

K-12 Music Education Major**65 credits*****—K-12 Teacher Education Program Only*

Written/Aural Theory Sequence		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, Analysis & Criticism		11 credits
ATS381	20 th Century Arts & Culture	3
MUS331	History of Music I (w)	3
MUS332	History of Music II (w)	3
MUS334	World Music	2
Technique Studies		12 credits
MUS221	Conducting I	1
MUS222	Conducting II	1
MUS223	Functional Keyboard Skills	1

MUS243	Instrumental Techniques: Percussion	1
MUS245	Voice Techniques	1
MUS321	Conducting III	1
MUS341	Instrumental Techniques: Brass	2
MUS342	Instrumental Techniques: Woodwinds	2
MUS352	Music Technology	2
Performance Emphasis		24 credits
<i>Choose one of the following</i>		
CHO201	Concordia Choir (1 credit for 8 semesters)	8
ENS201	Wind Ensemble (1 credit for 8 semesters)	8
Applied Lessons	2 credits/semester of principal instrument private instruction	16
Students must enroll in one of the principal ensembles (CHO201-Concordia Choir or ENS201-Wind Ensemble each semester. CHO211-Chorale is acceptable for up to two semesters.		
Students must participate in the ensemble of their principal instrument and take 2 credits of private instruction in their principal instrument for 8 semesters. An achievement of the 412 level or higher is required for completion of the major (progression of levels: 201, 202, 301, 302, 401, 402, 411, 412).		
**Students whose principal instrument is voice are required to take VOC310-Vocal Arts Lab (1 credit) for two semesters increasing their required credits to 67. Students whose principal instrument is trombone, euphonium or tuba are required to take ENS211 Low Brass Ensemble (1 credit) for two semesters increasing their required credits to 67.		
Senior Project		2 credits
MUS484	Senior Recital	2

SCHOOL OF ARTS & SCIENCES — LITERATURE AND COMMUNICATION

Communication Studies

Students of Communication Studies will:

1. Develop effective and ethical communication skills in a variety of social contexts: at work, at home, in the church, and in society;
2. Explore the nature of verbal, nonverbal, oral, printed and mediated communication;
3. Investigate the history and influences of various forms of communication; and
4. Understand the effects that communication has on individuals, families, marriages, organizations, and cultures.

A liberal arts degree in Communication Studies helps students investigate the social and historical impact of various media, develop ethical and effective communication skills at work, at home, in the church, and in society, and explore theories, principles and models of public speaking, small group communication and leadership, interpersonal communication, business communication, mass communication, and oral performance. Students apply what they learn to oral, written, speaking, and listening communication practices, and in doing so, they become more effective communicators.

Communication Major **31 credits**
—Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs

Required Courses		27 credits
COM202	Business Communication	3
COM301	Persuasive Communication	3
COM325	Storytelling and Oral Histories	3
COM332	Mass Communication	3
COM334	Negotiation, Argumentation & Debate	3
COM355	Interpersonal Communication	3
LAN282	Language Communication and Culture	3
PHI355	Argument Analysis	3
REL441	Christian Ethics (w)	3
Electives—Select 3 credits from the following courses		3 credits
BUE201	Finance and Accounting for Non-Business Majors	3

BUS101	Introduction to Business	3
BUS111	Leadership	3
BUS211	Principles of Management	3
BUS231	Principles of Marketing	2
COM490	Communication Internship	3
PSY101	General Psychology	3
Senior Project		1 credit
COM483	Senior Project	1

Communication Minor **21 credits**
—*Liberal Arts, Liberal Arts – Business & Entrepreneurship, Pre-Seminary Programs*

Required Courses		18 credits
COM202	Business Communication	3
COM301	Persuasive Communication	3
COM325	Storytelling and Oral Histories	3
COM332	Mass Communication	3
COM355	Interpersonal Communication	3
LAN282	Language Communication and Culture	3
Electives—Select 3 credits from the following courses		3 credits
COM334	Negotiation, Argumentation & Debate	3
COM490	Communication Internship	3
PHI355	Argument Analysis	3
REL441	Christian Ethics (w)	3

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

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, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs*

Required Courses		30 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

ENG337	British Literature I	3
ENG338	British Literature II	3
ENG343	American Literature (w)	3
ENG350	World Literature	3
ENG491	Seminar in Literature	3
Senior Project		1 credit
ENG483	Senior Project	1-5

English Major **31 credits**
—*Secondary Education Program*

Required Courses		30 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
ENG337	British Literature I	3
ENG338	British Literature II	3
ENG343	American Literature (w)	3
ENG350	World Literature	3
LAN435	Literature for Young Adults	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 **21 credits**
—*Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs*

Required Courses		21 credits
ENG202	Literary Genre and Interpretation	3
ENG301	Advanced Composition (w)	3
ENG321	The English Language	3
ENG332	Shakespeare (w)	3
ENG343	American Literature (w)	3
ENG350	World Literature	3
<i>Select one of the following courses.</i>		
ENG337	British Literature I	3
ENG338	British Literature II	3

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

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>		
ENG337	British Literature I	3
ENG338	British Literature II	3
ENG343	American Literature (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
<i>—Elementary Education Program Only</i>		
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>		
ENG337	British Literature I	3
ENG338	British Literature II	3
ENG343	American Literature (w)	3
ENG350	World Literature	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.		

28 credits

Language Arts Minor		28 credits
<i>—Elementary Education Program Only</i>		
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>		
ENG337	British Literature I	3
ENG338	British Literature II	3

ENG343	American Literature (w)	3
ENG350	World Literature	3
LAN435	Literature for Young Adults	3
Senior Project — <i>This minor requires a Senior Project.</i>		1 credit
LAN483	Methods of Language Arts Reflective Assessment/Senior Project	1

SCHOOL OF ARTS & SCIENCES — NATURAL SCIENCES & MATHEMATICS

Biology

The Biology Major provides a comprehensive education in the natural sciences. Students not only learn the facts, concepts and principles of biology, they learn the process of science and the skills necessary to engage in it. Contemporary, technological and societal issues in biology are studied and evaluated in the context of a Christian worldview. Emphases within the biology major allow students to select a course of study tailored to meet their interests and career goals. Students may select a broad program in the biological sciences, or a more specialized curriculum. Regardless of the emphasis chosen, the major includes all of the necessary supporting science coursework required for any biology related career. Instructional strategies emphasize laboratory experiences that engage students in data collection, analysis, and the communication of scientific information. The Biology Major provides a strong background for graduate study, biology related careers or meeting professional school requirements.

Emphasis in Liberal Arts

The emphasis in Liberal Arts is for students who have a broad interest in biology and its career related fields. Students can select BIO courses that explore life at the macro level of organization like organisms, their systems and ecology or the micro level wherein the world of cells, microorganisms and their biochemistry is explored. Graduates are prepared to pursue employment in biological laboratories, business and industry, health related fields, ecology, public policy or to continue their education in graduate degree programs.

Emphasis in Education

The emphasis in education combined with the requirements of Concordia's Secondary Education Program trains students to become effective life science teachers. Students learn the necessary science content from professors who model effective science teaching, learn the best practices in education and engage in numerous hours of field work in area high school classrooms. This course of study will prepare students for the Michigan Test of Teacher Certification (MTTC) and meets all of the requirements set by the Michigan Department of Education (MDE) and National Science Teachers Association (NSTA) necessary for certification to teach in grades six through twelve.

Emphasis in Pre-Medical or Pre-Dental

The Pre-Medical/Pre-Dental emphasis is designed for students interested in pursuing healthcare related careers or those wishing to apply to professional medical or dental schools, or colleges of Podiatric Medicine, Osteopathic Medicine, Chiropractic Medicine, etc. The courses serve as the 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 completion of the following coursework will result in admission to a medical school. Students should consult the requirements of the specific institution(s) to which they will apply for the exact prerequisite coursework recommended by that institution.

Emphasis in Pre-Pharmacy

The Pre-Pharmacy emphasis is designed to prepare the student for admission into a Doctor of Pharmacy program at an accredited pharmacy school. Most students entering professional pharmacy programs nationwide have three or more years of pre-professional study and about a third have completed bachelor's degrees. This course of study is based upon the requirements of pharmacy schools located in the mid-west, but schools vary in their requirements. A few pharmacy schools also require candidates to pass the Pharmacy College Admissions Test (PCAT). Concordia offers no guarantee that completion of the following coursework will result in admission to a school of pharmacy. Students should consult the requirements of the specific institution(s) to which they will apply for the exact prerequisite coursework recommended by that institution.

Emphasis in Pre-Physical Therapy

The emphasis in Pre-Physical Therapy is designed for students who want to prepare for graduate programs in physical therapy. Physical therapy, although a relatively young field, has become an integral part of health care in the areas of pain prevention, the treatment of disabilities and injury prevention. Many physical therapists work in hospitals but most work in private offices, health centers, sports facilities, nursing homes and the like. This course of study is based

upon the requirements of many Doctor of Physical Therapy (DPT) programs in the U.S. Concordia offers no guarantee that completion of the following coursework will result in admission to these schools. Requirements vary by school and students should consult the requirements of the specific institution(s) to which they will apply for the exact prerequisite coursework recommended by that institution.

Biology Major **58-61 credits**

—*Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs*

Science Core		5-6 credits
SCI250	Nature of Science (w)	3
SCI483	Senior Project Science Seminar	2-3
Biology Core		26-28 credits
<i>Select eight of the following courses.</i>		
BIO211	Botany	3
BIO220	Zoology	4
BIO332	Human Anatomy & Physiology I	4
BIO333	Human Anatomy & Physiology II	4
BIO341	Microbiology	4
BIO342	General Ecology	3
BIO343	Genetics	3
BIO344	Evolution (w)	3
BIO353	Cell Biology (w)	3
BIO411	Biochemistry	3
Chemistry Component		8 credits
CHE211	Chemistry I	4
<i>Select one of the following courses.</i>		
CHE205	Chemistry of Living Systems	4
CHE212	Chemistry II	4
Physics Component		8 credits
PHY211	Physics I	4
PHY212	Physics II	4
Mathematics Component		8 credits
MAT111	College Algebra	3
MAT112	Trigonometry	2
MAT261	Elementary Statistics	3
Earth Science Component		3 credits
ESC355	Environmental Science	3

Biology Major: Emphasis in Education **41-44 credits**

—*Secondary Education Program*

Science Core		5-6 credits
SCI250	Nature of Science (w)	3
SCI483	Senior Project Science Seminar	2-3
Biology Core		22-24 credits
BIO342	General Ecology	3
BIO343	Genetics	3
BIO344	Evolution (w)	3
BIO353	Cell Biology (w)	3
<i>Select two of the following courses.</i>		
BIO211	Botany	3
BIO220	Zoology	4
BIO341	Microbiology	4
BIO411	Biochemistry	3

<i>Select one of the following courses.</i>		
BIO332	Human Anatomy & Physiology I	4
BIO333	Human Anatomy & Physiology II	4
Chemistry Component		4 credits
CHE211	Chemistry I	4
Physics Component		4 credits
PHY211	Physics I	4
Mathematics Component		3 credits
MAT261	Elementary Statistics	3
Earth Science Component		3 credits
ESC355	Environmental Science	3

Biology Major: Emphasis in Pre-Medical or Pre-Dental **57-58 credits**
—Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs

Science Core		5-6 credits
SCI250	Nature of Science (w)	3
SCI483	Senior Project Science Seminar	2-3
Biology Core		21 credits
BIO332	Human Anatomy & Physiology I	4
BIO333	Human Anatomy & Physiology II	4
BIO341	Microbiology	4
BIO343	Genetics	3
BIO353	Cell Biology (w)	3
BIO411	Biochemistry	3
Chemistry Component		16 credits
CHE211	Chemistry I	4
CHE212	Chemistry II	4
CHE321	Organic Chemistry I	4
CHE322	Organic Chemistry II	4
Physics Component		8 credits
PHY211	Physics I	4
PHY212	Physics II	4
Mathematics Component		7 credits
MAT221	Calculus I & Analytical Geometry	4
MAT261	Elementary Statistics	3

Biology Major: Emphasis in Pre-Pharmacy **53-55 credits**
—Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs

Science Core		5-6 credits
SCI250	Nature of Science (w)	3
SCI483	Senior Project Science Seminar	2-3
Biology Core		17-18 credits
BIO332	Human Anatomy & Physiology I	4
BIO333	Human Anatomy & Physiology II	4
<i>Select three of the following courses.</i>		
BIO341	Microbiology	4
BIO343	Genetics	3
BIO353	Cell Biology (w)	3
BIO411	Biochemistry	3

Chemistry Component		16 credits
CHE211	Chemistry I	4
CHE212	Chemistry II	4
CHE321	Organic Chemistry I	4
CHE322	Organic Chemistry II	4
Physics Component		8 credits
PHY211	Physics I	4
PHY212	Physics II	4
Mathematics Component		7 credits
MAT221	Calculus I & Analytical Geometry	4
MAT261	Elementary Statistics	3

Biology Major: Emphasis in Pre-Physical Therapy **58-59 credits**
—*Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs*

Science Core		5-6 credits
SCI250	Nature of Science (w)	3
SCI483	Senior Project Science Seminar	2-3
Biology Core		15 credits
BIO332	Human Anatomy & Physiology I	4
BIO333	Human Anatomy & Physiology II	4
BIO341	Microbiology	4
BIO353	Cell Biology (w)	3
Chemistry Component		8 credits
CHE211	Chemistry I	4
<i>Select one of the following courses.</i>		
CHE205	Chemistry of Living Systems	4
CHE212	Chemistry II	4
Physics Component		8 credits
PHY211	Physics I	4
PHY212	Physics II	4
Mathematics Component		7 credits
MAT221	Calculus I & Analytical Geometry	4
MAT261	Elementary Statistics	3
Kinesiology Component		12 credits
KIN233	Sports Health	3
KIN334	Biomechanics	3
KIN335	Physiology of Exercise	3
KIN420	Exercise Testing & Prescription	3
Health Component		3 credits
HEA370	Nutrition	3

21-24 credits

Biology Minor
—*Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary, Secondary Education*

Science Core		3 credits
SCI250	Nature of Science (w)	3

<i>Biology Core</i>		18-21 credits
BIO342	General Ecology	3
BIO343	Genetics	3
BIO344	Evolution (w)	3
<i>Select three of the following courses.</i>		
BIO211	Botany	3
BIO220	Zoology	4
BIO332	Human Anatomy & Physiology I	4
BIO333	Human Anatomy & Physiology II	4
BIO341	Microbiology	4
BIO353	Cell Biology (w)	3

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

23 credits

—*Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary, Secondary Education Programs*

Required Courses		23 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
SCI250	Nature of Science (w)	3
Optional Electives		
CHE411	Biochemistry	3
PHY211	Physics I	4
PHY212	Physics II	4

Exercise Science

The mission of the Exercise Science Major & Minor is to promote physical activity and exercise as a means to attain and maintain health, physical fitness, and quality of life. Exercise science consists of several overlapping disciplines and courses of study that provide an understanding of the anatomy and physiology of the human body, how exercise impacts the body, and how to use this knowledge to improve human performance and promote a healthy lifestyle. Professors combine classroom instruction, the latest research, laboratory experiences and field work opportunities to provide an effective blend of educational experiences. Students graduating with a Bachelor of Arts degree in exercise science are prepared for entry-level positions like exercise/fitness specialist, group fitness instructor, personal trainer, work in corporate fitness programs and health clubs, or as a strength and conditioning coach in high schools, colleges, and professional sport teams to name a few.

Exercise Science Major

49-50 credits

—*Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs*

Required Courses		43-44 credits
SCI250	Nature of Science (w)	3
SCI483	Senior Project Science Seminar	2-3
BIO332	Human Anatomy & Physiology I	4
BIO333	Human Anatomy & Physiology II	4
KIN202	Introduction to Kinesiology	3

KIN233	Sports Health	3
KIN334	Biomechanics	3
KIN335	Physiology of Exercise	3
KIN337	Exercise and Sports Psychology	3
KIN404	Tests & Measurements in Human Performance	2
KIN410	Health Education	3
KIN420	Fitness Testing & Exercise Prescription for Human Performance	3
KIN490	Kinesiology Internship	4
HEA370	Nutrition	3
<i>Select six credits from the following courses.</i>		6 credits
KIN235	Motor Learning & Development	3
KIN323	Adapted Physical Education	2
KIN401	Teaching Rhythms and Dance	2
KIN402	Theory & Practice of Individual Sports	2
KIN405	Theory & Practice of Team Sports	2
KIN495	Independent Study in Kinesiology	1-4
BUS211	Principles of Management (w)	3
BUS412	Management & Supervision	3

Exercise Science Minor **26 credits**

—*Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs*

Required Courses		26 credits
SCI250	Nature of Science (w)	3
BIO332	Human Anatomy & Physiology I	4
BIO333	Human Anatomy & Physiology II	4
KIN202	Introduction to Kinesiology	3
KIN233	Sports Health	3
KIN334	Biomechanics	3
KIN335	Physiology of Exercise	3
KIN337	Exercise and Sports Psychology	3

Integrated Science

The Integrated Science Major combined with the requirements of Concordia's Elementary Education Program prepares students to become effective science teachers. Students will learn the necessary science content from professors who model effective science teaching, learn the best practices in education and engage in numerous hours of field work in area classrooms. Once completed, students will know and be able to apply the fundamental concepts in the physical, life, and Earth /space sciences. They will understand the nature of science, its unifying concepts, and the inquiry process scientists use to discover new knowledge and they will use this knowledge to enable future students to build a base for scientific and technological literacy. This course of study will prepare students for the Michigan Test of Teacher Certification (MTTC) and meets all of the requirements set by the Michigan Department of Education (MDE) and National Science Teachers Association (NSTA) necessary for certification. This major would also be of benefit for liberal arts students or pre-seminary students with an interest in science.

The Integrated Science Major combined with the requirements of Concordia's Secondary Education Program prepares students to become effective science teachers. This major is designed to prepare teachers for practice in smaller schools where a science teacher needs to be able to deliver effective instruction in multiple fields of science: biology, chemistry, physics and earth science. This course of study will prepare students for the Michigan Test of Teacher Certification (MTTC) and meets all of the requirements set by the Michigan Department of Education (MDE) and National Science Teachers Association (NSTA) necessary for certification. This major would also be of benefit for liberal arts students or pre-seminary students with an interest in science.

Integrated Science Major **40-41 credits**
 —Elementary Education, Liberal Arts, Liberal Arts - Business & Entrepreneurship,
 Pre-Seminary Programs

Science Component		3 credits
SCI250	Nature of Science (w)	3
Biology Component		15-16 credits
BIO342	General Ecology	3
BIO343	Genetics	3
BIO344	Evolution (w)	3
<i>Select one of the following courses.</i>		
BIO211	Botany	3
BIO220	Zoology	4
Chemistry Component		8 credits
CHE211	Chemistry I	4
<i>Select one of the following courses.</i>		
CHE205	Chemistry of Living Systems	4
CHE212	Chemistry II	4
Physics Component		8 credits
PHY211	Physics I	4
PHY212	Physics II	4
Earth Science Component		9 credits
ESC201	Physical Geology	3
ESC215	Atmosphere & Space Science	3
ESC355	Environmental Science	3

Integrated Science Major* **50-51 credits**
 —Secondary Education Program

Science Component		5-6 credits
SCI250	Nature of Science (w)	3
SCI483	Senior Project Science Seminar	2-3
Biology Component		15-16 credits
BIO342	General Ecology	3
BIO343	Genetics	3
BIO344	Evolution (w)	3
<i>Select two of the following courses.</i>		
BIO211	Botany	3
BIO220	Zoology	4
BIO353	Cell Biology (w)	3
Chemistry Component		12 credits
CHE211	Chemistry I	4
CHE205	Chemistry of Living Systems	4
CHE212	Chemistry II	4
Physics Component		8 credits
PHY211	Physics I	4
PHY212	Physics II	4
Earth Science Component		9 credits
ESC201	Physical Geology	3
ESC215	Atmosphere & Space Science	3
ESC355	Environmental Science	3

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

**If a student chooses not to take BIO220 then they must take SCI483 for 3 credits.

Integrated Science Minor **30-31 credits**
 —Elementary Education, Liberal Arts, Liberal Arts - Business & Entrepreneurship,
 Pre-Seminary Programs

Required Courses		30-31 credits
<i>Science Component</i>		3 credits
SCI250	Nature of Science (w)	3
Biology Component		9-10 credits
BIO342	General Ecology	3
BIO344	Evolution (w)	3
<i>Select one of the following courses.</i>		
BIO211	Botany	3
BIO220	Zoology	4
BIO343	Genetics	3
Chemistry Component		4 credits
CHE211	Chemistry I	4
Physics Component		8 credits
PHY211	Physics I	4
PHY212	Physics II	4
Earth Science Component		6 credits
ESC355	Environmental Science	3
<i>Select one of the following courses.</i>		
ESC201	Physical Geology	3
ESC215	Atmosphere & Space Science	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 five courses* to obtain a minimum of 33 credits.</i>		
MAT323	Calculus III & Analytic Geometry	4
MAT330	Introduction to Real Analysis	3
MAT340	Discrete Mathematics	3
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, Liberal Arts - Business & Entrepreneurship, 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>		
MAT330	Introduction to Real Analysis	3
MAT340	Discrete Mathematics	3
MAT341	Differential Equations	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 Minor**23 credits**—*Elementary Education, Liberal Arts, Liberal Arts - Business & Entrepreneurship, 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>		
MAT323	Calculus III & Analytic Geometry	4
MAT330	Introduction to Real Analysis	3
MAT340	Discrete Mathematics	3
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**35 credits**—*Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary, Secondary Education Programs*

Required Courses		35 credits
BIO332	Human Anatomy & Physiology I	4
KIN202	Introduction to Kinesiology	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
KIN401	Teaching Rhythms & Dance	2
KIN402	Theory & Practice of Individual Sports	2
KIN404	Tests & Measurements in Human Performance	2
KIN405	Theory & Practice of Team Sports/Games	2
KIN410	Health Education	3

Physical Education Minor**25 credits**

—Elementary Education, Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary, Secondary Education Programs

Required Courses		25 credits
BIO332	Human Anatomy & Physiology I	4
KIN202	Introduction to Kinesiology	3
KIN235	Motor Learning & Development	3
KIN334	Biomechanics	3
KIN335	Physiology of Exercise	3
<i>Select five credits from the following courses.</i>		
KIN233	Sports Health	3
KIN323	Adapted Physical Education	2
KIN350	Coaching Methods	3
KIN404	Tests & Measurements in Human Performance	2
KIN410	Health Education	3
<i>Select four credits from the following courses.</i>		
KIN401	Teaching Rhythms & Dance	2
KIN402	Theory & Practice of Individual Sports	2
KIN405	Theory & Practice of Team Sports/Games	2

Physical Science

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

Physical Science Minor**26 credits**

—Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs

Required Courses		26 credits
SCI250	Nature of Science (w)	3
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
ESC215	Atmosphere and Space Science	3
ESC355	Environmental Science	3

Physics

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
<i>—Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs</i>		
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		11 credits
<i>—The grades and credits for these courses will be transferred to Concordia University.</i>		
PHY330	Intermediate Mechanics I	3
PHY360	Heat and Thermodynamics	4
PHY370	Introduction to Modern Physics	3
PHY372	Modern Physics Laboratory	1

SCHOOL OF ARTS & 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
<i>—Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs</i>		
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, Liberal Arts - Business & Entrepreneurship, 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, Liberal Arts - Business & Entrepreneurship, 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, Liberal Arts - Business & Entrepreneurship, 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
<i>—Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs</i>		
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		3 credits
<i>Select one of the following courses.</i>		
PHI321	History & Problems of Western Philosophy	3
PHI322	Issues in Western Philosophy	3
PHI355	Argument Analysis	3
Religion Electives		3 credits
<i>Select one of the following courses.</i>		
REL356	Biblical World (w)	3
REL430	Persons in Bible/Church History	3
REL441	Christian Ethics (w)	3

Biblical Studies Emphasis

The Biblical Studies emphasis in the Associate of Arts Degree will provide basic training in the Bible—its origin, contents, and theology—for those who desire to serve the church as Christian lay leaders. It would be particularly helpful for those who are serving or planning to serve a congregation as a Bible study leader, a youth leader, or a Stephen’s minister.

Biblical Studies **23-25 credits** *—Liberal Arts: Associates of Arts*

Required Courses

Core Courses		17 credits
EDU408	Teaching the Christian Faith (w)	2
ENG101	English Composition	3
REL241	Biblical Literature I *	3
REL242	Biblical Literature II *	3
THY301	Christian Doctrine I *	3
REL356	Biblical World (w)	3
Track One: Select two of the following courses.		6 credits
REL430	Persons of the Bible/Church History	3
THY302	Christian Doctrine II	3
REL321	History of Christian Thought	3
Or		
Track Two: Select one set of the following courses.		8 credits
First year Greek (GRE201A and GRE202A)		4 credits each
First year Hebrew (HEB201A and HEB202A)		4 credits each

*Classes marked with an asterisk (REL241, REL242, & THY301) will satisfy the general studies religion requirements for Associate or Arts students.

Youth Studies

The youth studies minor prepares students to equip both caregivers and youth with knowledge and strategies to prevent negative behavior and restore or foster positive behavior in the areas of emotional well being, academia, career, relationships, morality, and faith.

Youth Studies Minor

21 credits

—*Liberal Arts, Liberal Arts - Business & Entrepreneurship Pre-Seminary Programs*

Required Courses		21 credits
CRJ432	Juvenile Justice Process	3
FAM431	Youth Culture	3
PSY211	Child Psychology	3
PSY212	Adolescent Psychology	3
PSY421	Human Sexuality	3
SOC211	Social Problems	3
SOC333	Families in Society	3

SCHOOL OF ARTS AND 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, Liberal Arts - Business & Entrepreneurship, 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 inter-disciplinary foundation in psychology, sociology, law, economics, and theology. As the most basic social institution, families who are committed to Christ and a life of service represent one of the most positive influences which will impact our world. The Family Life graduate will leave Concordia with the academic and practical training necessary to develop and implement programming to build and equip strong, healthy families. The National Council on Family Relations 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, Liberal Arts - Business & Entrepreneurship, 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, Liberal Arts - Business & Entrepreneurship, 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

Child Life Specialist Concentration**13 credits***—Liberal Arts, Liberal Arts - Business & Entrepreneurship, 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**14 credits***—Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs*

The Youth Ministry Concentration is composed of five practical courses offered over five semesters and is designed for church work students in the Family Life Major 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, Liberal Arts - Business & Entrepreneurship, Pre-Seminary, Secondary Education Programs*

Core Courses		18 credits
HIS101	World Civilizations I	3
HIS102	World Civilizations II	3
HIS111	Development of American Civilization I	3
HIS112	Development of American Civilization II	3
HIS331	Historiography-State & Local History	3
HIS355	American Racial & Cultural Minorities	3
Electives		3 credits
<i>Select one of the following courses.</i>		
HIS421	Special Topics in History (w)	3
ART321	Art History I (w)	3
ART322	Art History II (w)	3
ART323	Art History I	3
ART324	Art History II	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

Legal Studies and Public Policy

Concordia University offers an inter-disciplinary major and minor in Legal Studies and Public Policy (LSPP). Grounded in the liberal arts, LSPP students actively engage in the analysis and discussion of legal, ethical, and public policy concerns at the national and global levels and develop practical and strategic methods of thinking and problem-solving. The course of study is an ideal fit for students who plan to attend law school after graduation and/or pursue careers in government, policy making, legislation, politics, international law and human rights, community development, public administration, or business.

Legal Studies and Public Policy Major 36-41 credits —*Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary, Programs*

Required Courses		30 credits
SOC101	Introduction to Sociology	3
ECO200	Economics	3
HIS355	American Racial and Cultural Minorities	3
PHI355	Argument Analysis	3
POS311	Urban Government	3
POS361	Civil Rights & Civil Liberties (w)	3
POS490	Legal Studies and Public Policy Internship	3
REL441	Christian Ethics (w)	3
<i>Select two of the following courses.</i>		
BUS321	Business Law	3
CJA411	Criminal Law and Public Procedure	3
FAM411	Family Law and Public Policy	3
Electives		5-6 credits
<i>Select two courses from the following courses NOT already applied above.</i>		
BUS321	Business Law	3
CJA411	Criminal Law and Procedure	3
COM360	Mock Trial Class	2
FAM411	Family Law and Public Policy	3
LAN282	Language, Communication & Culture	3
PSY101	General Psychology	3
SOC211	Social Problems	3
Senior Project		1-5 credits
POS483	Senior Project	1-5

Legal Studies and Public Policy Minor 24 credits —*Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary, Programs*

Required Courses		24 credits
ECO200	Economics	3
HIS355	American Racial and Cultural Minorities	3
PHI355	Argument Analysis	3
POS311	Urban Government	3
POS361	Civil Rights & Civil Liberties (w)	3
REL441	Christian Ethics (w)	3
<i>Select one of the following courses.</i>		
BUS321	Business Law	3
CJA411	Criminal Law and Public Procedure	3
FAM411	Family Law and Public Policy	3
<i>Select one courses from the following courses NOT already applied above.</i>		
PSY101	General Psychology	3
SOC101	Introduction to Sociology	3

Note: Students who elect either the major or the minor should also elect POS101 American Government and HIS112 Development of American Civilizations II as their General Studies courses in social science.

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 program. Graduates may also seek immediate employment in fields such as the social services, business, government, law enforcement, and allied health.

Psychology Major 37-38 credits

—*Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs*

Required Courses		25-26 credits
MAT261	Elementary Statistics	3
PSY101	General Psychology	3
PSY290	Field Experience I	1
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		9 credits
<i>Select nine credits from the following courses.</i>		
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 25-26 credits

—*Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs*

Required Courses		15-16 credits
PSY101	General Psychology	3
PSY342	Social Psychology (w)	3
PSY361	Abnormal Psychology	3
<i>Select one of the following courses.</i>		
PSY341	Cognitive Psychology	3
PSY343	Physiological 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		10 credits
<i>Select 10 credits from the following courses.</i>		
PSY290	Field Experience	1
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

37 credits

—Elementary Education, Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary, Secondary Education Programs

Required Courses		33 credits
ECO200	Economics	3
ECO331	International Economics	3
GEO200	Human Geography	3
GEO321	Ethnographic Geography	3
HIS101	World Civilizations I	3
HIS102	World Civilizations II	3
HIS111	Development of American Civilization I	3
HIS112	Development of American Civilization II	3
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

Electives

3 credits

—Select a minimum of 3 credits from courses with the following prefixes:

ECO, GEO, HIS, POS, PSY101, SOC, SSC. NOTE: SSC255 or 354 recommended

NOTE: Because of overlap with the history minor, any student combining the social studies major with a history minor must take 12 semester hours of electives from the following areas: ECO, GEO, HIS (or courses listed as electives for the history minor), POS, PSY101 and PSY342, SOC, and SSC.

Senior Project		1 credit
SSC483	Senior Project	1

Social Studies Minor

27 credits

—Elementary Education, Liberal Arts, Liberal Arts - Business & Entrepreneurship, Pre-Seminary Programs

Required Courses		27 credits
ECO200	Economics	3
ECO331	International Economics	3
GEO200	Human Geography	3
GEO321	Ethnographic Geography	3
HIS102	World Civilizations II	3
HIS112	Development of American Civilization II	3
HIS355	American Racial & Cultural Minorities	3
POS101	American Government	3

Select one of the following courses.

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, Liberal Arts - Business & Entrepreneurship, 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

UNDERGRADUATE ACCELERATED DEGREE PROGRAM (ADP)

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 confidential and in-depth consideration.

Admission Criteria

When making the admission decision, a number of factors are considered 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 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 transcripts from all colleges attended

Transfer of Credit

Students transferring credit for former coursework must have an official transcript sent directly to the 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 dean 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 VP Academics. 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, SMART-Navy/ Marines, Community College of the Air Force).

Guest Credits

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 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 Management and Management of Criminal Justice. 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

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 Office of Admissions 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 30 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.

Adult Education Studies

Concordia University's Adult Education Studies is charged with carrying the mission of the University to the non-traditional adult student. Like the traditional degree programs, the programs in the Adult Education Studies are founded in the Christian Liberal Arts tradition of the University.

The adult student and the traditional post high school age student differ in that the former has benefited from years of life experience and then sought the academic education, while the traditional student first receives the education and then the life experience. Thus, the needs of the adult learner are different; socialization, for instance, plays a much greater role in the academic life of the traditional student and, indeed, accounts for much of the necessity for extended contact hours. Adults, on the other hand, are interested in cutting right to the essence of a topic and are capable of processing greater amounts of material over much shorter periods of time.

We are often asked what the difference is between Concordia's programs and those of other accelerated adult degree programs. We are often asked how we get as much accomplished in an accelerated schedule as one does in a traditional semester. If one views the adult educational paradigm as merely an accelerated version of a traditional semester, then the format fails - it lacks academic integrity. If, however, one considers the paradigm as a "distance learning" or "independent study" format to which are added 16 to 24 hours of classroom experience, then one will have a better understanding of the adult learning process. **It is expected and required that the majority of the learning will occur outside the classroom through directed independent study.**

A hallmark of all adult education degree programs is a strong emphasis on the direct applicability of the course material to the students' careers. Our majors accomplish this admirably. In addition, and this is the key difference, our entire program is infused with the liberal arts conveyed in a Lutheran Christian context. The goal in adult education is personal development. The University has identified nine competencies or areas in which this should occur: aesthetic sensibilities, communication skills, cultural understanding, numeracy, problem solving, physical development, spiritual development, scientific literacy, and citizenship. Growth in these areas occurs throughout the program of study and is measured and documented by the school's comprehensive assessment plan.

Business Management

The Business Management major includes study from a variety of disciplines which will enable the students to develop knowledge, skills, and attitudes to more effectively deal with managerial, human, and financial dynamics within an organization. Student learning goals for the Business Management major include:

- The ability to use critical and creative thinking skills in the business context;
- The knowledge of strategic decision-making to evaluate and manage business initiatives;
- Knowledge of planning, organizing, leading and controlling the resources of an organization;
- Knowledge of human resource issues within the business organization;
- Dynamics of the marketing function, including product planning, pricing, promotion, channel management, and competition analysis;

- Ability to apply basic accounting principles and construct and interpret financial statements;
- Knowledge of business financing strategies and processes.

48 Credit Major Sequence (Bachelor or Associate Degree)

AL 107 Student Success Strategies 3 credits, 4 weeks
 AL 234* Speech Communication 3 credits, 4 weeks
 AL 204* College Writing 3 credits, 6 weeks
 AL 159* Heritage of Faith 3 credits, 5 weeks
 AL 169 Statistical Methods 3 credits, 6 weeks
 AL 356* Critical Thinking and Creativity 3 credits, 4 weeks
 AL 272 Organizational Management Principles 3 credits, 4 weeks
 AL 366 Marketing Management 3 credits, 5 weeks
 AL 359 Human Resource Management 3 credits, 4 weeks
 AL 347* Macroeconomics 3 credits, 6 weeks
 AL 367 Global Dimensions in Business 3 credits, 4 weeks
 AL 368 Philosophy of Values and Ethics 3 credits, 4 weeks
 AL 365 Accounting 3 credits, 6 weeks
 AL 346 Business Finance 3 credits, 6 weeks
 AL 371 Business Policy 3 credits, 4 weeks
 AL 474 Integrative Project: The Business Plan 3 credits, 8 weeks

*Starred courses fulfill core requirements inside the major.

Additional Core Requirements: 32 Credits (Associate: 9 Credits)

Civilization and World Views: History (3 credits)**	Christian Doctrine (3 credits)
Civilization and World Views: Literature (3 credits)	Culture (3 credits)**
Mathematics (3 credits)	Creative Arts (3 credits)**
Language and Culture (3 credits)	Social Science (3 credits)
Physical Development (2 credits)	Lab Science (3 credits)
Theology Elective (3 credits)	

**Required for Associate Degree.

Elective Requirements: 48 Credits (Associate: 7 Credits)

The Business Management major is available in an E-Learning format.

Management of Criminal Justice

The Management of Criminal Justice program provides professional growth and knowledge by affording the student the opportunity to analyze critical legal, operational, and managerial issues in the criminal justice field. The curriculum is designed to develop highly-skilled individuals by providing a practical and applied course of instruction in the areas of law and management, as well as current issues impacting the field. Student learning outcomes of the Management of Criminal Justice program include:

- Knowledge of public sector management techniques within the criminal justice system;
- Knowledge of the dynamics and development of constitutional, criminal, and administrative law, as it pertains to the management and operations of criminal justice activities, at all levels of government; federal, state and municipal;
- The ability to recognize the value and importance of ethics and how ethics applies to criminal justice professionals;
- Identify and evaluate the theories for the causes of crime and public policies that assist in the prevention of crime;
- Demonstrate an appreciation of the use of statistics in criminal justice decision making and research.

48 Credit Major Sequence (Bachelor or Associate Degree)

- AL 107 Student Success Strategies 3 credits, 4 weeks
 - AL 310* Constitutional Law 3 credits, 4 weeks
 - AL 204* College Writing 3 credits, 6 weeks
 - AL 312 Procedural Criminal Law 3 credits, 4 weeks
 - AL 314 Criminal Justice Liability Law 3 credits, 4 weeks
 - AL 316 Administrative Law 3 credits, 4 weeks
 - AL 245 Criminal Justice Research Methods 3 credits, 6 weeks
 - AL 169 Statistical Methods 3 credits, 6 weeks
 - AL 322* Criminology 3 credits, 4 weeks
 - AL 357 Juvenile Justice 3 credits, 4 weeks
 - AL 318 Mgmt. of Law Enforcement Agencies 3 credits, 6 weeks
 - AL 320 Public Finance and Budgeting 3 credits, 5 weeks
 - AL 328 Corrections in America 3 credits, 4 weeks
 - AL 153* Forensic Science 3 credits, 5 weeks
 - AL 159* Heritage of Faith 3 credits, 5 weeks
 - AL 329 Ethics in Criminal Justice 3 credits, 4 weeks
- *Starred courses fulfill core requirements inside the major.

Additional Core Requirements: 32 Credits (Associate: 9 Credits)

- | | |
|--|---------------------------------------|
| Civilization and World Views: History (3 credits)** | Christian Doctrine (3 credits) |
| Civilization and World Views: Literature (3 credits) | Culture (3 credits)** |
| Communication (3 credits) | Philosophical Foundations (3 credits) |
| Mathematics (3 credits) | Language and Culture (3 credits) |
| Physical Development (2 credits) | Theology Elective (3 credits) |
| Creative Arts (3 credits)** | |
- ** Required for Associate Degree.

Elective Requirements: 48 Credits (Associate: 7 Credits)

The Management of Criminal Justice major is available in an E-Learning format.

ACADEMIC REGULATIONS & PROCEDURES

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

Family Educational Rights and Privacy Act (FERPA)

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

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

The purpose of the Family Educational Rights and Privacy Act (FERPA) is to protect the confidentiality of student educational records. Educational records are those records directly related to students and maintained by an institution or a party acting for the institution. Personally identifiable student information is protected by FERPA. Violations of FERPA place the University at risk. The penalty for noncompliance can be withdrawal of Department of Education funds from the institution. In addition, disclosure of student information could subject both the University and the individual disclosing the information to criminal and civil penalties. One of the main emphases of FERPA is that

personally identifiable information may not be released without prior written consent from the student. However, the university is permitted to disclose student information without written consent to “school officials” whom the institution has determined have a legitimate educational interest”. Although a person has been designated as a “school official”, he/she does not have inherent rights to any and all education record information. Additionally, the school official must demonstrate a legitimate educational interest as opposed to a personal or private interest and such a determination must be made on a case by case basis. Disclosure to a school official having legitimate educational interest does not constitute authorization to share that information with a third party without the student’s written permission.

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

These rights include:

- Right to review and inspect their educational records;
- Right to request the amendment of their educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of their privacy or other rights;
- Right to have some control over disclosures of personally identifiable information contained in their educational records, except to the extent that FERPA authorized disclosure without consent;
- Right to file with the U.S. Department of Education a complaint concerning alleged failures by the University to comply with the requirements of FERPA;
- Right to obtain a copy of the University’s Policy and Procedures for FERPA

2. An **educational record** is defined as any record (in handwriting, print, tapes, film, or other medium) maintained by Concordia University or an agent of the university which is directly related to a student, except:

- Records kept by instructional, supervisory, administrative and certain educational personnel which are in the sole possession of the maker of the records and are not accessible or revealed to any other individual except a substitute who performs on a temporary basis the duties of the individual who made the record;
- Employment records of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual’s employment;
- Alumni records which contain information about a student after he or she is no longer in attendance at Concordia University and which do not relate to the person as a student.
- Requests by students for access to or copies of their educational records must be made to the Registrar’s Office.

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

- The student has given written consent to release the record;
- The individual or agency requesting information is included under Section 99.31 of the Federal Regulations, which permits release of an education record without the student’s consent. Section 99.31 permits release to the following organizations or individuals, without the students consent:
- To Concordia University school officials who have a legitimate educational interest;
- To certain official of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state of federally supported education programs;
- In connection with a student’s request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions or the financial aid, or to enforce the terms and conditions of the aid;
- To third parties requesting designated “directory information”
- To accrediting organizations;
- To parents of an eligible student who claim the student as a dependent for income tax purposes. The University may require copies of the most current income tax returns to verify dependent status;
- To comply with judicial order or subpoena; provided that a reasonable effort to notify the student is made in advance of compliance;
- To an alleged victim of any crime of violence of the results of any institutional disciplinary proceedings against the alleged perpetrator of that crime with respect to that crime;
- To organizations conducting studies for the University;

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

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 drop students from courses due to non-payment of tuition and/or fees. Grading

The following represent the grading procedures at Concordia - Ann Arbor:

- The grade I (incomplete) may be assigned at the discretion of the instructor only when, due to unforeseen circumstances, the course requirements could not have been met within the designated time period set for the course. A date for completion will be set by the instructor not to exceed three weeks. In extreme circumstances and with the approval of the VP Academics, incomplete grades can be held for one semester. Within one week of the end of the extended time, the instructor will submit the new letter grade. An incomplete not finished within the time granted reverts to the alternate letter grade previously specified by the instructor.
- Failing (F): An “F” grade requires the student to repeat the course, which requires a second registration and payment for the course.
- Withdrawal (W): This letter grade is assigned to indicate a withdrawal from a course. The registrar’s office must be notified before the last session of the course, and a re-registration and repayment of the course is necessary.

- **Appeal of Grade:** Should a student wish to appeal a grade, he/she must contact the registrar's office to obtain the Appeal Policy procedures.
- **Grade Changes:** Except for Incomplete grades, instructors may change a grade only because of calculation or reporting errors. The Vice President for Academics must approve any grade change using a form provided by the registrar.

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) will be placed on academic probation for the next enrolled semester. The student will be required to sign an academic probation contract which will include guidelines to encourage academic success. 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. Accepted transfer students entering with a grade point average below 2.0000 are subject to the 14 credit hour limit. Exceptions may be granted by the Vice President of Academics.

Students who remain on academic probation for two consecutive semesters may be academically dismissed and may not be eligible to enroll in classes following the second semester. The Admissions Council may recommend that any student who fails to demonstrate academic progress, or 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

The accelerated degree programs are compact and fast moving, and a high premium is placed on attendance. An absence policy has been established:

1. It is the student's responsibility to notify the instructor 24 hours prior to an impending absence.
2. If an absence occurs, the student must discuss with the instructor both the session requirements and what is required as make-up work. Further direction concerning absences is noted in each course guide.
3. It is assumed the student will attend each session and be actively engaged for the entire class period. Should a student be absent from class or arrive late or leave early, the grade may be affected.
4. Attendance is important for the successful completion of coursework.
5. When a student must withdraw from a course, a grade of "W" (Withdrawal) is assigned. The student must contact the Registrar's office for official withdrawal.

Audit

Auditing a course for no credit is available to undergraduate and guest students only. Undergraduate students may audit up to four credits per semester. 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. A grade of "AU" does not affect a student's grade point average and does not count toward credits attempted. However, it may result in a negative impact on financial aid.

Guided Study

A course which has an approved syllabus but is not available at the time required by the student may be taken as a guided study with approval of the instructor and permission of the appropriate dean. 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 dean. Students applying for a guided study must have a cumulative GPA of 2.0000 or higher.

Drop, Withdraw, and Retaking a Course

If a student is unable to attend a course for which he/she is registered, the student may DROP the course before the second class meeting. No indication of such courses is retained on the student's permanent record.

The student must WITHDRAW after the second class meeting has taken place, whether or not the student has attended. The last day to withdraw is the day before the last class meeting. The student will have a grade of “W” indicated on his/her permanent record.

Questions about financial aid and financial aid implications of dropping and/or withdrawing from a course should be directed to the Financial Aid Office. Re-registration for the course at a future date takes place in the registrar’s office.

Students are entitled to a 100% refund of tuition, fees and other charges up to the beginning of the second meeting for a particular class section. After the second meeting has commenced, no refund is available.

**Students taking courses online through Concordia University – Wisconsin (CUW) should be aware that they will follow CUW’s add, drop, withdraw and retaking policies. Contact the CUA A Registrar for more information.

Summary of Add/Drop Deadlines for Courses

Add without instructor’s permission	Add with instructor’s permission	Drop	Withdraw
Before 1 st meeting	Before 2 nd meeting	Before 2 nd meeting	Before last meeting

Consortium Agreements with Local Colleges

Federal guidelines allow schools to include credits taken at another school for determining enrollment level and eligibility for financial aid, as long as the credits will be accepted at the “Home” school (Concordia). The student must have a completed and signed Consortium Agreement on file. This form can be picked up from the Registrar’s Office or download it at <http://www.cuaa.edu/consortiumagreement>. Concordia will only process aid for students taking courses at another college under the following conditions:

Students must be taking at least six credits at Concordia University.

Students must be registered for the majority of their credits at Concordia. (As an example, a student cannot be registered for 6 credits at Concordia and 8 credits at another school.)

Students should assume they will need to pay the host school directly for these courses. Any refund of funds from Concordia to help pay the tuition costs at the host school will be available only after all aid is disbursed, all costs incurred at Concordia are covered, and the student has a credit balance on their student account.

Academic Recognition

Commencement with Honors

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

Designation as an honors graduate requires that the degree candidate have completed at least 60 credit hours at Concordia University, and have at least a 3.50 cumulative GPA. Cumulative grade point averages are based on coursework taken at Concordia University, approved courses taken through the Concordia University Visiting Student Program and the courses taken through the Study Abroad Program. The specific honors levels are as follows:

3.50 - 3.69 GPA = Cum Laude

3.70 - 3.89 GPA = Magna Cum Laude

3.90 - 4.00 GPA = Summa Cum Laude

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

Participation in commencement

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

Awarding of degrees

The Registrar's Office will award degrees 3 times a year; at the end of the fall, spring and summer semesters. Degrees are not awarded until all degree requirements, and all financial obligations to the university are met. Neither diplomas nor official transcripts are issued until all financial obligations are met to the university.

Although there are three degree conferral dates, there is only one commencement ceremony.

Note: Neither participation in the commencement ceremony, nor having one's name printed in the commencement program is confirmation that a degree has been conferred.

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

Eligibility to receive a baccalaureate or associate transcript

A student is eligible to receive an official transcript indicating successful completion of a degree once the degree has been awarded. An unofficial transcript is mailed to the student immediately after the degree is conferred. Graduates may request additional transcripts by submitting a Transcript Request Form to the Registrar's Office.

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.

TUITION AND FEES

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

Tuition is the amounts 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. 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.**

Concordia University charges a one-time matriculation fee during the first academic semester any student is enrolled. This fee covers processing costs for new student orientation, transcripts, degree applications, and re-enrollment. Graduation apparel (cap, gown, master's hood) is also included in this fee and will not be billed as a separate item.

Cost of Attendance

Cost of attendance is reviewed and determined by the Concordia Administration each year. For purposes of determining eligibility for aid, cost of attendance includes tuition, fees, living expenses, books, and loan fees. Tuition is \$415.00 per credit for ADP students for the 2012-2013 year. There is a \$100 matriculation fee for the first semester and a \$25 technology fee each semester.

Payment of Tuition and Fees

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, they should subtract the anticipated aid from the "payment due" on the account statement to arrive at your revised balance due. *This revised balance is due before the start of the first class of the semester.* Students may be dropped from remaining classes in the semester, if payment is not made on time for the class. Additionally, students will be dropped from future semesters if the current semester is not paid-in-full by

the beginning of the last class. Grade reports, transcripts of credits, and diplomas are issued by the Registrar's Office only 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.

Statements

Statements are printed on approximately the 15th of each month (processing date), and mailed to the students address of record. 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 emailed to the students cuaa.edu 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).

Payment Plans

If a student is unable to pay the balance in full at the beginning of the semester, they may set up a payment plan by contacting the Business Office 734.995.7332. Additionally, Payment Plan forms are available on the cuaa.edu website at <http://www.cuaa.edu/paymentplans>. Payment plan requests should be submitted to the Business Office **before the start of the first class of a semester.**

Where approval for a payment plan is granted by the business office, a service fee of \$100 per semester will be assessed. 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.

When a payment plan has been approved, it is important that the first payment (which includes the \$100 service fee) be made before the first class meeting in the semester. A signed agreement between the student and Concordia University is required for a payment plan to be permitted. Students may be dropped from classes if their payments are not made on time. [Go to Tuition Payment Plans.](#)

Tuition Vouchers/Employer Reimbursement

Another method of payment on the student's account is tuition vouchers provided to the student by his/her employer. The student must bring or send the voucher to the Business Services office so that we may bill the employer for the specified classes. Vouchers from the employer must be received before the start of each class in order to remain enrolled.

If tuition is to be covered by reimbursement from the employer pending the completion of the class, the student must make payment to Concordia University or take out a short-term loan before the start of the class. The University can provide students with the necessary paperwork to receive reimbursement from the employer. If the employer does not pay up front or provide vouchers ahead of time for the classes taken, a signed reimbursement policy from the employer must be kept on file at Concordia University.

Program Withdrawal

Students who withdraw from their program are entitled to a 100% refund of tuition and fees (except drop fees) up to the beginning of the second class meeting for a particular class section. After the second meeting has commenced, regardless of whether the student has attended the class meeting, no refund is available.

FINANCIAL AID

The primary responsibility for funding a college education rests with the student and his or her family. The extent to which the family can afford to contribute to college costs is primarily determined by the information provided on the FAFSA (Free Application for Federal Student Aid). The family contribution is generally assumed to come from three sources – savings before the student enters college, current income, and borrowing against future income (e.g., student loans). The Financial Aid Office will make every attempt to assist the student in securing all federal and state funds for which the student is eligible.

To be eligible for federal aid, students must be U.S. Citizens or Permanent Residents. Male students must register with the Selective Service Administration once they have turned 18.

Applying

Step One: Obtain a Personal Identification Number (PIN#).

This number is required to fill out and sign the FAFSA form (step 2) online. Go to www.pin.ed.gov. Click on “Pin Request and Information: which takes you to the “Requesting Your U.S. Department of Education PIN” page. Then click on the appropriate link. Enter the student’s name as it appears on their Social Security card and a valid email address or home address. Within 1 to 5 days the student will receive an email notice, if they provided a valid email address, giving directions to access their PIN# online. If the student did not provide a valid email address, the PIN will be mailed to you within 7-10 days.

Step Two: Complete the Free Application for Federal Student Aid (FAFSA)

Go to www.pin.ed.gov or complete the paper application. The student will need their completed 2005 federal tax return in order to complete the FAFSA correctly. Concordia’s school code is 002247.

Step Three: Receive a Student Aid Report (SAR)

Expect the SAR approximately 10 days after completing the FAFSA. Students will receive an electronic SAR if they entered an email address or a paper one if they did not. Read it carefully. It is the student’s official record that the federal processor received their FAFSA. Make sure all of the information is accurate. If they need to make any corrections, they can do that directly at www.fafsa.ed.gov or on the paper copy of the SAR.

The results of the FAFSA will determine your "Estimated Family Contribution" or EFC. This is an estimate of how much the family can afford to pay for college. This information is sent to any school they listed on the FAFSA. The Financial Aid Office will use it to determine how much aid the student may be eligible to receive. The "EFC" will be subtracted from the cost of education at the school. The remaining amount is the student’s "need" for financial aid.

Step Four: Concordia Financial Aid Office determines eligibility

Once the student has been officially admitted to the academic program and registered for at least 6 undergraduate credits, or 3 graduate credits, the Office of Financial Aid will review their FAFSA information to determine their eligibility for financial aid. If no additional information is needed, the student will be mailed an award letter, along with instructions on how to complete the loan application process.

Packaging Policies

Students are awarded all federal and state aid for which they are eligible based on the results of the FAFSA and availability of funds.

Types of Financial Aid

Grants and Scholarships

Federal Pell Grant

This is a federal grant that does not have to be repaid. To determine if you are eligible financially, the US Department of Education uses a standard formula to evaluate the information you report on your FAFSA. Your eligibility depends on the cost of attendance and your enrollment status (full-time, three-quarter time, etc.)

Michigan Tuition Grant (Listed as Michigan Scholarship/Grant on Award)

The Michigan Tuition Grant is available to students who attend private schools in Michigan and have been Michigan residents for at least one year. The State of Michigan uses a standard formula to award MTG to students who are able to demonstrate financial need. FAFSA data is used for this and an approved, correct FAFSA must be on file by the deadline to get Michigan Grant aid. The state deadline for 2012-13 is July 1, 2012. The MTG does not have to be repaid. Students should make sure to list Concordia in the FIRST position on the FAFSA if they want their Michigan Tuition Grant to be used at Concordia.

Loans

For Subsidized and Unsubsidized Stafford Loans, a student must complete Entrance Counseling before receiving funds for the first time, and must have an Exit Interview when they cease attendance or drop below half-time. Each loan also requires the student to complete a loan application or Master Promissory Note (MPN).

Academic Year Amounts- Stafford Loan program

<i>Undergraduate annual loan limits</i>	
First year students (0-27 credits)	\$9500
Second year students (28-59 credits)	\$10500
Third year and beyond (60+ credits)	\$12,500

Maximum Loan Amounts

<i>Undergraduate students</i>	
Subsidized Stafford amount	\$23,000
Combined Subsidized and Unsubsidized Stafford	\$57,500

Federal Subsidized Stafford Loan

A subsidized loan is a low-interest federal loan for students awarded on the basis of financial need. Loans are borrowed funds and must be repaid to your lender. The federal government pays the interest while you are enrolled at least half time (at least six credit hours per semester). Repayment begins six months after you graduate, withdraw, or drop below half time. The interest rate is fixed at 6.8%. Standard repayment periods do not exceed 10 years, but alternative repayment plans are available.

Federal Unsubsidized Stafford Loan

An unsubsidized loan is identical to the subsidized loan except that the student is responsible for the interest while in school. The student has the option of paying the interest while in school or deferring payment until after school. If the student opts to defer payment, the interest will be capitalized at repayment.

Other Policies and Procedures

Outside Scholarships

Scholarships from external sources (tuition reimbursement from employer, congregations, foundations, etc.) will first be used to meet any unmet need in a student's aid award. If the entire student's need has been met, the outside scholarship will then reduce the amount of Stafford loan in the aid award. Under federal guidelines, scholarships cannot be used to replace the federally determined Expected Family Contribution (EFC) from the FAFSA if the student is receiving any federal need-based aid in his or her award.

Disbursing Aid to Student Accounts

Federal and state aid is disbursed to students' account for each term (fall and spring) depending on the start date of the term. ADP and Graduate students have their semesters start at various times throughout the year. The Financial Aid Office will use the census to verify enrollment and will then allow the release of funds to the Business Office to post to individual students accounts. It is up to the student to make sure all loan applications are completed, and any other paperwork is done in order to finalize the aid award. First-time, first-term students will not have loan funds released to their accounts until 30 days into the term, according to federal regulations. We typically have two disbursements per semester. The first disbursement is within the first month of the loan period. The second disbursement is the later of: the calendar midpoint between the first and last day of class of the semester or the date the student completes half of the credit hours of the semester. The loan is disbursed in two equal disbursements.

Refund of Financial Aid

Federal policies require institutions to refund aid to the federal programs according to very specific rules and regulations. If you withdraw from the university before 60% of the semester has been completed, you may be required to repay a portion of the financial aid funds awarded to you. In essence, the amount of aid you may keep is in direct proportion to the length of time you remained enrolled during the semester. The refund formula measures the actual number of days a student is enrolled during the term, calculates the percentage of the term the student is enrolled, and uses this percentage to determine how much of the student's awarded federal aid has been "earned" by the student for the time he/she was enrolled. This amount can be kept and applied against incurred charges. If you complete over 60% of the semester you may keep 100% of the aid you received. The remaining amount to be returned must be returned to the federal aid programs in this order: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, and Federal Pell Grant.

When a student withdraws from school or drops credits during the institution's refund period, the Michigan Tuition Grant may need to be reduced. The student's award will be reduced based on the percent of the tuition and fees originally paid by MTG and it is governed by state formula.

Special Circumstances

Periodically, students and their families may run into special circumstances that they believe affect their ability to contribute toward college costs. For instance, if the family has experienced a loss of income from work, or has unusually high medical expenses that are not covered by insurance. If the family believes that unusual circumstances exist that need to be taken into consideration in determining their ability to pay, they should request a "Special Circumstances Form" from the Financial Aid Office.

Satisfactory Academic Progress

In order to retain eligibility for financial aid, students must meet the minimum standards of Satisfactory Academic Progress (SAP). SAP is monitored after completion of each term. If a student falls below the following requirements, they are put on warning until they once again meet the following standards. If students do not meet SAP while on warning status, they lose eligibility for financial aid. This includes all federal and state aid. They may still receive outside scholarships and grants from private donors if SAP is not a condition according to the agency or donor. Students may appeal their loss of eligibility for aid by submitting a written explanation of any extenuating circumstances such as personal illness or injury, or a major illness or death in one's family to the Financial Aid Office. Appeals are reviewed on a case-by-case basis and a timely decision will be made in writing to the student.

To meet SAP standards a student must keep a cumulative GPA of above a 2.0 and pass more than 66.7% of all credits attempted. Students must also complete the program in no more than 150% of the scheduled competition time.

Transfer students attending Concordia for the first time will enter Concordia meeting SAP. Their "Term at College" will depend on how many credits are accepted for transfer by the Registrar's Office. 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 evaluated once the "I" becomes a letter grade. If Fall term grades are not completed and posted until after Spring term begins, students who would have been on their first term of probation will be allowed Spring term aid but will have to meet SAP by the end of that term.

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.

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.

ACC202 Accounting II

Credits: 3

Students examine the fundamental principles of accounting with emphasis on financial accounting, then begin analysis and practice in managerial accounting. Topics include accounting for liabilities and owners' equity, cash flow statements, and financial statement analysis. Prerequisite: ACC201

ACC241 Managerial Accounting

Credits: 3

This course will introduce how managerial accounting information is used in making business decisions. The concepts covered, such as budgeting, ethics, performance measurement and cost control, will be useful to all future decision makers and managers. Prerequisites: ACC202

ACC296 The Accounting Cycle & Profession

Credits: 3

The two broad purposes are to (1) cover the accounting cycle and financial statement preparation, and (2) provide students with course planning, advising, career path development, internship, and professional certification information. Includes elaboration on some fundamental concepts, such as time value of money. Prerequisites: ACC201 & ACC202

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)

ACC340 Intermediate Accounting

Credits: 3

Students will examine the Generally Accepted Accounting Principles that relate to financial reporting of assets, liabilities, equity, and operating statement accounts of an organization; they will examine concepts and theories that guide the recording, valuation, and classification of transactions; and they will prepare and analyze balance sheets, income statements and statements of cash flow or business entities.

ACC345 Principles of Taxation

Credits: 3

This course provides students with a broad overview of taxation of corporations and individuals. It develops a basic knowledge of tax rules and codes that are useful and necessary in business management. The course provides a foundation for the study of tax planning, research and compliance. The goal of the course is to provide students with an understanding of the fundamental concepts of corporate and individual taxes.

ACC355 Accounting Information Systems

Credits: 3

This course will cover the concepts of responsive information system, including principles of design, profitability and responsibility, accounting and control. This course will also provide a description of typical accounting systems and procedures within the business enterprise. Prerequisite: ACC202.

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)

AL107 Student Success Strategies

Credits: 3

This course engages students in cultivating the abilities necessary for academic and professional success, including study and research skills, learning styles, use of technology, and critical thinking skills. This course is designed for Concordia's program specifically and is not usually completed through transfer.

AL152 Computer Communication

Credits: 3

This course introduces the basic concepts of the use of the computer in business, management, and in communication. Students will become aware of the main applications programs available, including, writing memos using Word, crunching numbers with Excel, presentations with PowerPoint and using the internet to do research, send/receive email and explore other technology interests.

AL153 Forensic Science**Credits: 3**

This course will introduce the student to the basic principles involved in the identification, collection, storage, testing and evaluation of physical evidence. The student will understand the evidentiary process and its importance to the Criminal Justice System. Basic forensic techniques and applied via scientific methodologies.

AL159 Heritage of Faith**Credits: 3**

This course examines the faith stance of various biblical personalities as well as various literary forms used by biblical authors to enable the student to read the Bible with a more profound grasp of its message as well as a deeper appreciation for its role in the literature of the Western world.

AL161 Worldviews: History**Credits: 3**

This course presents an overview of the history of Western Civilization-its basic chronology, major events and main themes. Students will explore various eras by reading assorted historical documents. AL161 fulfills the core requirement for History.

AL169 Statistical Methods**Credits: 3**

This course studies the terminology, methodology, and body of knowledge in statistics. Topics such as mean, median, variation, probabilities, correlation, and regression will be covered.

AL175 Introduction to Environmental Science**Credits: 3**

Environmental Science introduces students to vocabulary, major concepts, and contemporary issues related to the natural world and human interaction with it.

AL180 Interpersonal Communication**Credits: 3**

This course focuses on the role of self-concept, perception, nonverbal behaviors, listening, self-disclosure, power, gender, and conflict within relationships in the workplace, community, and home. Everyday negotiation skills are developed within the context of interpersonal conflict management.

AL204 College Writing**Credits: 3**

This course provides a variety of writing tasks addressing a number of vital ideas and issues. Through critical reading and discussion of essays written by influential thinkers such as Niccolo Machiavelli, Martin Luther King, Jr., and Virginia Woolf, students learn to write thoughtful, logical, creative essays. Students develop editing, critical thinking, peer review evaluation and research skills. One research paper is required. Prerequisite: AL095 or acceptable assessment score.

AL234 Speech Communication**Credits: 3**

This course focuses on oral communication between the speaker and audience. Ethical speaking and critical thinking skills are developed as students gather information, organize, style, practice, and deliver formal speeches. The ability to speak with confidence is further developed through informal speech exercises. Topics include listening, research, and use of visual aids. Application to workplace and community settings is emphasized.

AL245 Criminal Justice Research Methods**Credits: 3**

This course will acquaint the student with the various research skills and methods used in this discipline. Both quantitative and qualitative research strategies will be discussed, as well as issues in measurement, research design, and hypothesis formation.

AL270 Intercultural Communication**Credits: 3**

This course provides students with an opportunity to develop communication skills necessary for a diverse workforce. In this course students come to understand intercultural communication by discussing language, stereotypes, behavior and patterns. Students develop the ability to apply cultural concepts to modern business situations and relate across cultures within that setting.

AL272 Organizational Management Principles**Credits: 3**

This course engages students in the art and science of management within an organization. The four functions of management, organizing, leading, planning and controlling are considered in light of individual group and organizational dynamics.

AL310 Constitutional Law**Credits: 3**

This course introduces the student to the United States Constitution from its conception and ratification up to its present day status. Important court cases and constitutional amendments that have shaped American government and society over the years will be examined with emphasis given to how the Supreme Court has shaped American life.

AL312 Procedural Criminal Law**Credits: 3**

This course studies the varied, evolving and complex issues of Procedural Criminal Law as it pertains to the understanding of the system and the procedures in which "state" agents process individuals within that system.

AL314 Criminal Justice Liability Law**Credits: 3**

This course explores the various areas of liability law as it relates to the criminal justice function within the entire justice system. Issues of liability covered are related to use of force, civil rights violations, pursuit and arrest situations, failure to train and supervise, failure to respond, and vicarious responsibility.

AL316 Administrative Law**Credits: 3**

This course explores areas of administrative law and its impact on the function of bureaucracies and public agencies. The course focuses on legal principles which affect the management of public agencies. Attention is also given to the effect administrative decision-making has on private citizens, and with an introduction to preparation for appearance before an administrative agency.

AL318 Management of Law Enforcement Agencies**Credits: 3**

This course introduces the student to the study of administration and management techniques, with a public administration emphasis, as they are applied to law enforcement organizations.

AL320 Public Finance and Budgeting**Credits: 3**

This course exposes student to principles of budgeting and finance of a public agency. The student will gain a general understanding of fiscal principles and how to adapt those principles to the operations of a public agency.

AL322 Criminology**Credits: 3**

Criminology explores and investigates the causes of crime. The course specifically identifies and discusses the three major theoretical principles of crime causation: sociological, psychological, and "free-will" theories of crime.

AL328 Corrections in America**Credits: 3**

This course examines the history of corrections and the various component parts of American correctional organizations, the inmate culture that develops within correctional institutions, and the challenges that face today's correctional manager.

AL329 Ethics in Criminal Justice**Credits: 3**

Ethics in Criminal Justice explores the many dilemmas faced by criminal justice professionals. A case-study approach will focus on issues regarding the decision to arrest, the use of force and deadly force, conflicts of interest, the levels of sanctions in a correctional setting, the decision to grant probation and parole, and other ethical issues of concern.

AL346 Business Finance**Credits: 3**

This course provides an introduction to the basic functions of financial management, including planning, control, investment returns and risk management, and optimal capital structure. This course will also survey financial institutions, operations of markets and the process of financial decision-making.

AL347 Macroeconomics**Credits: 3**

Macroeconomics studies methodology of economic analysis, economic terminology, and the economic problem. The economic problem includes such topics as supply and demand, national output, inflation and unemployment, aggregate supply and demand, fiscal and monetary policy, money, and rational expectations.

AL356 Critical Thinking and Creativity**Credits: 3**

This course applies logical reasoning and critical thinking to reading and writing processes. The course includes divergent thinking and ways of developing creative ability and considers both "left brain" and "right brain" processes. Doing is as important as understanding. Therefore, exercises and practical applications involving analysis of arguments and supporting ideas, as well as opening to creativity are included. Students complete the activities by weighing, judging, and evaluating qualitatively.

AL357 Juvenile Justice**Credits: 3**

This course analyzes all aspects of the juvenile justice system, including the law, police, the courts, and different types of interventions used. The course will also examine sub themes within juvenile justice, including female delinquency and gang delinquency.

AL359 Human Resource Management**Credits: 3**

This course examines the principles, methods, and procedures in human resource management, including: staffing, compensation and benefits, employee and labor/management relations, planning, employee development, health, safety and security, and equal opportunity issues. This is a survey course, which may serve as the foundation for further study in the Human Resources, major, minor or certificate programs.

AL365 Accounting**Credits: 3**

This course is a broad overview course that includes comprehensive instruction in basic accounting principles, with an emphasis on accounting as a necessary tool in the control and management of business. The application of management policies and practices required for effective planning and controlling of resources is considered.

AL366 Marketing Management**Credits: 3**

This course focuses on the role of marketing within an organization from the manager's perspective. Students gain an understanding of buyer behavior, evaluation of the marketplace, marketing research, and new product development.

AL367 Global Dimensions in Business**Credits: 3**

This course focuses on international trade theory, marketing, the interaction of foreign businesses, politics and intercultural communication. Students appreciate the importance of understanding cultural differences in working with others with different cultural backgrounds.

AL368 Philosophy of Values and Ethics**Credits: 3**

This course provides the student the opportunity to explore philosophical approaches to ethics in the business organizational context. Personal and corporate ethical dilemmas are examined in reading, classroom discussion, and reflective papers from the perspective of a variety of stakeholders. Students examine their own approach to ethical decisions and recognize the impact of Christian principles in their own behavior and attitudes.

AL371 Business Policy**Credits: 3**

This course considers strategic management including management decision-making using the case-study approach. Students apply problem-solving and critical thinking skills in a management context and demonstrate effective writing and speaking skills.

AL474 Integrative Project: The Business Plan**Credits: 3**

This is the capstone course in the Management and Communication major. Students learn entrepreneurial skills in the creation of a business plan which includes financial, human resource, and marketing components.

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. Prerequisite: none.

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. Prerequisite: none.

ART110I Ceramics: Hand-building**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. Prerequisite: none.

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. Prerequisite: none.

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. Prerequisite: none.

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. Prerequisite: none.

ART110P Pochoir Printmaking**Credits: 1**

An introduction to the pochoir process of printmaking. Prerequisite: none.

ART110Q Serigraphy Printmaking**Credits: 1**

An introduction to the serigraphy process of printmaking. Prerequisite: none.

ART110R Relief Printmaking**Credits: 1**

An introduction to the relief process of printmaking. Prerequisite: none.

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 Credits: 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**

ART221 is an introduction to digital photography with work in experimental and manipulative techniques, candid and contrived imagery, documentary photography, archival processing, and interpretive studies. Prerequisite: ART101.

ART318 Photography II**Credits: 3**

Advanced study of digital photography with emphasis on experimental and manipulative techniques, candid and contrived imagery, documentary photography, archival processing, and interpretive studies. Students will work toward developing a personal creative style. 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 early Islamic, African, South and Southeast Asian, Chinese, Korean and Japanese art, the native arts of the Americas before 1000 is also included. This course does not have to be taken in sequence with Art History II. Prerequisites: ENG101, or writing proficiency, and ATS281.

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. Prerequisites: ENG101, or writing proficiency, and ATS281.

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 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: ATS281.

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. Prerequisite: ATS281.

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 hand-building 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. Various relief, intaglio and stencil processes 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. Prerequisite: none.

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.

BIO200 Principles of Biology**Credits: 3**

Students explore the fundamental concepts of biology in the fields of: research science, cytology, genetics, microbiology, human biology, botany, taxonomy, zoology, ecology and evolution through reading, online activities, lecture and laboratory experiences. Co-requisite: BIO200L. Prerequisite: none.

BIO211 Botany: Flowering Plants**Credits: 3**

A study of taxonomy, morphology, physiology and ecology of flowering plants and the use of flowering plants in agriculture, as ornamentals and in medicine. Special attention is given to the identification of plants native to Michigan. Prerequisite: BIO200 or two years of high school biology. Co-requisite: BIO211L.

BIO220 Zoology**Credits: 4**

The course will survey the major invertebrate and vertebrate taxa. Emphasis will be placed on the morphology, reproduction and physiological systems of animals. The lab component will include dissections and investigations of the physiology and behavior of animals. Prerequisite: BIO200 or two years of high school biology. Co-requisite: BIO220L.

BIO332 Human Anatomy/Physiology I**Credits: 4**

This course includes introductory information in biochemistry, cytology and histology and provides a comprehensive study of the integumentary, skeletal, muscular, respiratory, and circulatory systems. The laboratory portion of the course provides instruction in the use of tools and techniques common in the study of human biology. Prerequisite: BIO200 or two years of high school biology.

BIO333 Human Anatomy/Physiology II**Credits: 4**

This course includes introductory information in methods of human biological research and provides a comprehensive study of the nervous, digestive, endocrine, excretory, lymphatic (immunity) and reproductive systems. The laboratory portion of the course provides instruction in the use of tools and techniques common in the study of human biology. Prerequisite: BIO200 or two years of high school biology.

BIO341 Microbiology**Credits: 4**

The morphology, physiology and taxonomy of major groups of micro-organism including bacteria, viruses, fungi and protozoa are examined. The economic importance of microorganism and their significance to disease are explored. Students learn aseptic lab technique, a variety of staining methods and procedures for culturing and identifying microorganisms. Co-requisite: BIO341L. Prerequisites: BIO200 or two years of high school biology and SCI250.

BIO342 General Ecology**Credits: 3**

The interrelationships of plants, animals and their environments will be explored as well as the relationship between humans and the ecology. Students will employ methods of ecological field study utilizing the natural setting of the campus grounds and Huron River. Prerequisites: BIO200 or two years of high school biology and SCI250.

BIO343 Genetics**Credits: 3**

The fundamental concepts of genetics are presented including the areas of classical genetics, molecular genetics, population genetics and the modern applications of genetic technologies. Students will conduct an independent research project in genetics and communicate their work through written and oral presentation. Prerequisites: BIO200 or two years of high school biology and SCI250.

BIO344 Evolution (w)**Credits: 3**

The history, mechanisms and evidences for the theory of evolution will be evaluated in light of information from the fields of biology, geology, paleontology and genetics. Intelligent design theory and explanations for the history of life on Earth consistent with Genesis will also be presented. Prerequisites: BIO200 or two years high school biology, SCI250, and ENG101. Students must have met the General Education writing proficiency requirement.

BIO347 Medical Terminology**Credits: 2**

The course examines current language used in the medical field to prepare students for entry into professional programs including medicine, dentistry, physical therapy, and pharmacy. Lessons will focus on breaking down complex words into their individual components and exploring medical terms relevant to each body system.

BIO353 Cell Biology (w)**Credits: 3**

An in depth study of cell anatomy and physiology at the molecular level. Students will explore the cellular and biochemical processes fundamental to life. The cellular basis of disease and medical treatments will be investigated as well. Pre-Requisites: BIO200 General Biology or Equivalent, ENG101 English composition or Equivalent Proficiency, SCI250 The Nature of Science, CHE211 Chemistry I

BIO357 Medical Microbiology**Credits: 3**

This course examines the infectious cycle, diagnosis, and treatment of various medically important microorganisms. A study of the immune system and how microorganisms subvert this defense system will also be addressed. Pre-requisite: BIO341.

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

BIO411 Biochemistry**Credits: 3**

The course surveys biochemistry and molecular biology, making connections between biology and concepts developed in organic chemistry such as reaction mechanisms, stereochemistry, and structure-function relationships. Topics include the role of water, structure and function of proteins, enzyme kinetics, carbohydrates, nucleic acids, lipids, transport and signaling mechanisms, and bioenergetics, metabolism and biosynthesis of carbohydrates, fats and proteins. Prerequisites: CHE322 and BIO200.

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. Prerequisite: none.

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. Prerequisite: none.

BRS203 Brass Lessons**Credits: 1**

A beginning level of private instruction: students are given basic instruction on embouchure formation and tone production. This course is recommended for students with a limited level of private instruction. Prerequisite: Faculty permission.

BRS204 Brass Lessons**Credits: 1**

A beginning level of private instruction: students are given basic instruction on embouchure formation and tone production. This course is recommended for students with a limited level of private instruction. Prerequisite: Faculty permission.

BRSxxx Brass Lessons**Credits: 1**

Beginning through advanced brass instrument lessons. Prerequisite: Faculty permission.

BUE201 Finance & Acct for Non-Business Majors**Credits: 3**

Students develop an understanding of basic accounting and financial reporting requirements for firms and non-profit enterprises. Students learn how to develop budgets, manage working capital, control expenses, and create and interpret an income statement, balance sheet, and statement of cash flows. Basic tax issues are discussed, as well as bank statement reconciliation, creating and managing invoices, tracking accounts payable and accounts receivable, and managing cash flow. Students also learn about the time value of money, break-even analysis, basic forecasting techniques, and financial analysis. Emphasis is made on the interrelationship between financial management and the organization's overall mission and strategy, as well as effective allocation of resources and management of financial risk. Prerequisite: None.

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. Prerequisite: none.

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 or faculty permission.

BUE312 Small Business Management (w)**Credits: 3**

An overview of the tasks and responsibilities associated with the general management of a small business or not-for-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, ethics and social responsibility, and organizational culture.

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)
Prerequisite: none.

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) Prerequisite: none.

BUS210 Advertising**Credits: 3**

This course will study and analyze the advertising industry and environment. Students will review advertising planning and strategy in relationship to the marketing plan, research, media, creative and societal influences. Prerequisite: BUS231

BUS211 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. Prerequisites: none.

BUS231 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. Prerequisite: none.

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: None

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) Prerequisite: none.

BUS321 Business Law**Credits: 3**

This course introduces the ethics and legal framework of business. It establishes a basic foundation for understanding business within the American legal system and introduces the student to such topics as debtor-creditor relations, risk management, sales and leases, the Uniform Commercial Code, and negotiable instruments, with a concentration on crimes, torts, and business. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. Prerequisite: none

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) Prerequisite: Faculty permission.

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, and 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. Prerequisite: BUS211

BUS357 Human Resource Management**Credits: 3**

Students learn the key concepts in building and maintaining the human resource function in business in this course. Topics covered include human resource planning, job analysis, compensation systems, employee recruitment and retention, and performance management and analysis. The course is framed within the legal and ethical issues facing management today.

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.

BUS360 Consumer Behavior**Credits: 3**

This course studies consumer behavior through the cycle of consumer need identification to production, acquisition, consumption, and disposal. Local and global consumption is explored and the impact of technology on consumption.

BUS362 Public Relations**Credits: 3**

This course provides a framework for understanding the principles and practices essential to public relations and the techniques utilized to establish and maintain communication with an organization's various publics.

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.

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). Prerequisite: none.

BUS420 Marketing Research**Credits: 3**

This course 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.

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). Prerequisite: none.

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**

This course examines the principles and practices of business and management in the global environment. The student will gain understanding of the concepts underlying international trade and managing across cultures. The impact of socio-political, ethical, environmental, and legal issues on international and domestic firms is studied. Prerequisite: Admission to the HAAB School of Business & Management or instructor permission.

BUS460 Ethical Decision Making & Leadership**Credits: 3**

The purpose of this course is to develop students' knowledge of the strategic decision-making process while incorporating leadership theory and practice within the framework of business ethics. The student will gain knowledge and understanding of the foundations and interdisciplinary aspects of decision making in institutions, analyze leadership issues and roles, and explore the ethical dimensions of social responsibility.

BUS465 Business Policy**Credits: 3**

This capstone course is designed to help students integrate the functional expertise they have developed in the different areas of management. Concepts and tools acquired from these functional areas, along with the students' personal values, provide the foundation for approaching strategic organizational problems from a holistic and socially responsible perspective. Prerequisites: BUS353; Senior standing; Admission to the HAAB School of Business and 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, and faculty permission.

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 and faculty permission.

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, GST151, and faculty permission.

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, GST151, BUS484A, and faculty permission.

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: BUS401, or BUS402, and BUS484.

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, and instructor permission.

BUS490A Business Internship Proposal**Credits: 1**

The internship proposal is the development stage of the student's business internship. The internship proposal process will give the student a realistic job search experience, from developing a target job list through negotiating an acceptable employment contract. Prerequisites: Admission to the HAAB School of Business & Management and Junior level class standing.

CHE201 Principles of Chemistry**Credits: 3**

A one-semester survey of chemistry for students having no prior chemistry coursework. Students study matter and energy, measurement, atoms, molecules, ions, and the periodic table, chemical composition, nomenclature, reactions and equations, quantitative relationships in chemical reactions, atomic and molecular structures, bonding, gases, solutions, acids, bases, and basic organic chemistry. Course does not count towards majors or minors in natural science. Pre-requisites: MAT107

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

Introduction to general, organic and biochemistry designed for allied health and science education students and liberal arts students in biology or chemistry. Topics include: hydrocarbons, organic functional groups, proteins, enzymes, carbohydrates, lipids, nucleic acids, metabolism and bioenergetics. Prerequisite: CHE 201 or CHE211. Co-requisite: CHE205L.

CHE211 Chemistry I**Credits: 4**

The first semester of a two-semester general college chemistry course for natural science majors and pre-professional students covering stoichiometry, reaction enthalpy, atomic theory, periodicity, chemical bonding and structures, gas behaviors and the kinetic molecular theory. Prerequisite: CHE201 or sufficient high school chemistry and MAT111 or sufficient high school algebra. Co-requisite: CHE211L.

CHE212 Chemistry II**Credits: 4**

The second semester of a two-semester general college chemistry course for natural science majors and pre-professional students covering phase changes, solutions, kinetics, equilibria, thermochemistry, electro-chemistry, and basic organic and nuclear chemistry. Prerequisite: CHE211. Co-requisite: CHE212L.

CHE321 Organic Chemistry I**Credits: 4**

Introduction to basic concepts of organic chemistry and synthesis and reactions of organic molecules. Topics include: molecular geometry; Lewis structures; polar reactions; resonance; nomenclature of hydrocarbons and functional groups; isomerism and chirality; addition, redox, SN1, SN2, E1, E2 and radical reactions; and IR and NMR spectroscopy. Co-requisite: CHE321L. 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: lithium and Grignard reagents; retrosynthesis; nomenclature; IR, NMR and mass spectroscopy; molecular orbital theory; aromaticity; electrophilic and nucleophilic aromatic substitution; pKa of phenols; addition to carbonyls; carboxylic acids and derivatives; aldol, Claisen and Michael reactions; amines; and biomolecules. Co-requisite: CHE322L. Prerequisite: CHE321.

CHE411 Biochemistry**Credits: 3**

The course surveys biochemistry and molecular biology, making connections between biology and concepts developed in organic chemistry such as reaction mechanisms, stereochemistry, and structure-function relationships. Topics include the role of water, structure and function of proteins, enzyme kinetics, carbohydrates, nucleic acids, lipids, transport and signaling mechanisms, and bioenergetics, metabolism and biosynthesis of carbohydrates, fats and proteins. Prerequisites: CHE322 and BIO200.

CHO201 Concordia Choir**Credits: 1**

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

CHO211 Concordia Chorale**Credits: 1**

Performance opportunity in choir literature of all periods and styles. This course is repeatable. Prerequisite: Audition required.

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) Prerequisite: Faculty permission.

- 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) Prerequisite: Faculty permission.
- 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) Prerequisite: none.
- 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) Prerequisite: none.
- 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) Prerequisite: Faculty permission.
- 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) Prerequisite: Faculty permission.
- 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) Prerequisite: none.
- 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) Prerequisite: none.
- CJA484 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)
- 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.
- CLU001 CLU Consortium Agreement** **Credits: 0**
Placeholder for students taking a reimbursed Cleary University course.
- 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. Prerequisite: none.
- COM202 Business Communication** **Credits: 3**
This course examines the complex interactions occurring in various business contexts, focusing on ethical preparation and execution of professional communication tasks. Students will learn and practice skills and processes necessary to be effective on the job: leading meetings, listening, interviewing, communicating good news and bad news, writing business letters and reports, persuasive presentations, and electronic communication. Prerequisite: COM201.

COM203 Introduction 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) Prerequisite: Faculty permission.

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) Prerequisite: Faculty permission.

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. Prerequisite: COM201.

COM331 American Eloquence: Voices of Leaders (w)**Credits: 3**

Explores the communication styles and contexts of significant socio-political and religious leaders. Students survey theories of rhetoric from ancient Greece and Rome to modern America. During national campaign years, attention will be given to Presidential candidates - their persuasive themes and their use of the media. Prerequisites: ENG101 and 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. Prerequisite: COM201.

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

COM351 Group Communication**Credits: 3**

Explores group communication theory. Students learn interpersonal cooperation, self-expression, and constructive interaction in group situations. They develop skills pertaining to conflict management, leadership, critical thinking, and decision-making. 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.

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.

COM360 Mock Trial**Credits: 2**

This course introduces undergraduate students to the United States legal system and the workings of the trial lawyers and the courtroom dynamics. The students participate in simulated trial experiences to develop critical and analytical thinking skills, their ability to work as team members, and practice ethical leadership. This course also prepares students who wish to compete in the national trial advocacy competitions. Prerequisites: POS101, COM201.

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 and faculty permission.

- 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 and faculty permission.
- 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) Prerequisite: none.
- COM483 Senior Project** **Credits: 1**
 Students combine research and practical implementation of theories and concepts to develop an individual project. Prerequisites: Senior standing and faculty 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) Prerequisites: ENG101 and SOC101 or PSY101.
- 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. Prerequisites: Junior Standing, ENG101, and PSY101 or SOC101.
- 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. Prerequisites: Junior Standing, ENG101, and PSY101 or SOC101.
- 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) Prerequisites: ENG101 and SOC101 or PSY101.
- 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) Prerequisites: ENG101 and SOC101 or PSY101.
- 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 and faculty permission.
- CRJ490 Criminal Justice Internship** **Credits: 1**
 Supervised work with a local business or agency. (Traditional) Prerequisite: Faculty permission and sophomore standing.
- CRJ495 Independent Study in Criminal Justice** **Credits: 1**
 Senior level independent study. Prerequisite: Faculty permission.
- CSC241 Introduction to Data Processing** **Credits: 3**
 A practical introduction to computers for the pre-professional, including a survey of computer hardware and software, and skill development in using word processing, spreadsheet, database management, and presentation software, and integrating these applications.

- 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 six hours per week outside of class with a computer and software development tools. Prerequisite: MAT111 and MAT112, or equivalent pre-calculus preparation.
- CUW001 CUW Consortium Agreement** **Credits: 0**
Placeholder for students taking a reimbursed Concordia University course.
- ECE201 Social Foundations of Early Childhood Education** **Credits: 3**
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. Prerequisite: none.
- ECE250 Planning Curriculum & Instruction for Young Children** **Credits: 3**
Creation and evaluation of curriculum, instructional units and activities that are developmentally appropriate for young children. Curricular integration to support physical, social, emotional, language, cognitive, spiritual and aesthetic development. Prerequisite: none.
- ECE310 Assessment of Young Children** **Credits: 3**
Assessment of Young Children describes purposes and techniques of formal and informal assessment, including observation, analysis and reporting of results. The application of assessment data in planning developmentally appropriate activities for children will be discussed. Prerequisite: Admission to School of Education: Elementary.
- ECE315 Learn/Creative Expression Early Child Education** **Credits: 2**
Use of the fine arts, including music, art, movement and dramatic play; as a central and integrating component of the curriculum for young children. Overview of the purpose of creative expression. Prerequisite: Admission to the School of Education: Elementary; and EDU201, EDU250.
- ECE330 Math & 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. Prerequisites: Admission to the School of Education: Elementary and ECE201, ECE250.
- ECE345 Emergent Literacy in Early Childhood Education** **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. Prerequisites: ECE201 and ECE250.
- ECE370 Partnerships in Early Child Education** **Credits: 3**
Research and strategies related to strengthening the school/family/community partnerships, including communication, shared decision-making, identification of services, and parenting skills. Prerequisite: Admission to the School of Education: Elementary
- ECE405 Early Childhood Program Administration** **Credits: 2**
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; ECE201, ECE250, and ECE330.
- ECE450 Early Childhood Education Practicum** **Credits: 2**
60 hours of full-time clinical experience in a licensed early childhood program. Prerequisite: Admission to the School of Education: Elementary, ECE201, ECE250, ECE330, and completion of 80% of the coursework for the Early Childhood Education Minor.
- ECO200 Economics** **Credits: 3**
In this course, students will gain knowledge and understanding of the basic principles and theories of micro and macroeconomics. A practical orientation, historical perspective, critical thinking, and the ethical implications of economic policy will be emphasized. Topics covered include supply and demand, elasticity, externalities, cost and market structure, competition, market power, economic growth, the business cycle, the financial system, inflation, unemployment, and macroeconomic policy. Prerequisite: MAT107
- 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. Prerequisites: MAT105, or MAT106, or MAT111.

ECO202A Macroeconomics**Credits: 3**

This course provides a basic overview of macroeconomics including the determination of economic growth and employment, fiscal and monetary policy, and international trade. Prerequisite: MAT105 or MAT106 or MAT111.

ECO331 International Economics**Credits: 3**

In this course, students explore the functioning of the international economy, with primary emphasis on the causes and consequences of globalization, the costs and benefits of international trade and foreign investment, the economics of developing countries, the balance of payments, the international monetary system, exchange rates, and the international flow of capital. Prerequisite: ECO200.

EDU000 Admission to the SOE**Credits: 0**

Admission to the School of Education

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 that utilizes best practices in pedagogy, technology, and methodology. Prerequisite: none.

EDU225 Foundations of Music Education**Credits: 1**

Students gain an overview of methodologies, history, and practical application of music education. Prerequisite: none.

EDU301 Adapting for Diversity**Credits: 2**

In this course, candidates in the Concordia School of Education will develop the knowledge, skills, and the dispositions to effectively teach students from diverse racial, ethnic, cultural, and social class populations. Candidates will understand how to establish safe, inclusive classroom environments that promote meaningful learning for all students. Prerequisite: none.

EDU302 Adapting for Exceptionalities**Credits: 2**

The purpose of this course is to prepare candidates to serve and teach all students. Candidates will develop fundamental knowledge of Special Education including an understanding of federal laws which regulate Special Education, defining characteristics of students with special needs, including gifted and talented, and the role and responsibilities of the regular classroom teacher in the education of learners with special needs. Candidates will participate in ten hours of field work. Prerequisite: none.

EDU321 Professional Practices in Art Education**Credits: 1**

Visual Art teacher candidates are introduced to strategies for advocacy for the arts, professional development requirements and professional practices. Prerequisite: none.

EDU322 Philosophy of Art Education**Credits: 1**

Visual Art Education candidates will study, evaluate, and respond to the history and philosophy of art education in America from 1880 to the present. Prerequisite: none.

EDU325 Choral Methods**Credits: 2**

Students will develop knowledge and skills to teach diverse learners of all ages, using appropriate teaching practices for choral music instruction. Prerequisites: MUS222; Admission to the School of Education

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; 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 and faculty permission.

EDU343 Teaching Reading in the Elementary Classroom**Credits: 3**

Candidates will develop an understanding of the reading and writing processes and be able to apply a wide range of instructional practices that develop the skills needed to use the symbolic, system of written language, including word recognition, phonemic awareness, systematic, explicit phonics, structural analysis and context clues and comprehension strategies. Candidates will utilize formal and informal assessments to monitor students' progression through emergent, developing, and fluent literacy. Prerequisite: Admission to the Elementary Teacher Education Program.

- EDU344 Teaching Struggling Readers/Writers in the Elementary Classroom** **Credits: 3**
This course will focus on teaching struggling readers and writers in the elementary classroom. Candidates will utilize assessment data to monitor student progress in reading and writing and to develop effective instructional strategies that meet the needs of each learner. Prerequisite: Admission to the Elementary Education Program; EDU343.
- EDU345 Secondary Curriculum & Instruction: Adolescent Learning** **Credits: 1**
By using the knowledge of how adolescents develop and learn, candidates will develop proficiencies in planning and adapting instructional strategies to address adolescent perceptions and learning behaviors. Candidates will develop an understanding of the development of curriculum alignment to content area standards and benchmarks, create unit and lesson plans as well as explore effective instructional strategies. Prerequisite: none.
- EDU346 Art of Teaching in Elementary Education** **Credits: 3**
Candidates will explore best practices in instructional planning and assessment, the effective use of technologies to enhance teaching and learning, and classroom management strategies. Student motivation, home-school relationships, and the knowledge, skills, and dispositions of the effective educator will be examined.
- EDU347 Secondary Curriculum & Instruction** **Credits: 3**
By using the knowledge of how adolescents develop and learn, candidates will develop proficiencies in planning and adapting instructional strategies to address adolescent perceptions and learning behaviors. Candidates will develop an understanding of the development of curriculum alignment to content area standards and benchmarks, create unit and lesson plans, as well as explore effective instructional strategies.
- 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 and EDU341.
- EDU364 Teaching English Language Learners** **Credits: 3**
Candidates will develop the knowledge, skills, and dispositions necessary in delivering effective instruction to English Language Learners in the regular classroom setting. Candidates will examine second language acquisition and literacy development, culturally responsive pedagogy, and effective assessment practices. The ESL National and State Standards will also be explored. Prerequisites: Admission to the Elementary Teacher Education program.
- EDU408 Teaching the Christian Faith (w)** **Credits: 2**
Students prepare and evaluate objectives, strategies, and materials for teaching the Christian faith to Lutheran and non-Lutheran through lessons, the integration of the faith across the curriculum, and through worship experiences. This is a writing intensive course. Prerequisites: REL241 or REL242.
- EDU422 Curriculum & Instruction: Social Studies Education** **Credits: 2**
Candidates learn and practice methods useful in teaching social studies to students in elementary grades.
- EDU423 Curriculum & Instruction: Science Education** **Credits: 2**
Teacher candidates will learn methodologies of and develop skills for the planning, instructing, and assessing of science education. The course advocates the constructivist approach and hands-on learning in the elementary science classroom. It includes clinical experience teaching under the supervision of a cooperating teacher on site. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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: admission to the School of Education: Secondary.

- EDU436 Secondary Curriculum & Instruction: Community/Class Management** **Credits: 2**
 This course provides candidates with an overview of legal, ethical and professional issues related to teaching in a secondary school setting, including an examination of classroom and student management strategies.
 Prerequisites: Candidates must be admitted to their professional semester.
- EDU438 Content Area Reading (w)** **Credits: 3**
 Candidates will examine and create instructional strategies in which students use reading, writing, talking, listening, and viewing to learn subject matter in a given discipline. Candidates will focus on instructional tools and strategies that effectively develop content knowledge and understanding. Prerequisite: Admission to the School of Education.
- EDU441 Elementary Directed Teaching** **Credits: 15**
 In this experience, the teacher candidate will design, deliver and use reflective authentic assessments. The teacher candidate will use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated, and have a positive effect on student learning. Prerequisite: Admission to the School of Education: Professional Semester: Elementary and faculty permission.
- EDU445 Office of the Christian Teacher** **Credits: 2**
 A study of the role of the professional educator in the Lutheran school system. Special emphasis will be given to the ministry of the Lutheran teacher, the call and placement process, staff relationships, and the role of the teacher in the total parish program. Prerequisite: Education majors must be admitted to their professional semester.
- EDU446 Directed Teaching: Secondary Education** **Credits: 15**
 In this experience, the teacher candidate will design, deliver and use reflective authentic assessments. The teacher candidate will use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated, and have a positive effect on student learning.
- 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 professional semester.
- 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 professional semester.
- EDU461 Secondary English/Language Arts Methods** **Credits: 3**
 Candidates gain an understanding in the content, methods and materials for teaching English in the secondary school. Prerequisites: Admission to the School of Education.
- 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. Prerequisites: Admission to the School of Education: Secondary.
- EDU463 Secondary Science Methods** **Credits: 3**
 Teacher candidates will learn methodologies of and develop skills for the planning, instructing, and assessing of science education. The course advocates the constructivist approach and the use of investigative labs to teach science in the secondary school classroom. It includes clinical experience teaching under the supervision of a cooperating teacher on site. Prerequisite: Candidates must be admitted into the School of Education.
- 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. Prerequisites: 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 of the student in curriculum development, program planning, and instructional techniques. Prerequisites: Admission to the School of Education.
- 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: Admitted to the School of Education: Music Education K-12 and MUS222.

EDU473 Secondary Music Methods**Credits: 2**

Students examine methods, materials and principles for organization of music courses and activities in secondary schools. Prerequisites: Admission to the School of Education and MUS222.

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. Prerequisite: none.

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. It integrates models, research, and practical applications of design and evaluation of curriculum and instruction. Participants examine their own communication and leadership styles, especially as they relate to their role in the classroom and on instructional teams.

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. Prerequisite: none.

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.

EDU540 Strategies for Struggling Readers/Writers in the Elementary School**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. Prerequisite: none.

EDU545 Strategies for Struggling Readers/Writers in Secondary School**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. Prerequisite: none.

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. Prerequisite: none.

EDU551 Research Methods in Curriculum & Instruction**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 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. Prerequisite: none.

EDU565 Teaching Diverse Learners**Credits: 3**

This course focuses on the issues and practices facing classroom teachers with the inclusion of special populations of learners. It includes the application of integrated strategies, differentiated instruction, curriculum compacting and adaptations for diverse populations, i.e. students served under special education services.

EDU570 Professional Learning Communities within a Plural 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 parents, the business community and local/state/federal agencies that serve the community. Prerequisite: none.

EDU571 Standards Based Curriculum & Instruction**Credits: 3**

This course focuses on the development of strategies for linking national and state standards to classroom curriculum. Students will explore the historical foundations for the standards movement as well as current research on standards as a basis for understanding standard-based instruction.

EDU580 Curriculum Development and Instruction 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. Prerequisite: none.

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. Prerequisite: none.

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 through the development of a Professional Development Plan for Implementing a Balanced Curriculum process in their school/district.

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. Prerequisite: none.

EDU611 Evaluation & Assessment**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.

EDU620 Instructional Technology/Reflective Educator**Credits: 3**

The theory/practice of implementing curriculum plans that include methods and strategies for applying technology to maximize student learning. Prerequisite: none.

EDU630 The Principalship: Current Issues/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. Prerequisite: none.

EDU640 Personnel Management/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. Prerequisite: none.

EDU650 Funding/Financing Schools**Credits: 3**

This course traces the history and current realities of school funding within American 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. Prerequisite: none.

EDU660 Education 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. Prerequisite: none.

EDU780A Research Seminar Curriculum & Instruction I**Credits: 0.5**

This is the first of two online 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. Co-requisite: EDU780B. Prerequisites: EDU520, EDU530 and EDU550.

EDU780B Research Seminar Curriculum & Instruction I**Credits: 0.5**

This is the first of two online 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. Co-requisite: EDU780A. Prerequisites: EDU520, EDU530, EDU550 and EDU780A.

EDU781A Research Seminar Curriculum & Instruction II**Credits: 0.5**

This is the second online 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. Co-requisite: EDU781B. Prerequisites: EDU520, EDU530, EDU550, EDU780A and EDU780B.

EDU781B Research Seminar Curriculum & Instruction II**Credits: 0.5**

This is the second online 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. Co-requisite: EDU781A. Prerequisites: EDU520, EDU530, EDU550, EDU780A, EDU780B and EDU781A.

EDU790A Internship in Leadership Education I**Credits: 0.5**

This is the first of two online 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. Co-requisite: EDU790B. Prerequisites: EDU520, EDU530 and EDU550.

EDU790B Internship in Leadership Education I**Credits: 0.5**

This is the first of two online 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. Co-requisite: EDU790A. Prerequisites: EDU520, EDU530, EDU550 and EDU790A.

EDU791A Internship in Leadership Education II**Credits: 0.5**

This is the second online 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. Co-requisite: EDU791B. Prerequisites: EDU520, EDU530, EDU550, EDU790A and EDU790B.

EDU791B Internship in Leadership Education II**Credits: 0.5**

This is the second online 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. Co-requisite: EDU791A. Prerequisites: EDU520, EDU530, EDU550, EDU790A, EDU790B and EDU791A.

EDU792A Internship in Leadership Education I**Credits: 0.5**

This is the first of two online internship seminars in leadership education that extend over several months in order to provide support for graduate students. Attention will be given to the central role of the school administrator to foster school improvement. The internship supports professional development in educational leadership. Co-requisite: EDU792B. Prerequisites: EDU520, EDU530, and enrollment in the Certificate of School Administration Studies.

EDU792B Internship in Leadership Education I**Credits: 0.5**

This is the first of two online internship seminars in leadership education that extend over several months in order to provide support for graduate students. Attention will be given to the central role of the school administrator to foster school improvement. The internship supports professional development in educational leadership. Co-requisite: EDU792A. Prerequisites: EDU520, EDU530, and enrollment in the Certificate of School Administration Studies.

EDU793A Internship in Leadership Education II**Credits: 0.5**

This is the second online seminar in the internship for leadership education to support the graduate student with experience in the field of educational leadership. Attention will be given to the central role of the school administrator through professional development to foster school improvement. The internship continues the support for the development of the professional development plan for meeting the degree requirements of the Master of Science in Educational Leadership administrative concentration program. This is a pass / no-credit granting seminar. Prerequisites: EDU792A and EDU792B.

EDU793B Internship in Leadership Education II**Credits: 0.5**

This is the second online seminar in the internship for leadership education to support the graduate student with experience in the field of educational leadership. Attention will be given to the central role of the school administrator through professional development to foster school improvement. The internship continues the support for the development of the professional development plan for meeting the degree requirements of the Master of Science in Educational Leadership administrative concentration program. This is a pass / no-credit granting seminar. Prerequisites: EDU792A and EDU792B.

EDU795 Seminar on Guided Research & Practice**Credits: 3**

The graduate student will work with his/her university research supervisor to write and submit the final Action Research Report. The focus of EDU795 is the completion of the research report. This report is written according to Concordia University's prescribed format and writing style. This is a Pass/No Credit course. Prerequisite: EDU550

EDU796 Curriculum & Instruction Portfolio Development**Credits: 1**

The portfolio requirement for the Master of Science in Curriculum and Instruction provides a structure for the assessment of a teacher's learning during the completion of the degree program. Although development of the portfolio is an ongoing process throughout the program, it serves as a culminating product of learning. Beyond a compilation of course work, development of the portfolio is a reflective, interactive, and analytical process that helps students focus on their professional development and growth while pursuing the Master of Science in Curriculum and Instruction. At the end of the degree program, the candidate enrolls in EDU796 where the instructor will provide information to help facilitate the development and preparation of the portfolio. At the conclusion of this course the student will submit the Portfolio to the instructor for review. This is pass/no credit course.

EDU798 Internship in Educational Leadership**Credits: 2**

The two (2) credit hour Internship in Educational Leadership is completed in a school under the supervision of a school building administrator and CUA Internship Coordinator. This course is designed to provide candidates with practical experiences related to Michigan's Standards for the Preparation of School Principals. Practicum hours can be completed before, during and after the school day across a broad array of activities that reflect all aspects of the principal's role in education. This is a pass/no credit course. Prerequisite: Faculty permission.

EDU798A Internship in Educational Leadership**Credits: 1**

The two (2) credit hour Internship in Educational Leadership is completed in a school under the supervision of a school building administrator and CUA Internship Coordinator. This course is designed to provide candidates with practical experiences related to Michigan's Standards for the Preparation of School Principals. Practicum hours can be completed before, during and after the school day across a broad array of activities that reflect all aspects of the principal's role in education. This is a pass/no credit course. Prerequisite: Faculty permission.

EDU798B Internship in Educational Leadership**Credits: 1**

The two (2) credit hour Internship in Educational Leadership is completed in a school under the supervision of a school building administrator and CUA Internship Coordinator. This course is designed to provide candidates with practical experiences related to Michigan's Standards for the Preparation of School Principals. Practicum hours can be completed before, during and after the school day across a broad array of activities that reflect all aspects of the principal's role in education. This is a pass/no credit course. Prerequisite: Faculty permission.

EMG233 Paramedic III**Credits: 10**

This is the third course in the sequence of EMG231-EMG234, which together provide the information and experience necessary to prepare the student to take the State of Michigan Paramedic licensing examination. (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)

EMU001 EMU Articulation Agreement**Credits: 0**

Placeholder for students taking a reimbursed Eastern Michigan University course.

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. Prerequisite: none.

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. Prerequisite: none.

ENG301 Advanced Composition (w)**Credits: 3**

Students examine various aspects of persuasion while continuing to develop an effective, lucid style. Prerequisites: ENG101 and 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. Prerequisite: none.
- ENG315 Contemporary Mosaic** **Credits: 3**
Students read selections of contemporary American literature in several genres that demonstrate the interplay among writers of different backgrounds. Prerequisites: ENG101 and ENG202.
- ENG321 The English Language** **Credits: 3**
An introduction to the principles of language and a review of the history of the English language, including its contemporary varieties. 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 and ENG202.
- ENG337 British Literature I** **Credits: 3**
Students will examine a variety of significant British literary texts from the medieval period to the late eighteenth century, with particular attention to critical methods and historical contexts. Prerequisites: ENG101 and ENG202.
- ENG338 British Literature II** **Credits: 3**
Students will examine a variety of significant British literary texts from the late eighteenth to the early twenty-first centuries, with particular attention to critical methods and historical contexts. Prerequisite: ENG202.
- ENG343 American Literature (w)** **Credits: 3**
A survey of American writers with emphasis on major authors in the context of selected alternative voices. Prerequisite: ENG202.
- ENG350 World Literature** **Credits: 3**
This course introduces students to literature written in languages other than English. The texts for the course—which include poetry, fiction, drama, and other prose forms—are read in translation, and issues of geography, history, and culture, as well as literary form and device, will be emphasized. Prerequisite: ENG202.
- ENG483 Senior Project** **Credits: 1**
Students combine research and practical implementation of theories and concepts to develop an individual project. Prerequisites: Senior standing and faculty 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. Prerequisite: none.
- ENS201 Wind Ensemble** **Credits: 1**
Study and performance of band literature of all periods and styles. Conducts annual tours. Prerequisite: none.
- ENS211 Low Brass Ensemble** **Credits: 1**
Performance opportunity in low brass ensemble literature of all periods and styles. This course is repeatable. Prerequisite: none.
- ENS221 Jazz Ensemble** **Credits: 1**
Study and performance of contemporary jazz literature. Performance opportunities will be through concerts and small tours. Prerequisite: none.
- ENS242 Handbell Ensemble** **Credits: 1**
Study and performance of handbell literature. Performances in chapel. This course is repeatable. Prerequisite: none.
- ESC201 Physical Geology** **Credits: 3**
An introduction to the study of Earth's crust and its constituent rocks and minerals. Significant geological processes like the hydrological cycle, erosion, volcanism, plate tectonics, glaciations, and others are examined. Prerequisite: none.
- ESC215 Atmospheric and Space Science** **Credits: 3**
The first half of the course will include a study of the dynamics of the atmosphere including the processes atmospheric motion, global circulation, weather patterns, severe weather and the techniques used in weather forecasting. The second half of the course will include a study of the dynamics of Earth's motions relative to the sun, moon and stars as well as an exploration of planets, comets, asteroids and cosmogony. Prerequisites: none

- ESC355 Environmental Science** **Credits: 3**
The course reviews processes that affect natural environments and incorporates aspects of biology, earth science, and public policy in order to help students evaluate the environmental issues of today. Topics will include conservation, global warming, energy production, pollution, sustainability, environmental law, human population growth and other pertinent environmental issues. Prerequisites: BIO200 or ESC201 or ESC215.
- ESL301 Intermediate Reading and Vocabulary** **Credits: 4**
Students develop the ability to read text on familiar, basic academic topics with an emphasis on vocabulary expansion and application of critical reading skills.
- ESL302 Intermediate Academic Writing** **Credits: 4**
ESL students develop academic writing and grammar skills with an emphasis on writing academic paragraphs.
- ESL303 Intermediate Listening and Speaking** **Credits: 4**
Students develop speaking and listening skills necessary for participating in classroom discussions with an emphasis on clarification through rewording and asking questions. Students develop presentation skills by preparing and delivering presentations in class.
- ESL321 English Pronunciation** **Credits: 1**
This course provides the students an opportunity to understand and practice rules of pronunciation and work to reduce their accents.
- ESL322 U.S. Culture and Tradition** **Credits: 1**
ESL students develop cultural knowledge and understanding of the meaning of traditions associated with the United States, including Christian traditions.
- ESL399 TOEFL Prep and Grammar Topics** **Credits: 1**
This course provides the student an opportunity to practice the elements of the TOEFL tests: reading, listening, grammar and timed writings. Practicing good test taking techniques and vocabulary building are also important parts of the class.
- ESL401 Advanced Reading and Vocabulary** **Credits: 4**
ESL students develop academic reading and vocabulary skills with an emphasis on preparation for undergraduate or graduate classes in a U.S. University context.
- ESL402 Advanced Academic Writing** **Credits: 4**
ESL students develop academic writing and grammar skills with an emphasis on writing academic paragraphs and transitioning to essays and research papers.
- ESL403 Advanced Listening and Speaking** **Credits: 4**
ESL students develop academic reading and vocabulary skills with an emphasis on preparation for undergraduate or graduate classes in an American university setting.
- FAM311 Family Dynamics & Resource Management (w)** **Credits: 3**
This course will provide students with an awareness of basic family theories as tools for understanding family strengths and weaknesses. The student will learn about the identification and management of family resources; the impact of decision making on a family's quality of life; and how families make decisions regarding the development and allocation of resources. This course will explore the Biblical concept of stewardship. Prerequisites: PSY211 or PSY212.
- 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 and 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 and PSY211.
- FAM332 Observation Preschool/Young Child Development** **Credits: 3**
Designed to provide an in depth study of children aged 30-60 months using observational and objective documentation skills. Prerequisites: PSY101 and 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 and 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. Prerequisite: none.
- FAM340 Admin Skills for Human Services Org** **Credits: 3**
An overview of human service organizations and social welfare policy, with beginning practice skills in leadership, ethics, supervision, funding, and collaboration.
- FAM341 Cultural and Social Diversity in America** **Credits: 3**
This course will examine racial, ethnic, religious, social economic status, gender diversity in the United States and build skills in working with people from these diverse areas through an understanding of culture, psychology, communication, prejudice, discrimination, stereotyping.
- FAM342 ICGO Change: Theory & Practice** **Credits: 3**
This course will examine theories of change as they relate to individuals, groups, communities and organizations at micro and macro levels. Entry level skills will be promoted in providing assessment, group therapy, intervention and advocacy for change at all levels.
- FAM390A Fieldwork IA** **Credits: 3**
Students will engage in a second experience serving 120 hours during the course of a semester in a supervised volunteer position at a local church, non-profit agency, or hospital that provides support for families. Prerequisites: PSY211, PSY212, and SOC345.
- FAM390B Fieldwork IB** **Credits: 3**
Students will engage in a second experience serving 120 hours during the course of a semester in a supervised volunteer position at a local church, non-profit agency, or hospital that provides support for families. Prerequisite: FAM390A, PSY211, PSY212, SOC345.
- FAM411 Family Law & Public Policy** **Credits: 3**
Family Law and Public Policy provides an understanding of the legal definition of the family and examines the laws which affect the status of the family. Historical development of laws relating to marriage, divorce, family support, child custody, child protection and rights, and family planning will be examined. Prerequisite: none.
- 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 and PSY212.
- FAM424 Design Children's Ministry Church/Home** **Credits: 3**
This course will help the student develop a personal foundation for the Children's Ministry by helping them clarify their philosophical view, define their purpose and articulate their vision for Children's Ministry. The student will explore the impact of the home, church and community on the faith of the child as well as explore programming and how to assess its value as they see it through their philosophical view.
- 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. Prerequisite: none.
- 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. Prerequisite: Sophomore standing.
- 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. Prerequisite: Sophomore standing.
- 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. Prerequisite: Senior standing.

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. Prerequisite: none.

FAM483 Senior Project**Credits: 1**

Students combine research and practical implementation of theories and concepts to develop an individual project. Senior standing is required. Prerequisite: Faculty permission.

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 and faculty 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 and faculty 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 and faculty permission.

GEO200 Human Geography**Credits: 3**

Students use natural environment concepts to help explain the spatial distribution of human activities. Prerequisite: none.

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 or SOC101.

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. Prerequisite: Previous high school or college foreign language study. Prerequisite: none.

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 and faculty permission.

GRK402 New Testament and The Septuagint**Credits: 3**

Students will read through large sections of 1 Corinthians and other select texts with a focus on how the Apostle Paul interprets the Old Testament texts. Following the study of the original, further exercises include exegetical research, word studies, and cross-references.

GST150 Intro 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) Prerequisite: none.

GST151 Introduction to Campus Computing**Credits: 2**

This course 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. Prerequisite: none.

- GST170 The First Year of College** **Credits: 3**
 The First Year of College addresses the skills necessary for college students to succeed in the University and beyond. It is designed to meet the objectives of the General Studies Curriculum for technology proficiency and academic success in the General Studies Core. The course will introduce students to liberal arts education and attempt to awaken intellectual curiosity, while empowering them with modern tools for college success.
 Prerequisite: none.
- GST171 Student Success Strategies** **Credits: 2**
 Seeks to help students develop and apply essential study skills, and management skills.
- HEA210 Health Concepts** **Credits: 3**
 Presents the introductory scientific foundations regarding the relationship of health to lifestyle choices. Specific applications for making lifestyle changes are explored. Issues addressed may include basic information on: nutrition, exercise, stress, weight management, and disease prevention such as cancer, cardiovascular disease, smoking, STDs and diabetes mellitus.
- HEA370 Nutrition** **Credits: 3**
 Presents the scientific foundations regarding the human digestive system in health and disease. Nutrient values will be researched with the express purpose of comparing individual values to healthy norms across genders, age groups, and ethnicities. Issues may include: essential nutrients, weight management, exercise guidelines, current nutritional guidelines, phytochemicals, antioxidants, herbal supplements, fad diets, and nutrition applications for the prevention or delay of several diseases of lifestyle.
- 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. Prerequisite: none.
- 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 and faculty permission.
- HHP100 Introduction to Lifetime Fitness** **Credits: 1**
 This course is an exposure to a variety of lecture and laboratory programs designed to give the student insights into the physiological values of activity.
- HHP209 First Aid and CPR** **Credits: 2**
 This course is an American Red Cross training program designed to prepare individuals to respond to injuries and sudden illnesses that may arise. Students will gain the knowledge and skills to prevent, recognize, and provide basic care for injuries and sudden illnesses until medical professionals arrive and take over. AED instruction is included.
- HHP275 Administration & Organization of Physical Education & Athletics** **Credits: 3**
 This course introduces the student to administrative and organizational policies, procedures, budget principles, public relations, legal consideration, event management, safety consideration and other issues at all levels of sport. Students are involved in selected hands-on experience at various levels and types of participation.
- HHP280 Psychology of Sport** **Credits: 3**
 This course introduces students to mental training techniques designed to help athletes play their best game all the time and maximize their potential.
- HIS101 World Civilizations I** **Credits: 3**
 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. Prerequisite: none.
- HIS102 World Civilizations II** **Credits: 3**
 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. Prerequisite: none.
- HIS111 Development of American Civilizations I** **Credits: 3**
 Overview of the development of major areas and key people, ideas and events in selected American civilizations from their origins to 1876. Prerequisite: none.

- HIS112 Development of American Civilization II** **Credits: 3**
 Overview of the history and geography of the United States involving the key regions, people, ideas and events in selected American civilizations from the post-Civil War period to the present. Prerequisite: none.
- HIS331 Historiography-State & Local History (w)** **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. Prerequisites: ENG101 and HIS101, or HIS102, or HIS111, or HIS112.
- 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. Prerequisite: SOC101.
- HIS395 Independent Study in History** **Credits: 1**
 Junior level independent study. Prerequisite: Faculty permission.
- HIS421 Special Topics in History(w)** **Credits: 3**
 Study of specific selected topics with development of appropriate major areas and key people, ideas, and events. Topics may change each time the course is offered. Students may take this course more than once for credit as long they study different topics. Prerequisites: HIS101A, or HIS101, or HIS102A, or HIS102, or HIS111A, or HIS111, or HIS112A or HIS112.
- HIS483 Senior Project** **Credits: 1**
 Students combine research and practical implementation of theories and concepts to develop an individual project. Senior standing is required. Prerequisite: Faculty permission.
- KIN202 Introduction to Kinesiology** **Credits: 3**
 Students explore the history, principles, scientific foundations, philosophy, employment opportunities, and scope of physical activity. Prerequisite: none.
- 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. Prerequisite: none.
- 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. Prerequisite: none.
- KIN323 Adapted Physical Education** **Credits: 2**
 Physical education activities modified to the needs, limitations and interests of the mentally and/or physically challenged individual. Prerequisite: none.
- 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. Prerequisites: PHY211
- 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: BIO332.
- KIN337 Exercise & Sports Psychology** **Credits: 3**
 The exercise portion of the course emphasizes psychological foundations of exercise with motivation techniques. The performance aspect of the course emphasizes psychological attributes/skills designed to enhance performance.
- KIN350 Coaching Methods** **Credits: 3**
 This course presents the theories of coaching and strategies of team sports. Prerequisite: none.
- 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 the practice, instructional strategies and techniques for the teaching of individual sports in an educational setting. Traditional individual sports and games of American culture will be practiced and explored as will those of other cultures and countries.
- KIN404 Tests & Measurement in Human Performance** **Credits: 2**
 The history, theory, and principles of testing in human performance are presented. Predictive and inferential aspects of statistics are explored. Prerequisite: MAT261.

- KIN405 Theory & Practice of Team Sports/Games** **Credits: 2**
This course focuses on the practice, instructional strategies and techniques for the teaching of team sports and games in an educational setting. Traditional team sports and games of American culture will be practiced and explored as will those of other cultures and countries.
- KIN410 Health Education** **Credits: 3**
Major contemporary health issues, methods of instruction, and curriculum design and planning are discussed. Prerequisite: none.
- KIN420 Exercise Testing and Prescription** **Credits: 3**
The major aspects of preventative, rehabilitative and fitness programs will be explored. Techniques for assessment of physical activity and applied exercise programming will be examined. Prepares the practitioner to develop personal fitness programs based on the results of fitness assessments, stress tests, and client medical history. American College of Sports Medicine position stands will be stressed. This course aids in preparation for the American College of Sports Medicine certification examinations.
- 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, faculty permission and 24 credits completed in Natural Science major.
- KIN490 Kinesiology Internship** **Credits: 1**
Physical education internship. Prerequisite: Faculty permission.
- LAB490 Liberal Arts, Business & Entrepreneurship Internship** **Credits: 5**
The internship is an applied employment experience in which the student works on-site in a business, non-profit, or government organization. The internship consists of a formal contract, which sets forth specific objectives, range of tasks, and relationship to on-site supervisor, and the internship experience itself. It provides an integrative experience enabling the student to blend his/her liberal arts and business education in a work situation with assigned tasks and responsibilities.
- LAB490A Liberal Arts, Business & Entrepreneurship Internship Proposal** **Credits: 1**
The internship proposal is the development stage of the student's internship in the Program for Liberal Arts, Business, and Entrepreneurship. The internship proposal process will give the student a realistic job search experience, from developing a target job list through negotiating an acceptable employment contract.
- LAN282 Language, Communication & Culture** **Credits: 3**
This course provides an introduction to the study of human communication. Students learn how social meaning is created through linguistic, nonverbal, and cultural style. Students learn the powerful role that oral, print, and electronic communication plays in the creation and maintenance of our personal, social, and cultural life. Prerequisite: none.
- 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. Prerequisite: none.
- 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. Prerequisite: none.
- LAN483 Methods of Language Arts Reflective Assessment/Senior 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, and faculty 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. Prerequisite: none.
- LAT102 Elementary Latin II** **Credits: 3**
A 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. Prerequisite: none.

- 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, Riemann integrals, indefinite integration, and the fundamental theorem of calculus. Prerequisites: MAT111 and MAT112.
- MAT222 Calculus II & Analytic Geometry** **Credits: 4**
Applications of integration including volume and surface area, integration techniques, L'Hopital's rule, sequences and series, power series representations of functions, parametric equations and polar coordinates. Prerequisite: MAT221.
- MAT231 Linear Algebra** **Credits: 3**
Introductory linear algebra including matrix algebra, linear transformations, vectors and vector geometry, and vector spaces. 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.
- MAT323 Calculus III & Analytic Geometry** **Credits: 4**
Vectors in two and three dimensions, vector-valued functions and their applications, functions of several variables, partial derivatives, multiple integrals, introduction to vector calculus including vector fields, line integrals, and surface integrals. Prerequisite: MAT222.
- MAT330 Introduction to Real Analysis** **Credits: 3**
Logic, sets, techniques of proof, development and topology of the real number system, functions, sequences and series of real numbers and functions, continuity, rigorous treatment of differentiation and integration. Prerequisite: MAT323.
- MAT340 Introduction to Discrete Mathematics** **Credits: 3**
Course introduces the foundations of discrete mathematics with applications to computer science. It provides a basis in discrete mathematical structures and a rigorous introduction to the theoretical framework necessary for subsequent work in advanced discrete mathematics, theory of computation, database design, compiler design, and other theoretically grounded computer science courses. Topics include functions and relations, propositional logic, Boolean algebra, graph theory and structures, and an introduction to proof techniques. Prerequisites: MAT221 and CSC351.
- MAT341 Differential Equations** **Credits: 3**
Introduction to ordinary differential equations, including linear and nonlinear equations of first and higher orders. Systems of equations, numerical solutions and select applications in science and engineering. Prerequisite: MAT222.

MAT351 Modern Algebra**Credits: 3**

Introduction to abstract algebra including naive set theory, mappings, relations, elementary number theory, groups, isomorphisms and homomorphisms. Prerequisite: MAT222.

MAT371 Modern Geometry**Credits: 3**

A survey of axiomatic systems, Euclidean geometry, and non-Euclidean geometries such as finite, projective, and hyperbolic. Prerequisite: MAT222.

MAT461 Probability and Statistics**Credits: 3**

Basic probability theory; random variables, single, joint, conditional and marginal probability distributions; expectation, variance, covariance and other moments, moment generating functions. Prerequisite: MAT323.

MAT483 Senior Project**Credits: 2**

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

MBAxxx MBA COURSE**Credits: 0****MS101 Introduction to Officership****Credits: 1**

MS101 consists of two distinct components: the classroom introduction to leadership, and the experiential examination of leadership, followership, decision-making, and group accomplishment of tasks. The course takes the unique approach of placing students in a wide variety of group exercises designed to emphasize various professional leadership competencies and insights. These events are held both inside the classroom (for all students) and in outdoor settings (for enrolled cadets only). The instructor, acting as a facilitator, helps guide each student's processing of events to derive the leadership, group dynamic, and problem-solving lessons that the exercise offers. An overview of the United States Army and its organization, customs and traditions, rank structure, and the roles of the officer and noncommissioned officer will be taught early in the course to provide a framework for future discussions. Enrolled Army ROTC cadets will participate in hands-on training in land navigation, rappelling, helicopter air movements, marksmanship, drill and ceremony, and small unit tactics. By the end of the course students will possess a basic understanding of the unique aspects of the officer corps, the fundamentals of leadership and decision-making, the Army's institutional values, and the basic principles of individual fitness and a healthy lifestyle. The lessons are designed to maximize participation, inspire intellectual curiosity, and stimulate self-study.

MS102 Introduction to Leadership**Credits: 1**

This course expands upon the fundamentals introduced in the previous term by focusing on communications, leadership, and problem solving. The course will discuss the light infantry, platoon, and the troop leading process, which will provide a framework for problem solving that can be applied in any situation, tactical or administrative. In addition, students receive an introduction to briefings, effective writing, and an overview of Army life. Enrolled Army ROTC cadets will develop physical and emotional confidence through participation in land navigation, rappelling, helicopter air movements, marksmanship, drill and ceremony, and small unit tactics. MS102 consists of two distinct components: the classroom introduction to leadership, and the experiential examination of leadership, followership, decision-making, and group dynamics. The course establishes the framework for understanding leadership and Army values. The course places students in a wide variety of group exercises designed to emphasize various professional leadership competencies and insights. The instructor, acting as a facilitator, helps each student identify the lessons in leadership, group dynamics, and problem-solving that each exercise offers. By the end of the course students will possess a basic understanding of the unique aspects of the officer corps, the fundamentals of leadership and decision-making, the Army's institutional values, and the basic principles of individual fitness and a healthy lifestyle.

MS201 Innovative Tactical Leadership**Credits: 1**

Innovative Tactical Leadership is a study of military organizational leadership with a focus on leadership development and interpersonal and group dynamics. This course explores the dimensions of creative and innovative tactical leadership strategies and styles through lecture, historical case studies and interactive student exercises. Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises. The course uses select readings from Harvard Business Review's "What Makes a Leader" and "Breakthrough Leadership," and articles from Military Leadership: In Pursuit of Excellence. Students will study the Principles of War, the organization of a light infantry squad and platoon and the characteristics of its organic weapons. Tactical instruction will include map reading, land navigation, rappelling, marksmanship, Troop Leading Procedures, and an introduction to the military planning considerations of: Mission, Enemy, Terrain, Troops, Time, and Civil considerations. The class will also analyze: obstacles, cover and concealment, observation, key terrain and avenues of approach. These skills will be applied to the analysis of basic tactical situations in order to reinforce understanding. Finally, students will analyze dismounted squad operations in order to continue their development of small unit command and control skills.

MS202 Leadership in Changing Environments**Credits: 1**

MS202 examines the challenges of leading in complex contemporary operational environments. Dimensions of the cross-cultural challenges of leadership in a constantly changing world are highlighted and applied to practical Army leadership tasks and situations. The book *The Defense of Hill 781*, along with select readings from Harvard Business Essentials Series Publication: *Managing Change and Transition*, will be read throughout the semester and used as additional vehicles to discuss leadership values and attributes. Students will also study the organization of a light infantry, squad and platoon, and the characteristics of its organic weapons. Tactical instruction will include map reading, land navigation, rappelling, marksmanship, troop leading procedures, military planning considerations of mission, enemy, terrain, troops, time, and civil considerations and terrain analysis. These skills will be applied to the analysis of basic tactical situations in order to reinforce understanding. Finally, students will analyze dismounted squad operations in order to continue their development of small unit command and control skills.

MS301 Leading Small Organizations I**Credits: 2**

Leading Small Organizations is a continuation to the study of military organizational leadership, focusing on leadership development and interpersonal and group dynamics. This lecture-discussion course (with laboratory) will provide insights into methods of visualizing, planning, and leading organizations to achieve set goals. Students will be given opportunities to progress through a series of projects in which you will lead small groups (10-40 people). These projects are designed to allow students to develop individual decision-making and management skills, as well as give them a sensitivity to organizational life. Students receive personal assessments and encouragement in situations of increasing complexity. The vehicles used to achieve these educational objectives are a study of formal planning and decision-making models set in the framework of military organization and doctrine. Students thereby develop the ability and will to establish and achieve organizational goals while given significant autonomy, even under conditions of ambiguity and stress. Pre-requisite: Completion of ROTC basic course, or equivalent.

MS302 Leading Small Organizations II**Credits: 2**

Leading Small Organizations is a continuation of the study of military organizational leadership, focusing on leadership development and interpersonal and group dynamics. This lecture-discussion course (with laboratory) will provide insights into methods of visualizing, planning, and leading organizations to achieve set goals. Students will be given opportunities to progress through a series of projects in which you will lead small groups (10-40 people). These projects are designed to allow students to develop individual decision-making and management skills, as well as give them a sensitivity to organizational life. Students receive personal assessments and encouragement in situations of increasing complexity. The primary vehicle used to achieve these objectives are a study of small unit tactics. Students are given leadership positions under stressful conditions to develop their ability and will to achieve organizational goals while given significant autonomy. Pre-requisite: Completion of ROTC basic course, or equivalent.

MS401 Leadership & Management**Credits: 3**

This course is primarily designed to teach leadership and management using a combination of lecture, discussion, reading assignments and practical application. Students will gain an appreciation of multiple styles and theories of leadership. Students will become familiar with the issues associated with ethical decision making particularly as they relate to changing organizational and individual behavior as well as accomplishing goals in resource constrained environments. At the same time they will have many opportunities to develop and test their own leadership style through the practical application of running the cadet battalion. Students will learn how to evaluate and assess the needs of subordinate units and individuals. Students will develop near-term and short-term plans to address the training and developmental needs of their subordinate units and individuals. They will gain an understanding of problem-solving techniques early in the course and apply those techniques for the remainder of the course. They will learn, develop, and practice their communication and meeting management skills by interacting and coordinating as a member of a staff. The students will be held responsible for effectively running a small organization of 60-100 personnel (the cadet battalion). This includes planning, executing, and assessing all training and special events; coordinating the administrative and logistics requirements of all battalion events as well as effectively counseling subordinates to improve performance. Pre-requisites: Completion of MS301 and MS302. With special instructor approval, students may have colected one of these classes and be concurrently enrolled in the second class.

MS402 Military Professionalism & Ethics**Credits: 3**

This course is primarily designed to build upon the leadership and management skills developed in MS401 using a combination of lecture, discussion, reading assignments, practical application and an analysis of a historical battle as well as an analysis of moral and leadership dilemmas in history. In addition, students will be taught some of the specific knowledge necessary to be successful Army Lieutenants upon graduation/commissioning. Students will learn how to evaluate and assess the needs of their subordinate units and individuals. Students will develop near-term and short-term plans to address the training needs of their subordinate units and individuals. They will continue to apply the problem solving techniques learned MS401. They will learn, develop, and practice their communication and meeting management skills by interacting and

coordinating as a member of a staff. The students will be held responsible for effectively running a small organization of 80-100 personnel (the cadet battalion). This includes planning, executing, and assessing all training and special events; coordinating the administrative and logistics requirements of all battalion events; and counseling their subordinates to improve performance. Pre-requisite: Completion of MS301 and MS302. With special instructor approval, students may have completed one of these classes and be concurrently enrolled in the second class.

MSxxx Army ROTC**Credits: 1**

Army Reserve Officer Training Corp administered and conducted on the campus of the University of Michigan.

MUS201A Music Theory I**Credits: 3**

Students examine part writing using fundamental triads and their inversion. Co-requisite: MUS201B. Prerequisite: none.

MUS201B Aural Theory I**Credits: 1**

Provides students with the knowledge to read at sight, notate, and improvise short musical examples. Co-requisite: MUS201A. Prerequisite: none.

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. Corequisite: MUS202B. Prerequisite: MUS201A.

MUS202B Aural Theory II**Credits: 1**

This course provides students with the knowledge to sightread, notate, and improvise short musical examples. Corequisite: MUS202A. Prerequisite: MUS201B.

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. Prerequisite: MUS202A and MUS202B.

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: PIA302 or faculty permission.

MUS243 Instrumental Techniques: Percussion**Credits: 1**

Fundamental skills for playing percussion instruments. Application to development of school music programs. Prerequisite: none.

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. Prerequisite: none.

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. Corequisite: MUS301B. Prerequisite: MUS202A.

MUS301B Aural Theory III**Credits: 1**

Provides students with the knowledge to sightread, notate, and improvise short musical examples. Corequisite: MUS301A. Prerequisite: MUS202B.

MUS302A Music Theory IV**Credits: 3**

Provides study and application of the tonal, rhythmic and formal resources of the twentieth century. Emphasis on analysis and composition. Corequisite: MUS302B. Prerequisite: MUS301A.

MUS302B Aural Theory IV**Credits: 1**

This course provides students with the advanced skills to read at sight, notate, and improvise extended musical examples. Corequisite: MUS302A. Prerequisite: 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: MUS202A and ENG101.
- 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 genre of this time. Prerequisite: ENG101 and MUS202A.
- 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.
- MUS334 World Music** **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. Prerequisite: none.
- MUS341 Instrumental Techniques: Brass** **Credits: 2**
Students gain fundamental skills for playing brass instruments. Application to development of school instrumental programs. Prerequisite: none.
- MUS342 Instrumental Techniques: Woodwinds** **Credits: 2**
Fundamental knowledge and skills for playing and teaching woodwind instruments. Application to development of school instrumental programs. Prerequisite: none.
- MUS352 Music Technology** **Credits: 2**
This course will introduce the student to various forms of music technology for basic sequencing, recording, score production, and sound amplification. These techniques will be applied in the production of original compositions, improvisations and arrangements. Prerequisite: MUS201A
- MUS355 Leading Worship Singing/Contemporary Son** **Credits: 3**
Students learn to evaluate past and current praise and worship genres, assemble a working repertoire to lead worship music in varied settings and develop positive critique methods.
- MUS484 Senior Recital** **Credits: 2**
A concentrated semester of study in a principal instrument or voice, culminating in the senior recital; this serves as the senior project for music majors and music education majors. Prerequisite: Senior Standing and faculty permission.
- 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. Prerequisite: none.
- OLA509 Team Building/Leading Change in Organizations** **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. Prerequisite: none.
- OLA515 Organizational Communication/Negotiation** **Credits: 3**
Focuses on theories of organizational communication and current issues in ethical, interpersonal, cross cultural and competitive communication situations. Prerequisite: none.
- 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. Prerequisite: none.
- OLA542 Ethical Dimensions of Leadership** **Credits: 3**
Prepares students to understand and apply what is required to strengthen Christian ethics in organizational cultures. Prerequisite: none.
- OLA555 Financial Analysis for Administrators** **Credits: 3**
Introduces information and tools essential to understanding corporate financial management. Prerequisite: none.
- OLA563 Leadership in International Organizations** **Credits: 3**
Examines the cross-cultural complexities, challenges, and opportunities of leadership at the national and international levels. Prerequisite: none.

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. Prerequisite: none.

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. Prerequisite: none.

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

ORG203 Organ Lessons**Credits: 1**

Beginning level of private instruction: students expand musical and technical foundations. This course is recommended for students with a limited level of private instruction. Prerequisite: Faculty permission.

ORG204 Organ Lessons**Credits: 1**

Beginning level of private instruction: students expand musical and technical foundations. This course is recommended for students with a limited level of private instruction. Prerequisite: Faculty permission.

ORGxxx Organ Lessons**Credits: 1**

Beginning through advanced organ lessons. Prerequisite: Faculty permission.

PER203 Percussion Lessons**Credits: 1**

A beginning level of private instruction: students are given basic instruction on grip, stick placement, and tone production. This course is recommended for students with a limited level of private instruction.

PER204 Percussion Lessons**Credits: 1**

A beginning level of private instruction: students are given basic instruction on grip, stick placement, and tone production. This course is recommended for students with a limited level of private instruction.

PER403 Percussion Lessons**Credits: 1**

An intermediate level of private instruction: students expand their solo repertoire and become familiar with more advanced playing techniques. This course is recommended for students who have had multiple years of private instruction. Prerequisite: Faculty permission.

PER404 Percussion Lessons**Credits: 1**

An intermediate level of private instruction: students expand their solo repertoire and become familiar with more advanced playing techniques. This course is recommended for students who have had multiple years of private instruction. Prerequisite: Faculty permission.

PERxxx Percussion Lessons**Credits: 1**

Beginning through advanced percussion instrument lessons. Prerequisite: Faculty permission.

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. (ADP) Prerequisite: none.

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. Prerequisite: none.

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. Prerequisite: none.

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. Prerequisite: none.

PHI483 Senior Project**Credits: 1**

Students combine research and practical implementation of theories and concepts to develop an individual project. Senior standing is required. Prerequisite: Faculty permission.

PHY201 Principles of Physics**Credits: 3**

A one-semester survey of physics for students having no prior physics coursework. Students study classical mechanics, kinetic theory, harmonic motion and waves, properties of matter, heat, electricity, magnetism, light, and nuclear reactions. Course does not count toward majors or minors in the natural science. Prerequisite: MAT107.

PHY211 Physics I**Credits: 4**

The first semester of a two-semester, pre-calculus based, general college physics course, for earth and life science majors and pre-professional students, covering Newtonian kinematics and dynamics, work and energy, momentum, circular motion and gravitation, rotation, fluids, vibrating bodies, wave motion and sound, thermal expansion and specific heat. Prerequisite: NAT281A or PHY201 or one year of high school physics with average grade of B- or better, and MAT111 and MAT112, or high school mathematics through pre-calculus with average grade of C or better.

PHY212 Physics II**Credits: 4**

Students explore reflection, refraction, optical instruments, spectra, diffraction, polarization, electrical circuits, currents, energy and power, magnetism, and induction. Co-requisite: PHY212L. 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. Co-requisite: PHY223L. Prerequisites: MAT221, sufficient high school physics, or faculty 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. Co-requisite: PHY224L. Prerequisites: MAT222 and PHY223.

PIA417 Piano Lessons**Credits: 1**

Advanced piano lessons.

PIAxxx Piano Lessons**Credits: 1**

Beginning through advanced piano lessons. Prerequisite: Faculty permission.

POS101 American Government**Credits: 3**

This course focuses on the political theory, structures, and functions of the American political system. Prerequisite: none.

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 (w)**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. Prerequisites: POS101 and ENG101.

POS483 Senior Project**Credits: 1**

The Senior Project is a capstone experience in which the student combines research with practical implementation of legal, political and public policy theories and concepts. For the senior project, the student will select a topic of interest or may collaborate with a faculty member on a research topic/project/initiative, and will conduct research, analyze results, and deliver a public presentation of the project. Prerequisite: POS101, SOC101, ECO200, HIS355, POS311, POS361, BUS321 or CRJ411 or FAM411 and senior standing.

POS490 Political Science Internship**Credits: 3**

Designed to provide on-site experience and career exposure to students seeking a career in areas including but not limited to law, public policy, politics, legislation, government, and community work. Prerequisite: POS101, POS311, POS361; junior standing.

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) Prerequisite: none.

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, GST151, and faculty permission.

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, PSA484, and faculty permission.

PSY101 General Psychology**Credits: 3**

A basic introduction to major concepts of psychology explored by studying the nervous system with principles of human thought and action including differences in intelligence, personality, emotion, and social relationships. Prerequisite: none.

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. Prerequisites: EDU222 and PSY101, or EDU220, or EDU221.

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: EDU222 and PSY101, or EDU220, or EDU221.

PSY214 Psychology of the School Aged Child**Credits: 4**

Students make a critical examination of physical, cognitive, moral, and social developmental theories, methods, and findings on human growth and development during childhood and adolescence (5-18 years old) with emphasis on social personality and problems of adjustment. Prerequisite: PSY101 or EDU220.

PSY290 Field Experience I**Credits: 1**

Through application of relevant psychological principles, students make critical examination of theories and methods spending a minimum of 20 hours off campus at a behavioral health (or similar) setting (approved by instructor). Prerequisite: PSY101 and PSY361.

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 and 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**

Study the environment's influence on the development of identity and self-concept, and its effect on behavior by examining the influence of social factors on human behavior. Prerequisites: PSY101 and ENG101.

PSY343 Physiological Psychology**Credits: 3**

Students explore the interaction of biological and psychological processes by explaining how organisms behave physiologically, including neural functions, effects of drugs, sensory motor systems, biological rhythms, attention and motivation. Prerequisites: PSY361, PSY101 and BIO201 or BIO200.

PSY361 Abnormal Psychology**Credits: 3**

This course examines various psychological disorders from a contemporary perspective, specifically exploring anxiety disorders, personality disorders, mood disorders and schizophrenia; underlying pathology and treatments of each will be covered.. Prerequisite: PSY101.

PSY362 Personality Psychology**Credits: 3**

This course provides a broad introduction to biological, behavioral, psychoanalytic and cognitive theories of personality while applying the concepts to their personal lives. Prerequisite: PSY101.

- PSY411 Introduction to Counseling** **Credits: 3**
 Overview of the counseling process, counseling theories and practice with basic helping skills. Students examine the theories and techniques of counseling and guidance services used in various settings. Prerequisite: PSY101.
- PSY421 Human Sexuality** **Credits: 3**
 This course presents an examination of human sexuality through developmental and sociocultural lenses.
- PSY483 Senior Project** **Credits: 3**
 A culminating experience in which the student uses the skills and knowledge acquired in their 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, kinesiology or mathematics. Results of the project are communicated in an oral public presentation and a written paper. Prerequisite: Faculty 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: Faculty 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: none.
- 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: REL241.
- 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) Prerequisite: none.
- 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 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. Prerequisites: REL241 and 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: BIV132 or (REL241 and REL242).
- REL356 Biblical World (w)** **Credits: 3**
 Students will study the geography, literature, culture and religions of the ancient world in order to gain a greater appreciation of the text and message of the Christian Bible. Prerequisites: ENG101, REL241, and REL242.
- REL430 Major Figures in Bible and Church** **Credits: 3**
 This course is an exploration of the life and work of a specific central figure in the Biblical or Church history. Prerequisites: BIV132 or REL241 and 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 and 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 and faculty permission.
- SCI250 The Nature of Science (w)** **Credits: 3**
 This course will explore the history of and key developments in the major fields of science. The history of the development of the scientific method itself and how it has been applied to answer questions about the natural world will be reviewed as well. Current scientific issues will be explored through readings and discussion with emphasis on their impact on society and the limitations of scientific investigation. Prerequisites: BIO200, or two years of high school biology, and ENG 101.

SCI483 Science Senior Project Seminar**Credits: 2**

A culminating experience in which the student uses the skills and knowledge acquired in their 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, kinesiology or mathematics. Results of the project are communicated in an oral public presentation and a written paper. Prerequisites: Senior or Junior status, 24 semester credits completed in major, and faculty permission.

SEM340 Field Experience Sport & Entertainment**Credits: 6**

This course will provide the student with an intensive, supervised sport and entertainment management experience with a professional, intercollegiate, interscholastic, not-for-profit, or sport/entertainment corporation/organization.

SMA290 Introduction to Sport & Recreation Management**Credits: 3**

This course is an analysis of effective management strategies, competencies, and job responsibilities required of sport managers in a variety of sports and sports related organizations. This course will focus on sports management in terms of its scope, current issues, future trends, and career opportunities in the sport industry as they apply to management, leadership, communication and motivation.

SMA300 Social Aspects of Sport**Credits: 3**

This course is designed to investigate sport as a microcosm of society and explore how the sports we play are influenced by cultural traditions, social values, and economic forces. The focus of this course will be on the examination of sport as a social institution and its integration within the greater societal structure. Students will examine social theories and compare and contrast the existence and application of them in sport and society.

SMA310 Legal Ethical Issues in Sport & Recreation**Credits: 3**

This class is an examination of trends, issues, and situations in sport and recreation focusing on legal elements and ethical responsibility. This course will examine the policies and processes of the United States legal system and the application of pertinent laws and legal concepts that form an ethical foundation of management practice in the sport and recreation industries.

SMA320 Facilities Design & Management in Sport**Credits: 3**

This course is an examination of the concepts of design and management of sports and recreation facilities. This course will focus on various issues such as site selection, layout, plan and design, maintenance, staffing, fiscal management, and risk management.

SMA330 Sport Economics and Finance**Credits: 3**

This course is an application of microeconomic principles and practices to the industry of professional and college sports. The focus of this course will be on the economic concepts of revenue generation, cost analysis, profit maximization, labor issues, demographic studies, and financing mechanisms. Students will begin to see the presence and prevalence of economic issues in the area of college and professional sports.

SMA350 Marketing of Sport and Recreation**Credits: 3**

This course is a study of fundamental marketing concepts related to the sport and entertainment industry, sport as a unique product, sport consumer markets, marketing planning process, marketing mix, and determining the target market.

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. Prerequisite: none.

SOC101A 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. Prerequisite: none.

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 or GEO200.

SOC333 Families in Society**Credits: 3**

Students will understand families within the ecological contexts in which they exist; connect their own experiences to form new perspectives; and broaden their understanding of the role of family within society. 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. Prerequisite: SOC101.
- 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 and faculty permission.
- SOC490 Sociology Internship** **Credits: 1**
Intern experience in social welfare or related institutions. May be taken to maximum of 16 credit hours. Prerequisite: Faculty permission.
- 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: Faculty permission.
- SPA483 Senior Project** **Credits: 1**
Students combine research and practical implementation of theories and concepts to develop an individual project. Prerequisites: Senior standing and faculty permission.
- SPED221 Introduction to Learning Disabilities** **Credits: 3**
This course provides an introduction to the field of learning disabilities. Students will investigate academic, functional, and social characteristics of learners found eligible for special education services as learning disabled. Historical perspectives, definitions, service delivery systems, evaluation procedures, and current issues will be examined.
- SPED222 Determining Eligibility & Designing Educational Plans** **Credits: 4**
This course will provide candidates with knowledge of information and assessment procedures involved in identifying a specific learning disability. Candidates will develop competency in using assessment data to develop targeted educational plans in the development of Individualized Educational Plans.
- SPED223 Collaboration with Parents, Caretakers,** **Credits: 3**
The purpose of this course is to prepare candidates to collaborate with team members across all settings. Educators will explore collaboration tools/techniques to facilitate the successful academic programming of individuals with exceptional learning needs. Partnering with families, service providers, and other professionals is essential to understanding the impact of the exceptionality on the student's academic social abilities.
- SPED330 Special Education Legislation & Legal Guidelines** **Credits: 3**
This course will provide candidates with knowledge regarding special education law including historic foundations, current federal legislation and state regulations. Candidates will gain an understanding of how these factors directly impact the provision of special education services in local school districts. Candidates will participate in ten hours of field work.
- SPED331 Language and Literacy** **Credits: 3**
The purpose of this course is to prepare candidates in the teaching of language and literacy to children with learning disabilities. Candidates will develop knowledge and skills in the assessment and development of instructional strategies designed to meet the individual needs of each student with learning disabilities. The candidates will also be knowledgeable of Response to Intervention (RTI) and the role of the special education teacher in this process.
- SPED332 Math Strategies for Special Learning Needs** **Credits: 3**
The purpose of this course is to prepare candidates in the teaching of mathematics to children with learning disabilities. Candidates will develop fundamental knowledge of NCTM Standards for PreK-12 grade, RTI as it applies to students with learning disabilities, curriculum based measures and progress monitoring tools to develop appropriate programs, and strategies to modify and adapt mathematics curriculum to meet the needs of students with learning disabilities.
- SPED333 Meeting Social, Emotional, and Behavioral Needs** **Credits: 3**
The purpose of this course is to prepare candidates to positively and proactively manage the social/emotional and behavioral needs of students with learning and behavior needs through research-based strategies and data-based decision-making. As referred to in federal mandates, the Positive Behavioral Interventions and Supports (PBIS) Framework is utilized at the school and individual level.

SPED334 Instruction Across Content Areas for Students**Credits: 3**

This course explores research-based practices and instructional strategies in content classes that result in accommodations and modifications for students with learning disabilities. Teacher candidates will become familiar with the characteristics of students with learning disabilities, learn instructional methods to support student learning, develop and design appropriate accommodations and modifications, and learn specific strategies for teaching across the content areas.

SPED441 Directed Teaching in Special Education**Credits: 15**

Candidates will complete 15 semester hours of a special education clinical teaching experience including 7.5 credit hours in an elementary school and 7.5 credit hours in a secondary school setting.

SSC255 Urban Cultures**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.

SSC354 Research in Social Science (w)**Credits: 3**

This course is a study of the methods applied by science 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. Prerequisite: none.

SSC483 Senior Project**Credits: 1**

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

STR403 String Lessons**Credits: 1**

An intermediate level of private instruction: students expand their solo repertoire and become familiar with more advanced playing techniques. This course is recommended for students who have had multiple years of private instruction. Prerequisite: Faculty permission.

STR404 String Lessons**Credits: 1**

An intermediate level of private instruction: students expand their solo repertoire and become familiar with more advanced playing techniques. This course is recommended for students who have had multiple years of private instruction. Prerequisite: Faculty permission.

STRxxx String Lessons**Credits: 1**

This course number is a placeholder for music lessons until the appropriate skill level can be assigned. Prerequisite: Faculty permission.

THE215 Play Production**Credits: 3**

This course will serve as an introduction to the varied skills necessary to the successful production of a play. It will include a study of the processes of analyzing, directing, staging, and promoting plays.

THE314 Fundamentals of Acting**Credits: 3**

The study of the fundamental theories and techniques of acting. This course will serve as an introduction to the craft of acting. Through classroom exercises and scene work from contemporary plays, students will participate in preparation, script and character analysis and performance.

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**

An in-depth study of Biblical doctrine as presented by the Lutheran Confessions and by contemporary Lutheran theologians. The importance of maintaining the clear distinction between Law and Gospel is stressed. Topics include: the Holy Spirit; faith and conversion; the sacraments; church and ministry; election; the world to come. Prerequisites: REL241, REL242, THY301.

THY355 History and Theology of Worship**Credits: 2**

Students examine the Biblical purpose, the development, and the function of corporate worship in light of Biblical origins, the Lutheran Confessions, and modern day application. The course includes a survey of the church year framework. Criteria for preparing and evaluating worship today are examined and applied. Students discuss current worship practices.

THY483 Senior Project	Credits: 1
Students combine research and practical implementation of theories and concepts to develop an individual project. Senior standing is required. Prerequisite: Faculty permission.	
VOC414 Voice Lessons	Credits: 1
Advanced voice lessons.	
VOCxxx Voice Lessons	Credits: 1
Beginning through advanced voice lessons. Prerequisite: Faculty permission.	
WAL235 Praise Team Ensemble	Credits: 0
Praise Team Ensemble provides opportunity for participation and leadership growth in the worship, music, organization, and technology components of worship arts.	
WAL245 Introduction to Contemporary Worship Arts Leadership	Credits: 2
Overview of contemporary worship arts leadership components. Study relationships between current worship forms, Scripture, culture, technology, drama, visual arts, theory of service planning and worship music	
WAL435 Applying Worship Arts Leadership	Credits: 3
Worship arts leadership applied in classroom, field research, and congregational settings. Students will design theoretical and practical proposals to enhance worship excellence.	
WAL450 Worship Arts Practicum	Credits: 3
The culminating field experience where students apply Worship Arts Leadership skills in a congregational setting. This involves all aspects of worship, from planning to implementation.	
WCC001 WCC Consortium Agreement	Credits: 0
Placeholder for students taking a reimbursed Washtenaw Community College course.	
WRI301 Writing Center Theory & Pedagogy Practicum	Credits: 1
The Writing Center Theory and Pedagogy Practicum is an invitation only course that balances practical tutoring experiences with academic course work. In addition to weekly consulting hours in the writing center, writing consultants explore the relationship between writing center theory and practice. The focus is on preparing ARC writing consultants to manage effective writing consultations for writers at all levels and from all disciplines. Prerequisite: ENG101 (with a grade of B or better), Instructor Permission	
WWD203 Woodwind Lessons	Credits: 1
A beginning level of private instruction: students are given basic instruction on embouchure formation and tone production. This course is recommended for students with a limited level of private instruction. Prerequisite: Faculty permission.	
WWD204 Woodwind Lessons	Credits: 1
A beginning level of private instruction: students are given basic instruction on embouchure formation and tone production. This course is recommended for students with a limited level of private instruction. Prerequisite: Faculty permission.	
WWDxxx Woodwind Lessons	Credits: 1
Beginning through advanced woodwind instrument lessons. Prerequisite: Faculty permission.	

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Mr. Wesley J. Wrucke	Evansville, IN

Faculty

Altevogt, Brian University of Michigan, B.M.; University of Cincinnati, M.M.; University of Michigan, D.M.A. At Concordia since 2003.	Associate Professor of Music
Anderson, Kelsi North Park University, B.S.; University of Nebraska Medical Center, Ph.D. At Concordia since 2010.	Assistant Professor of Biology
Christopher, Steven Also Director of Family Life. Concordia Teachers College, Seward, B.S.; University of San Diego, M.A.; Biola University, Ph.D. At Concordia since 2012.	Associate Professor of Family Life
Doyle, Karna Eastern Michigan University, B.S., M.S. At Concordia since 1999.	Assistant Professor of Family Life
Fie, Richard SUNY Cortland, B.S.; University of Tennessee, M.S.; University of Minnesota, Ph.D. At Concordia since 2010.	Assistant Professor of Kinesiology
Freudenburg, Ben Also Director of The Concordia Center for the Family. Concordia College, Seward, B.S. in Ed., M.S. At Concordia since 2003.	Assistant Professor of Family Life
Genig, Dennis Concordia College, Ann Arbor, A.A.; Concordia University, River Forest, B.A.; University of Michigan, M.Ed., Ed.D. At Concordia since 2004.	Associate Professor of Education
Gonzalez, Jorge Industrial Engineering, Universidad de los Andes, Bogota, B.S.; Harvard Business School, M.B.A. At Concordia since 2001.	Assistant Professor - HAAB School of Business and Management
Jones, Karen Concordia College B.A. in Ed; University of Michigan, Dearborn, M.Ed. At Concordia since 2005.	Assistant Professor - Math
Kalmes, Michael Concordia Teachers College, Seward, B.S. in Ed., University of Missouri, M.Ed. At Concordia since 1978.	Associate Professor of Political Science
Kreiger, Georgia West Virginia University M.A., Ph.D. At Concordia since 2012.	Associate Professor of English
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 Michigan State University, B.A., M.A.; Purdue University, Ph.D. At Concordia since 2005.	Associate Professor of English
Niemiec, Chris Hillsdale College, B.A.; Art Academy of Cincinnati, M.A. in Ed. At Concordia since 2007.	Assistant Professor of Art
Parrish, Stephen Schoolcraft College, A.A.; Eastern University, B.S.; University of Michigan, A.M.L.S.; Wayne State University, M.A., Ph.D. At Concordia since 1999.	Associate Professor of Philosophy

- Penhallegon, Philip** **Associate Professor of Religion**
Concordia College, Ann Arbor, B.A.; Concordia Seminary, St. Louis, M.Div. and Ph.D. At Concordia since 2004.
- Perrine, William** **Assistant Professor of Music**
Transylvania University B.A.; University of Nebraska M.Mus.; At Concordia since 2012.
- 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.
- 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.; University of Virginia, M.A. At Concordia since 2001.
- Schumacher, Richard** **Instructor - Education**
Also Coordinator of Secondary Education. Concordia University, Ann Arbor, B.A. and M.S in Ed. At Concordia since 2008.
- Siegle, Suzanne** **Dean, Haab School of Business**
Also Assistant Professor – Legal Studies. University of Michigan, B.S.; Ave Maria School of Law, J.D.. At Concordia since 2009.
- 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.
- Swanson, Heidi** **Instructor – Worship Arts**
Also Worship Arts Coordinator. Concordia University, Ann Arbor, B.A.; Eastern Michigan University, M.A. At Concordia since 2012.
- Waterman, Glenda** **Assistant Professor of Communication**
Eastern Michigan University, B.S. and M.A. At Concordia since 2000.
- Wetzel, Jaime** **Assistant Professor of Psychology**
University of Michigan B.A.; University of Detroit Mercy M.A. and Ph.D. At Concordia since 2012.

Guest Faculty

- Brewer, Jennifer** **Instructor - Education**
Also Coordinator of Elementary Education. Washtenaw Community College, A.A.; Eastern Michigan University, B.A. and M.A.. At Concordia since 2008.
- Glubzinski, Ann** **Instructor - Business**
Michigan State University, B.A. and M.B.A. At Concordia since 2012.
- Khalsa, Kimberly** **Instructor – Mathematics**
University of Michigan B.S.E., M.S. (Biomedical Engineering), M.S. (Electrical Engineering), and Ph.D. At Concordia since 2011.

Emeriti

- Ahlersmeyer, Thomas** **President**
At Concordia from 2003-2009.
- Adler, Barbara** **Professor of Communication**
At Concordia from 2003-2009.
- Allen, Ron** **Professor of Biology**
At Concordia from 1978-2008.
- Aufdemberge, Theodore** **Professor of Geography**
At Concordia from 1964-1999.
- Beyer, Marilyn** **Associate Professor of English**
At Concordia from 1969-1999.
- Buesing, Richard** **Assistant Professor of Education**
At Concordia from 1992-2006.
- Campbell, Robert** **Assistant Professor of English**
At Concordia from 1978-2012.
- Foelber, Paul** **Professor of Music**

At Concordia from 1963-1991.

Fricke, John

At Concordia from 1974-1999.

Heckert, Jakob

At Concordia from 1976-1997.

Kenney, Donald

At Concordia from 1989-1999.

Klintworth, Kathryn

At Concordia from 1992-2005.

Koerschen, James

At Concordia from 1992-2002

Marino, Quentin

At Concordia from 1968-1994.

Marschke, Paul

At Concordia from 1985-2002.

Mossman, Donald

At Concordia from 1965-2003.

Schmaltz, Norman

At Concordia from 1963-1995.

Shuta, Richard

At Concordia from 1976-2012

Spruk, Jeanette

At Concordia from 1991-1996 & 2000-2006.

Sturmfels, John

At Concordia from 1965-1997.

Uhl, Albert “Bud”

At Concordia from 1989-1999.

Von Fange, Erich

At Concordia from 1962-1988.

Wilbert, Warren

At Concordia from 1986-1993.

Professor of Biology

Professor of Biblical Languages

Assistant Professor of Lifelong Learning

Professor of English

President

Associate Professor of Music

Professor of History

Professor of Social Science

Professor of History

Professor of Religion

Associate Professor

Professor of Art

Assistant Professor of Lifelong Learning

Professor of Education

Professor of Lifelong Learning