



2015-2016 CATALOG
Concordia University Irvine

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UNDERGRADUATE

Welcome to the CUI Online Catalog

Concordia is a Lutheran university which seeks to develop wise, honorable and cultivated citizens through the liberal arts and professional studies. We are dedicated to the Great Commission of Jesus Christ to share the Gospel, and we encourage and equip our students to give witness to the love of Christ in word and deed on campus, in the local community and throughout the world.

The theme chosen by this year's senior class is "Renewed in Christ," based on Colossians 3:10-17." In those verses we are encouraged to put on compassionate hearts, practice kindness, humility and patience, and bear with one another in love, as people renewed in Christ.

We invite you to use this catalog to learn more about what a Concordia education has to offer and then to consider becoming a part of the Concordia family, a family whose members seek and experience renewal in Christ who is our Lord and Savior.

Kurt J. Krueger, PhD
President
Concordia University Irvine

Fortieth Academic Year 2015 - 2016

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

The statements made in this General Catalog constitute official policies of Concordia University. These policies are subject to change by the president, the Board of Regents, and the faculty. Publications which reflect additional policies include the university's student handbook/Code of Conduct, policy manual, and the schedule of classes. Students are expected to confer with their academic advisor for precise information concerning academic programs.

Correspondence regarding these policies should be addressed to:

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

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

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

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

An individual may contact the Bureau for private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capital Oaks Drive, Suite 400, Sacramento CA 95833.

Concordia University Catalog Contract Disclaimer

Concordia University has established certain academic requirements which must be met before a degree is granted. This catalog summarizes the total requirements which the student must presently meet before academically qualifying for a degree from Concordia University.

Advisors, program directors, and deans are available to help the student understand and arrange to meet these requirements, but the advisors, program directors, and deans are not responsible for ensuring that the student fulfills them.

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

Direct correspondence to departments listed in the information directory.

Academic Calendar

2015 - 2016 Traditional Undergraduate Academic Calendar

Fall 2015 Semester

August

21	Residence halls open for new students
21	Clearance/Orientation for new students
23	Residence halls open for returning students
24	Instruction begins
24	Opening Service (10:30 am – CU Arena)
28	Last Day to add a class without Instructor approval

September

4	Last day to add a class with instructor approval
4	Last day to drop a class without record of enrollment
7	Labor Day Holiday (no classes – offices closed)
8	Census Report
18	Deadline to apply for Fall 2015 graduation
28	Advising Appointments (thru November 13)

October

12-16	Mid-semester Week
15-16	Mid-semester Break (no classes)

November

13	Last day to withdraw from class with "W"
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15-18	Spring 2016 semester priority registration
23-27	Thanksgiving Break (no classes – offices closed Nov. 26, 27)
December	
4	First Deadline to apply for Spring 2016 graduation
14-18	Final Exam Week
19	Fall Commencement Activities
22	Semester grades due in my records (end of Fall 2015 semester)

Spring 2016 Semester

January

10	Clearance/Orientation for new students
10	Residence halls open for new & returning students
11	Classes begin
15	Last day to add a class without instructor approval
18	Martin Luther King Day (no classes – offices closed)
22	Last day to add a class with instructor approval
22	Last day to drop a class without record of enrollment
26	Census Report

February

22	Advising Appointments (thru April 8)
29	Mid-Semester Break (no classes)

March

1-4	Mid-Semester Break (no classes)
24-28	Easter Break (no classes – offices closed March 25, 28)
28	Easter Break (classes after 4:00 p.m. will meet – offices closed)

April

8	Last day to withdraw from class with "W"
10-13	Priority Registration for Fall 2016 semester

May

2-6	Final exam week
7	Commencement activities
10	Semester grades due in my records (end of Spring 2016 semester)

June

10	Deadline to apply for Summer 2016 graduation
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Intensive Courses 2016

	TBD
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Academic Information

Bachelor's Degree

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

General Education

General Education is the foundation for all academic work at Concordia University. Composed of core and distribution courses in the liberal arts, General Education provides the essential knowledge an educated person should possess and the intellectual habits and skills necessary to use it well in every area of life. Through this broad intellectual experience, students pursue the general education learning outcomes that Concordia faculty have identified as crucial for achieving excellence in academics and being prepared to serve society and the church as "wise, honorable, and cultivated citizens."

Core Courses

The **Core Curriculum** (<http://www.cui.edu/academicprograms/Undergraduate/Core-Curriculum>) component of Concordia's general education curriculum fosters common, sequential, and interdisciplinary learning, providing a broad intellectual foundation that will be drawn on and developed in students' distribution courses, majors, minors, and (pre)-professional programs. Core courses in biology, history, literature, math, philosophy, and theology are paired each semester to facilitate interdisciplinary learning. Each Core course engages students in dialogue about life's enduring questions and ideas, the close reading of great works from around the globe, and across time, critical and creative thinking, effective writing, connecting the Christian faith to academics and cultivating excellent academic habits and skills. All students take Core courses in small, challenging, and encouraging learning communities. Students entering as freshmen take 8 Core courses over their first 4 semesters at Concordia. Students entering as sophomores take 4 Core courses, ordinarily over their first 2 semesters. Students entering as juniors or seniors take 2 Core courses, ordinarily in their first semester.

Distribution Courses

Distribution courses typically build on the habits and intellectual foundations of the Core and broaden students' knowledge and skills in other essential areas of learning for life. In theology, students read the 2 great works for the Christian faith—the Old and New Testament—to deepen their understanding of the Bible and enhance their ability to interpret and apply it to learning and life. In the fine arts, students produce and critique visual, musical, or theatrical pieces to cultivate their comprehension and enjoyment of the arts. Courses in physical science, social science, exercise and sport science, and global perspectives invite students to investigate the natural and human worlds they inhabit to become more informed, reflective, and responsible citizens. Courses in writing and debate or speech push students to hone a skill that is of inestimable worth in every vocation—the craft of clear and cogent communication. Together these courses—along with the Core—enrich students' minds, bodies, and souls for intelligent, effective, and faithful service to society and the church.

Associate in Arts Degree for International Students

International students who are not seeking to complete a bachelor's degree have the option of completing the Associate in Arts (AA) degree once they have demonstrated language competence and have met the other requirements for entrance to Concordia University. To receive an AA degree students must complete at least 30 units of general education and sufficient units in an academic minor and electives for a total of 64 units.

Applicants for the AA degree for international students must also meet the following requirements:

1. Complete 3 theology units each year of residence until the 6-unit theology requirement is met.
2. Complete a minimum of 2 academic semesters in the associate's degree program (at least 24 semester units) at Concordia University.
3. Maintain a GPA (grade point average) of at least 2.00 (on a 4.0 scale) in all academic work.
4. File an **application for graduation** with the Office of the Registrar by the published dates for the academic year in which they plan to graduate.
5. Receive faculty approval.
6. Complete payment of all **tuition and fees** due Concordia University.

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

Graduate Degree Programs

Information pertaining to graduate programs in Christ College and the Schools of Arts and Sciences, Business, Education, and Professional Studies, can be found on the [Graduate Program](http://www.cui.edu/academicprograms/graduate) (<http://www.cui.edu/academicprograms/graduate>) page of the website. Information about the [Teacher Credential Program](http://www.cui.edu/academicprograms/graduate) (<http://www.cui.edu/academicprograms/graduate>) is also available.

General Education Requirements

Core Courses

Level I

Students entering with 29 or fewer transferred semester units take 25 core units as follows:

Freshman

What are Truth, Goodness, and Beauty?

CMTH 101	The Nature of Mathematics	3
CPHI 101	Introduction to Philosophy	3

What is Truth?

CBIO 101	Integrated Biology	4
CTHL 101	Foundations of Christian Theology	3

Units	13
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Sophomore

Who is a Virtuous Citizen?

CENG 201	World Literature to the Renaissance	3
CHST 201	The West and the World	3

What is the Nature of a Good Society?

CENG 202	World Literature from the Enlightenment	3
CHST 202	America and the World	3
Units	12	
Total Units	25	

Level II

Students entering with 30-59 transferred semester units take 12 core units from the courses below:

Sophomore Transfer Core

What can We Know about God and Nature?

CPHI 200	Introduction to Philosophical Inquiry	3
CTHL 200	Introduction to Theological Thought	3
Select one of the following course pairings:	6	
Option 1: Who is a Virtuous Citizen?		
CENG 201	World Literature to the Renaissance	3
CHST 201	The West and the World	3
Option 2: What is the Nature of a Good Society?		
CENG 202	World Literature from the Enlightenment	3
CHST 202	America and the World	3
Students in this category also transfer in or take 13 additional units or their equivalents as follows:	13	
CBIO 101	Integrated Biology	4
CMTH 101	The Nature of Mathematics	3
The CEng/CHst pair not taken above	6	
Total Units	25	

Level III

Students entering with 60 or more transferred semester units take the following 6 core units:

Junior/Senior Transfer Core

What can We Know about God and Nature?

CPHI 200	Introduction to Philosophical Inquiry	3
CTHL 200	Introduction to Theological Thought	3
Students in this category also transfer in or take 19 additional units or their equivalents as follows:	19	
CBIO 101	Integrated Biology	4
CMTH 101	The Nature of Mathematics	3
CENG 201	World Literature to the Renaissance	3
CENG 202	World Literature from the Enlightenment	3
CHST 201	The West and the World	3
CHST 202	America and the World	3
Total Units	25	

Distribution Courses

Interdisciplinary

INT 100	Freshman Seminar *	2
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Theology

THL 201	History and Literature of the Old Testament	3
THL 202	History and Literature of the New Testament	3

Exercise and Sport Science

ESS 101	Education for Healthful Living	2
ESS__	Select 2 different (0.5-1 unit) activity courses	1-2

Communication

COM 211	Introduction to Argumentation and Debate	3
or COM 111	Public Speaking	

Performing and Visual Arts

Select 1 of the following courses:	3
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ART 111	Experiences in Art	3
ART 200	Elements of Art	3
MUS 102	Music Fundamentals	3
MUS 111	Experiences in Music	3
MUS 112	Music in the Liberal Arts	3
MUS 201	Music Theory I	3
THR 111	Experiences in Theatre	3
THR 251	Introduction to Theatre	3

Global Perspective

Select 1 of the following courses:	3-4
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Foreign Language (4 units at the second semester level)		
ANT 210	Cultural Anthropology	3
ECO 201	Macroeconomics	3
ENG 382	Postcolonial Literature	3
MUS 451	Music Cultures of the World I	3
MUS 452	Music Cultures of the World II	3
POL 321	Political Thought I: Ancient to Early Modern	3
POL 322	Political Thought II: The Enlightenment	3
THL 321	World Religions	3

Physical Science

Select 1 of the following courses:	4	
CHE 101	Introduction to Chemistry	4
CHE 221	Chemistry I	4
PHY 211	Physics I	4
PHY 231	Astronomy I **	4
SCI 115	Physical Science	4
SCI 118	Physical Oceanography	4

Social Science

Select 1 of the following courses:	3	
ANT 210	Cultural Anthropology	3
PSY 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3

Writing

WRT 102	Writing and Research	3
or WRT 201	The Art of the Essay	

Other Academic Requirements

Academic Major	
Professional Program (if applicable)	
Graduation Requirements	
Minor and/or Electives (to reach 128 units)	

* Only required of students entering with fewer than 24 semester units of university credit.

** PHY 231 is for Honors students only; consent of the Honors Program director is required.

Graduation Requirements

Bachelor's degree students must meet the following criteria:

1. Complete at least 128 units or the equivalent. Only 4 units of physical education and/or applied music or ensemble, and 4 units of practicum in any 1 subject field may be counted towards the requirement, unless the specific major or program in which the student is enrolled requires additional units in the above categories.
2. Complete all **general education** (p. 5) curriculum courses or the equivalent.
3. Complete a **major**.
4. Complete a minimum of 3 theology (THL) units at Concordia University Irvine (CUI) during each year of residence until the general education curriculum theology requirement (9 units) is met. Transfer students must complete a minimum of 6 of the general education curriculum theology units, 9 units if the student's degree program requires more than 4 semesters of residency for completion.
5. Maintain a GPA of 2.0 in all academic work (transferred or in residence) and a minimum GPA of 2.0 in major, minor, and program course work unless the major, minor, or program requirement is higher than 2.0.
6. Complete a minimum of 1 year residence (32 semester units) as a student at CUI. Furthermore, 18 of the last 24 units completed must be taken at CUI.
7. Complete a minimum of 51% of the major and 50% of the minor (if applicable) at CUI.
8. Complete 33 units in upper-division (300-400 numbered) courses, of which at least 27 are taken at CUI.
9. Demonstrate competency in a second language or successfully complete a full year of instruction in one modern foreign or biblical language at the university level or have successfully completed ("C" average or better) 2 years of world language instruction in the same world language in high school. Bilingual students are exempt from this requirement.
10. Complete INT 100 if the student entered CUI with fewer than 24 semester units of university credit.
11. File an **application for graduation** form with the Office of the Registrar by the dates published in the **Academic Calendar** (p. 3). (http://cuicatalogm.allofe.com/contentm/blueprints/blueprint_display.php?bp_listing_id=162&dont_show_done=1&blueprint_id=43&sid=16&menu_id=479)
12. Complete payment of all **fees and tuition** (p. 21) due Concordia.
13. Receive faculty approval.

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

Academic Policies

Academic Advising

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

Academic Honesty

The university expects all members of its community to act with responsibility. As an accredited institution of higher learning dedicated to

the transmission of knowledge and the free inquiry after truth, Concordia strives to maintain the highest standards of academic honesty and seeks to heed the commands for honesty found in the Scriptures.

The university's definition of academic honesty and disciplinary procedures may be found in the [Code of Conduct](http://www.cui.edu/uploadedFiles/Student%20Code%20of%20Conduct%20ik[date@3020092911].pdf). ([http://www.cui.edu/uploadedFiles/Student%20Code%20of%20Conduct%20ik\[date@3020092911\].pdf](http://www.cui.edu/uploadedFiles/Student%20Code%20of%20Conduct%20ik[date@3020092911].pdf))

Academic Probation and Disqualification

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

Assessment Program

Student development is the focus of Concordia's mission. Therefore, achievement of the [undergraduate learning outcomes](http://www.cui.edu/academicPrograms/provost/institutional-research-assessment/index/id/25123) as stated is assessed throughout the student's time at Concordia in ways that go far beyond the grades achieved in the classes taken. Knowledge, skills, and attitudes are assessed at various points in the academic program in the areas of Written Communication, Oral Communication, Systematic Inquiry, Quantitative Reasoning, Christian Literacy and Faith, Service to Society and Church, Informed and Responsive Citizenship, and Specialized Knowledge. Some assessments occur within specified courses; others occur outside regular course activity.

Auditing

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

Class Attendance

Registered students have freely accepted personal responsibility for enrollment and class attendance. Students are expected to attend all class and laboratory sessions for the courses in which they are enrolled. Students are expected to notify their instructor(s) of planned absences in advance and unplanned absences, due to sickness or emergency, within a reasonable period of time. Instructors are expected, per university policy and procedures, to record student attendance. Course syllabi will specify each instructor's procedures for handling absences consistent with university, school, and program requirements.

Concurrent Registration

Students who wish to broaden their coursework beyond what Concordia University Irvine offers may register concurrently at other accredited institutions (such as the University of California Irvine, Irvine Valley College, or others in the area) after consulting with an [academic advisor](http://www.cui.edu/studentlife/advising) (<http://www.cui.edu/studentlife/advising>) to obtain their consent. It is the policy of the university to pay the tuition for such a course if it

fulfills a requirement in the student's program that cannot reasonably be completed at Concordia University. Students must pay for the course, though, if they choose not to take it when it is offered at Concordia or if it is taken for enrichment or personal interest. Normally, students who apply for concurrent registration must maintain a minimum of 9 units at Concordia unless special permission is obtained from the [Office of the Provost](http://www.cui.edu/academicprograms/provost) (<http://www.cui.edu/academicprograms/provost>). Students wishing to drop a course being taken concurrently must follow regular drop procedures and repay any costs Concordia University may have paid. Application forms and additional information may be obtained in the [Office of the Registrar](http://www.cui.edu/studentlife/registrar) (<http://www.cui.edu/studentlife/registrar>).

Add-Drop-Changes: Non-Core Curriculum

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

A full-semester course may be dropped during the first 2 weeks of a semester without being recorded on the student's permanent record. A student who does not attend the first day of class may be dropped at the instructor's prerogative. This is done only for impacted courses (closed courses with students waiting to add the course).

A full-semester course may be dropped from week 3 through 11 with a grade of "W" and with the instructor's or dean/department chair's approval. Students may not withdraw from full-semester courses after week 11. Only students withdrawing from the university will be granted withdrawal status.

Changes for courses that meet during the first or second half of the semester must be made during the first week of the course.

All dates for adding, dropping, and withdrawing are published in advance of the academic year. Students may not petition because of a missed deadline.

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

Add-Drop-Changes: Core Curriculum

A Core course, which may not be dropped, may be added and/or changed during the first 2 weeks of the semester with consent of the academic advisor. Full-time students are required to enroll in 1 pair of Core courses each semester while at Concordia University until they have completed all of their Core course requirements.

Students are not permitted to withdraw from a Core course without the written approval of the instructor and Core Curriculum director. Such approval will normally be considered for 1 of 2 reasons:

1. an exceptional, documented personal tragedy that has prevented the student from participating in and fulfilling the requirements of the course, or
2. complete withdrawal from the university.

Under normal circumstances and in accordance with the academic virtues of responsibility, merit, and integrity, no student will be permitted to withdraw from a Core course because of academic performance. Add/

drop forms and additional information may be obtained in the Office of the Registrar.

Course Registration and Load

To be considered full-time, an undergraduate student must be registered for a minimum of 12 units each semester. However, an average of 16 units per semester is required to reach 128 units within 8 semesters or 4 years.

Only students with a cumulative GPA of 3.0 or higher may register for more than 18 units in 1 semester. No student may receive credit for more than 21 units in a semester, including units from regular courses taken on campus, courses taken off campus, individualized study courses, and correspondence courses. Each semester a student wishing to take more than 18 units must file an application for overload with the Office of the Registrar prior to enrolling in the additional course(s). In most cases, students taking more than 18 units per semester will be assessed an overload fee. Contact the [Office of the Bursar](http://www.cui.edu/studentlife/bursar) for more details.

Undergraduate students are required to register each year for the following academic year thereby reserving classes for the following academic year. Registration generally takes place during April for the following academic year. Specific dates are published yearly through the Office of the Registrar, and each undergraduate will be sent a registration packet to explain the procedure.

Fall and Spring registrations occur shortly before the beginning of each semester and are required to confirm the classes selected during the pre-enrollment process. Registration is not complete until satisfactory financial arrangements have been made. A late charge of \$100 will be assessed to those students who do not complete Fall or Spring registration by the deadlines published in the university's [Academic Calendar](#), available through the Office of the Registrar.

Course Repeats

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

Dean's List

A full-time student whose semester GPA is 3.80 or higher is recognized as an outstanding student and is placed on the Dean's List. A full-time student whose semester GPA is between 3.50 and 3.79 is recognized for Academic Commendation. Students must carry a minimum of 12 units to be considered for recognition.

Grading System

Concordia University computes the grade point average (GPA) on a 4.0-point scale (see below). Specific grading requirements for each course will vary greatly and the letter grades cannot be defined here other than in a general manner.

A	4.0 grade points	Excellent
A-	3.7 grade points	
B+	3.3 grade points	
B	3.0 grade points	Good

B-	2.7 grade points	
C+	2.3 grade points	
C	2.0 grade points	Satisfactory
C-	1.7 grade points	
D+	1.3 grade points	
D	1.0 grade points	Barely Passing
D-	0.7 grade points	
F	0.0 grade points	Failure

Au (Audit)

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

I (Incomplete Default grade: C, D, or F)

Assigned when a student, with the consent of the instructor, postpones the submission of certain work because of extenuating circumstances. Incompletes must be removed within 7 weeks from the beginning of the next semester (excluding summer sessions) unless an extension is granted by the instructor with an approval from the dean. Incompletes incurred during summer sessions must be removed within 7 weeks from the beginning of the Fall semester with the same stipulation. Incompletes will be calculated for academic standing using the default grade. Students with incomplete grades are subject to academic probation and academic dismissal based on the default grade. Failure to remove an incomplete will result in the automatic change to the alternate grade given at the same time as the incomplete.

IP (In Progress)

Assigned when an educational experience (e.g., student teaching, practicum, internship, etc.) is designed to extend beyond a single grading period. Students have 1 calendar year to complete the requirements for the course. The calendar year begins on the first day of the semester the student enrolled in the course. The "IP" grade will default to the grade of "F" after the 1-year period.

P (Passing)

Assigned when a course is graded on a Pass/Fail basis as opposed to a letter grade (A through D-). Since no grade points may be assigned for a "P" grade, the course will not affect the GPA but will be counted for credit. Only specific courses may be graded using this option (i.e., TVIC 501-508, CED 490, BUS 490, all labs, etc.). A complete list of these courses may be obtained from the Office of the Registrar.

W (Withdrawal)

Withdrawal is assigned when a student officially withdraws from a class after census date and through week 11. **NOTE:** Students are not permitted to withdraw from classes after week 11.

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

Honors at Graduation

The following honors are awarded to qualified recipients of the bachelor's degree at commencement ceremonies. These honors are determined on the basis of the cumulative GPA of all coursework taken at Concordia University and at all other colleges and universities attended.

Honors recognition for graduation ceremonies is based on GPA and credits completed through the previous semester, but the student's permanent record will designate honors including the final semester's GPA.

Cum laude (with distinction):

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

Magna cum laude (with high distinction):

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

Summa cum laude (with highest distinction):

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

Honors Program

Dr. Scott Ashmon, Director

The university offers a general education and electives Honors Program (<http://www.cui.edu/admissions/undergraduate/academics/honors/explained>) for students meeting the honors admission requirements. Admission to the program for incoming freshmen is offered upon acceptance to the university based on standardized test scores in combination with the high school GPA. Admission to the program for current or transfer students may be granted by petition to the honors program director and with appropriate faculty recommendations.

The Honors Program makes available a variety of courses and activities that enhance learning and challenge highly motivated students. Each semester sections of the general education curriculum are identified in the schedule as being honors sections. Honors sections provide depth as well as breadth in an academic area, thus challenging and motivating Concordia's best student scholars. Honors courses employ primary-source readings, seminars, tutorials, oral presentations, collaborative activities, field trips, special assignments, and/or an integrative approach to topics. Typically, honors students enjoy smaller class sizes to enhance learning.

Focused research and writing activities can earn honors points. Examples include the President's Academic Showcase of Undergraduate Research or supervised study courses. Such honors endeavors provide close mentoring by professors and individualized, directed learning. Honors points can also be earned through approved study-abroad opportunities, taking a new-to-you foreign language, completing a double major, or a second minor. To remain an honors student in good standing, students must maintain a cumulative GPA of 3.5 or higher.

Students in good standing who earn the requisite number of honors points receive recognition at graduation as Honors Associate or Honors Scholar. Honors Associates will successfully accumulate 12-17 honors points; Honors Scholars will successfully accumulate 18 or more points. Honors students must complete at least 1 Honors Investigation or President's Academic Showcase during their undergraduate studies.

Individualized Study

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

1. **Supervised Study** - a course in the General Catalog that is not offered at the time a student needs to take it.
2. **Honors Course** - a special academic experience not offered as a regular class.

All additional fees for these courses are determined by the dean of the school.

No more than 2 courses of individualized study may be taken during the same semester. These units will be counted as part of a student's course load and will be subject to course overload fees if the course load exceeds 18 units. No more than 5 courses or 20 units of individualized study may be counted toward graduation. **Application forms** and additional information may be obtained in the Office of the Registrar or from academic advising. Individualized study courses follow the same add/drop deadlines as other courses.

Special Requirements for Majors, Minors, and Emphases

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

1. Each major must contain a minimum of 28 units unique to that major.
2. Each minor may contain no more than 50% of its units that are included in the student's major or in another minor.
3. To obtain more than 1 emphasis in any given major, each emphasis must have a minimum of 9 units unique to that emphasis.

Right to Petition

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

Second Degrees

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

1. They complete a minimum of 32 units in residence at Concordia University.
2. They complete all Concordia University general education graduation requirements.
3. They complete all the courses for a major, including a minimum of 50% of the major units in residence.

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

Simultaneous Enrollment

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

encouraged to contact an academic advisor well in advance of their intended stay.

Statement of Completion

Students who will graduate with more than 128 units and will continue on into Concordia University's teaching credential (p. 114) or Master of Arts in Business Administration (p. 111) (MBA) programs may be eligible to count a portion of their final semester's units in their undergraduate degree toward their credential or MBA degree through a Statement of Completion. Only eligible credential/MBA courses will be counted, and at least 6 units must still be used toward the undergraduate degree. Application forms and additional information may be obtained from academic advising or the Office of the Registrar.

Student Classification

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

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

Student Rights and Privacy

Each student of Concordia University has a right to

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

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

Any student desiring to review or challenge their official educational records should contact the Office of the Registrar to determine procedures for such review. Any student desiring to challenge the content of their official educational records should contact the **Office of the Registrar**.

While the university does not provide general directory services, it may, by law, under special circumstances, release the following information about a student: name, address, telephone number, date and place of birth, major field of study, class schedule, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degree and awards received, and the most recent previous public or private school of attendance. Any student who does not wish such information to be released about their participation or status should notify the Office of the Registrar in writing, at the beginning of each semester. The university is required to comply with all federal regulations governed by the **Family Educational Right and Privacy Act** (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa>) (FERPA).

Study Abroad Office of Global Programs

Dr. Cheryl Williams, VP, Dean of International and Cultural Relations

Dr. Dan Waite, Executive Director, Global Programs

Ms. Faith McKinney, Director, Global Programs

Concordia University offers a variety of global locations that allow the acquisition of real-world skills to be a vibrant reality. Please refer to the **Global Programs** website. Curricula will prepare students to work and live in a truly globalized world, where no question is limited to a local setting.

Besides giving students the enviable opportunity to engage in a different society and culture, Concordia study abroad offers students access to new ideas and experiences that enhance their critical thinking and analytical skills and guides students in finding their own place in the world. While living and learning at one of our global locations, students will participate in activities that help them to explore the city, country, and region from an insider's perspective.

We are proud to offer academically rigorous and personally enriching educational experiences to all Concordia students. Students are allowed up to two semesters abroad. Using federal and state aid for all programs and Concordia aid for some programs study abroad is an opportunity that shouldn't be missed.

Academic Intensive English Program (AIEP)

Dr. David Rath, Director

Concordia University's **Academic Intensive English Program** (<http://www.cui.edu/academicprograms/international-students/index/id/24200>) (AIEP) is an accredited, academically-focused English language proficiency program where students are accepted at all levels. Emphasis is placed on the development of oral and written language skills necessary for academic studies and professional communication. This program will accelerate the student's acquisition of English and fluency by providing them with strategies for cultural competence as well as success in one of the many majors and degrees offered at Concordia.

In the AIEP program students are a part of an international family with unique world-class learning opportunities. AIEP students are not separated, but integrated into the life of the campus where they will learn and use English skills like never before. From interacting with their American roommate in the Global Village residence hall to becoming a member of the Global Citizens Club, students will have opportunities to practice English inside and outside the classroom and receive one-on-one attention from professors with advanced degrees and fluency in multiple languages. For more information, contact the Office of Global Programs or internationaladmissions@cui.edu.

Transcripts of Record

Students may obtain an official transcript of their academic record by filing a **written request** (<http://www.cui.edu/studentlife/Registrar/Index/id/2722>) with the Office of the Registrar. A fee, paid in advance, is charged for transcripts. Ten working days should be allowed for processing and mailing of the transcript. Official transcripts will not be released until all fees have been paid. Transcripts from other academic institutions are the property of Concordia University and, as such, are under the control of the Office of the Registrar. Under federal policy, students have the right to view the documents in their file; the university will not make copies of these documents. Transcripts submitted to Concordia University for admission or credit transfer become the property of Concordia University and will not be returned to students or forwarded to other institutions.

Transfer Credit

Concordia University will accept transfer units completed at undergraduate, degree granting, US institutions fully accredited by one of the regional accrediting bodies. CUI will also accept units from international institutions that are formally recognized by their country's ministry of education (requires transcript evaluation by a CUI-approved agency).

Only grades of C- or better may be transferred; only transfer grades of C or better may be applied to major, minor, or program requirements with 96 semester units being the maximum number allowed for transfer. Within the 96 units, a maximum of 70 semester units may be transferred from a regionally accredited community college. Additionally, within the 96 and 70 semester units, only 32 non-accredited, credit by exam (AP, CLEP, DSST), and/or military units may be transferred.

Withdrawal from School

Undergraduate students who will no longer continue their enrollment at Concordia University must formally withdraw from the university. Withdrawal from all courses may take place through the last day of the semester. **Non-attendance does not constitute withdrawal from classes** and will result in grades of "F." Contact the Office of the Bursar (<http://www.cui.edu/studentlife/bursar>) to learn about the refund policy and financial aid regarding eligibility after withdrawal. Withdrawal forms are available in the Office of the Registrar. Students who return to the university after withdrawing, regardless of the reason, must be readmitted by the admissions department before they will be allowed to register for classes.

Admission Information

Admission Criteria

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

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

General admission to the university does not constitute admission to a program of study. Each program has its own admission requirements. Consult the respective program director for specific requirements.

Students desiring admission to a post-baccalaureate, graduate degree program or adult degree program should consult the website (p. 106).

Basic Requirements for General Admission

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

Academic Preparation

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

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

1. **English:** 4 years
2. **Mathematics:** 3 years including algebra 1, algebra 2, and geometry
3. **Science:** 3 years including at least 2 years of laboratory science that includes at least 2 of the following: biology, physics, and/or chemistry
4. **Social Science:** 2 years
5. **Foreign Language:** 2 years recommended

Scholastic Aptitude

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

Credit by Examination

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

Physical and Mental Health

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

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

Other Factors

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

Falsification of Admission Documents

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

Admission Status**Regular Admission**

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

Commitment to Success/Close Advisement Admission

Freshmen applicants who have not met basic academic criteria for admission but who have met all other criteria and are determined to have the ability to attain the required academic standards. Twelve to 15 units are recommended. Fifteen students will be enrolled into this program per year.

Admission Classifications**First-time Freshman Student**

The first-time freshman is an applicant who enters with fewer than 30 semester or 45 quarter units of transferable college credit following high school graduation.

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

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

Transfer Student

The transfer student is an applicant who transfers from a community, state, or private college with 30 or more semester or 45 or more quarter units completed at an accredited college or university.

The requirements expected of a transfer student:

1. Concordia University application form. The form is available from the Office of Admissions (<http://www.cui.edu/admissions>) or online at www.cui.edu (<http://www.cui.edu/admissions/undergraduate/apply/transfer>).
2. Official final high school transcript.
3. Official transcripts from all institutions attended which the student plans to transfer units.

Transcript evaluations are made to determine the equivalency of transferred courses. Equivalent credit from institutions on the quarter calendar is determined at a ratio of 1.5 quarter units to 1 semester unit.

Concordia accepts both the Intersegmental General Education Transfer Curriculum (IGETC) and the California State University (CSU) General Education Breadth Requirements to fulfill most of the university's general education requirements. Upon verification of certification, general education requirements are waived. Official IGETC or CSU certifications must be submitted upon completion of all certification courses. A total of 96 semester units are allowed for transfer students, of which a maximum of 70 semester units may be transferred from an accredited community college. Concordia will accept grades of C- or better towards general

education or elective credit. Only grades of C or better may be applied towards a major, minor, or to fulfill program requirements for graduation.

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

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

Homeschooled Student

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

Readmitted Student

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

The specific categories and requirements are:

1. Readmission following disqualification: the student must show evidence indicating that the deficiency which led to disqualification has been removed.
2. Readmission following a leave of absence: the student must show that the situation necessitating the leave of absence has been resolved.
3. Readmission following graduation from Concordia University:
 - a. For an additional undergraduate major, see Undergraduate Admission (<http://www.cui.edu/admissions/undergraduate/index/id/16363>).
 - b. To enroll in a 5th year or graduate program, see Graduate Admission (p. 106).

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

International Student

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

1. Requirements (<http://www.cui.edu/academicprograms/international-students/index/id/23462>) as listed for all bachelor's degree students including, but not limited to, an official translated transcript proving evidence of academic achievement that is equivalent to graduation from an American high school; letter of recommendation; and appropriate SAT or ACT score.

2. Knowledge of English as measured by TOEFL (Test of English as a Foreign Language) or comparable instrument. Minimum TOEFL score is 550 paper-based, 213 computer-based, or 79 Internet based; or successful completion of an English language school program from a list of approved providers.
3. Evidence of financial arrangements to meet educational costs for the designated period.
4. Evidence of a valid passport.
5. Eligibility for an F-1 Student Visa.
6. International student transfer form.
7. Final approval must be secured from the director of undergraduate admission or the director of graduate/adult admission, whichever is appropriate.
8. International students, both undergraduate and graduate, will be required to purchase Concordia University's-sponsored health insurance plan.

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

Assistance with obtaining an F-1 visa or maintaining F-1 visa status is available through the Office of Global Programs (<http://www.cui.edu/academicprograms/global-programs>). International students are tracked through the Principal Designated School Official (PDSO) in the Office of Global Programs.

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

Annual Readmission

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

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

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

Students may appeal to the president, whose action is final. A tuition deposit is required for annual readmission. For more information regarding annual readmission, refer to the Concordia University Student Handbook (<http://www.cui.edu/studentlife/Index/id/3472>).

Categories of Students

Degree and/or certificate-seeking students

Those who are seeking a degree, certificate, or credential on either a full-time or part-time basis including undergraduate, graduate, fifth-year, colloquy, or adult student. These students must apply for and be accepted to Concordia through the Office of Admission.

Non-degree students

These are students attending Concordia on a part-time basis who are not working toward a degree, certificate, or credential. These students must complete an application for non-degree course work through the Office of the Registrar before registering for classes. Credit for these courses cannot be applied toward a degree, certificate, or credential until these students have completed the application process through the Office of Admission.

Financial Aid

Financial Aid Available

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

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

- Cal Grant A and B
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal Direct Stafford Student Loan
- Federal Direct Parent PLUS Loan for Undergraduate Students
- Federal Direct Grad PLUS Loan for Graduate Students
- Federal College Work Study
- Veterans Benefits
- LCMS District Grants
- Assumption Program of Loans for Education (APLE)

Concordia University Awards, Grants, and Aid

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

How to Apply for Financial Aid

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

- **Free Application for Federal Student Aid** (<https://www.fafsa-application.com>) (**FAFSA**): FAFSA is available on the Web at www.fafsa.ed.gov (<http://www.fafsa.ed.gov>). All students applying for need based aid (including federal and state aid) **must** complete a FAFSA. The FAFSA must be received by the federal processor on or before March 2 (received, not postmarked). Concordia University's federal school code is 013885.
- **California Grant Program** (<http://www.ca.gov/Education>): California residents only must request their high school counselor to submit their **GPA Verification Form** (<http://www.csac.ca.gov/doc.asp?id=1177>), postmarked by March 2. Transfer students should request/submit this form to their last attended college.
- **Student Aid Report** (<https://studentaid.ed.gov/sa/fafsa/next-steps/student-aid-report>) (**SAR**): All FAFSA applicants will receive a Student Aid Report (SAR) summarizing the information reported on the FAFSA along with the calculated expected family contribution (EFC) toward educational costs. Check all the SAR information for accuracy. Make sure Concordia University is listed on the SAR. Make necessary corrections on the web.
- **Institutional Forms** (<http://www.cui.edu/studentlife/financial-aid>): Students must complete and return applicable scholarship and activity award applications to the department or professor as indicated on the form (please refer to the checklist for listed forms).

Verification

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

Awarding of Financial Aid

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

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

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

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

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

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

Financial Aid Satisfactory Academic Progress (SAP)

Federal regulations require all schools participating in **Title IV** (http://federalstudentaid.ed.gov/site/front2back/programs/programs/fb_03_01_0030.htm) financial aid programs to have a **Satisfactory Academic Progress** (<http://www.cui.edu/studentlife/Financial-Aid/Undergraduate/Index/id/18850>) (SAP) policy. Title IV financial aid programs include:

- Pell Grant
- Supplemental Educational Opportunity Grant (SEOG)
- Federal Direct Subsidized Stafford Loan
- Federal Direct Unsubsidized Stafford Loan
- Federal Direct PLUS Loans
- Work Study

The requirements of this policy apply to all students receiving federal and state aid, and institutional aid per university policy.

Minimum Standards

To remain eligible for federal grants, loans, and work-study, students must meet the standards indicated below at the end of each semester. Please note the standards to establish and maintain eligibility for Title IV assistance are more stringent than the university's academic standards for continuous enrollment. At the end of each term of enrollment, students must earn the minimum cumulative GPA, minimum number of credit hours, and be within the maximum timeframe. Failure to meet the minimum cumulative standards may result in a loss of financial aid eligibility.

Qualitative Measure of Progress

The qualitative requirement sets a minimum cumulative GPA for the degree level at which a student is classified. Note: This is the GPA used to determine one's status and includes grades from courses taken at all other schools that are accepted by Concordia. To remain in compliance, a student must maintain the following cumulative GPA after each period of assessment:

- Minimum cumulative GPA for undergraduate students is 2.0
- Undergraduate academic scholarship requires a cumulative GPA 2.5
- Undergraduate Presidential Honor's Scholarship requires a cumulative GPA 3.7
- Minimum cumulative GPA for graduate students is 3.0
- Minimum cumulative GPA for graduate MAED students is 3.25

Quantitative Measure of Progress

The quantitative requirement contains two components, Pace of Progression and Maximum Timeframe.

1. Pace of Progression/Completion Rate

The credit hour completion rate reflects the pace at which students must progress to ensure that they are able to complete their degree program within the maximum timeframe. The pace of progression is calculated by dividing the cumulative number of hours the student has successfully earned by the cumulative number of hours the student has attempted. All students regardless of classification must earn 67% of all hours attempted. This is a cumulative calculation and includes credits attempted at all schools before and while attending Concordia.

2. Maximum Timeframe

The maximum timeframe for undergraduate students to complete their degree cannot exceed 150% of the published length of the

academic program. Hours are counted starting with the semester the student entered school, even those semesters in which they did not receive financial aid. The maximum timeframes are listed below:

- Bachelor's Degree: 180 attempted hours
- Master's Degree: attempted hours required for program

Hours Attempted

Hours attempted include all hours pursued in the student's career and are counted in the maximum timeframe whether or not financial aid was received. Attempted hours also include the following: withdrawals, incompletes, failing grades, repeated coursework, and transfer credits accepted by the university.

Financial Aid Warning

Students who do not meet the SAP standards will be placed on Financial Aid **Warning**. While on **Warning** status, students will continue to receive financial aid. All students who are notified of their **Warning** status should seek academic counseling and take advantage of all other student services available to ensure student success at Concordia University.

Financial Aid Termination

Students who do not meet the SAP standards for more than 1 term will be **prohibited** from receiving all financial aid. Being on **Probation** status does not prohibit a student from continuing their education. Students who have lost their financial aid eligibility may be reinstated once they demonstrate satisfactory academic progress.

Appeal Standards

Only appeals for the following reasons will be accepted:

- A death of an immediate family member of the student.
- Medical/hospitalization of the student.
- Mitigating circumstances beyond the student's control that affected their academic progress.

Appeal Process

All appeals must be submitted in writing, and include the financial aid SAP appeal form, **with supporting documentation attached**, to the financial aid office. Acceptable documentation for each circumstance **must** be stated in the appeal letter and supporting documentation **must** be attached, such as medical records, death certificates, and any documentation that supports the student's mitigating circumstances. The director of financial aid will approve or deny appeals as they are submitted. Results of an appeal will be sent to the student in writing. Any student whose appeal is denied by the director of financial aid has the right to appeal to the Financial Aid Committee. The Financial Aid Committee will use the same criteria in rendering its decision.

Appeal Decision

If a student's appeal is **approved**, the student will be placed on **Probation**. A student on **Probation** will continue to be eligible for financial aid on a semester by semester basis provided they meet the required terms and conditions as indicated in the student's approval. Failure to meet these requirements on a term by term basis will result in **Termination** of financial aid.

If a student's appeal is **denied**, the student must meet SAP standards before any further financial aid may be awarded as long as the student hasn't reached the maximum units.

Reinstatement of Financial Aid

To reinstate financial aid a student must have an approved Financial Aid Appeal or must meet the financial aid satisfactory academic progress cumulative qualitative, quantitative, and maximum timeframe standards. Neither paying for classes out of pocket, nor sitting out a period of time is sufficient, in and of itself, to re-establish a student's financial aid eligibility.

Treatment of Grades (Grading System)

- Courses for which a student receives a letter grade of A, B, C, D, P or CR are included in the calculation of cumulative credit completion percentage as courses successfully completed.
- Courses for which a student receives a letter grade of IP, I, N, NP, IF, or F will be treated as credits attempted but not successfully completed.

Withdrawals

Credits for which a grade of "W" is received are considered attempted credits but not successfully completed credits. A grade of "W" does not impact GPA but does negatively impact the cumulative completion percentage and counts toward the maximum time frame.

Repeated Coursework

Students are allowed to repeat a course as often as allowed by the academic policies of the university. Students are allowed to repeat a previously passed course and have it count toward enrollment for financial aid eligibility only once. However, all repeats count against the maximum timeframe (total attempted credits) and reduce the pace/completion rate because they count as earned credits only once.

Transfer Credits

Transfer credits accepted by the institution and applied toward a student's degree, diploma, or certificate requirements to graduate will apply toward the maximum time frame calculation. If, at the point of admission, a transfer student's prior academic record does not meet the university's minimum cumulative qualitative or quantitative SAP standards, the university may immediately place the student in a probation status for financial aid eligibility.

Consortium Credits

Credits for which financial aid is received under a consortium agreement will be included in the calculation of cumulative GPA, completion percentage, and maximum time frame.

Audited Courses

Audited courses will not be funded by financial aid and are not included in any financial aid satisfactory academic progress measurements.

Return of Title IV Federal Financial Aid Policy

This policy is in effect as a result of the [Higher Education Amendments of 1998](http://www2.ed.gov/policy/highered/leg/hea98/index.html?exp=3) (<http://www2.ed.gov/policy/highered/leg/hea98/index.html?exp=3>) (HEA 98). The [Federal Title IV](http://federalstudentaid.ed.gov/site/front2back/programs/programs/fb_03_01_0030.htm) (http://federalstudentaid.ed.gov/site/front2back/programs/programs/fb_03_01_0030.htm) programs covered under this policy include [Federal Pell Grant](https://studentaid.ed.gov/sa/types/grants-scholarships/pell) (<https://studentaid.ed.gov/sa/types/grants-scholarships/pell>), [Supplemental Educational Opportunity Grant](https://studentaid.ed.gov/sa/types/grants-scholarships/fseog) (<https://studentaid.ed.gov/sa/types/grants-scholarships/fseog>) (SEOG), [Federal Direct Stafford Loan](https://studentaid.ed.gov/sa/types/loans/direct-stafford) (<https://studentaid.ed.gov/sa/types/loans/direct-stafford>), [Federal Direct Plus](https://studentaid.ed.gov/sa/types/loans/direct-plus) (<https://studentaid.ed.gov/sa/types/loans/direct-plus>), and [Grad Plus Loans](https://www.edvisors.com/college-loans/federal/grad-plus) (<https://www.edvisors.com/college-loans/federal/grad-plus>). A student

withdrawing from Concordia University during a semester must file an Official Withdrawal Form with the Office of the Registrar. If a student is not able to visit the office, he/she may contact a staff person in the Office of the Registrar (<http://www.cui.edu/studentlife/registrar>) regarding the withdrawal date. The student's official withdrawal date will be determined by the university as:

1. the date the student began the university's withdrawal process;
2. the midpoint of the semester, if the student withdraws without notifying the university; or
3. the student's last date of attendance at an academically related activity, as documented by the university.

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

If the student withdraws during a semester, the portion of the federal grants and loans a student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days that the student completed before he/she withdrew. If the percentage earned is 60% or greater, the student is considered to have earned 100% of eligibility. This policy does not affect the student's charges. The university's withdrawal policy will be used to determine the reduction, if any, in the student's tuition, room and board charges. If it is determined that a portion of the financial aid received on the student's behalf is unearned, the university shares with the student the responsibility of returning those funds. Any grants and loans that a student is required to return to the federal programs are considered an overpayment. The student must either repay the amount in full or make satisfactory payment arrangements with the [Department of Education](http://www2.ed.gov/fund/grants-college.html?src=pn) (<http://www2.ed.gov/fund/grants-college.html?src=pn>) to repay the amount. **If the student fails to repay or make arrangements to repay an overpayment, the student will lose his/her eligibility to receive future federal financial aid at any institution.**

Office of the Bursar

Payment of Tuition and Fees

All tuition and fees are due and payable as stated on the bill for each semester. Tuition due dates are published online at due dates are published online at www.cui.edu/bursar. Tuition and fees may be paid at the Office of the Bursar (<http://www.cui.edu/studentlife/bursar>) located on the first floor of Grimm Hall North (Rooms 103/104), online at www.cui.edu/onlinepayments (<http://www.cui.edu/onlinepayments>), or by setting up a payment plan at www.cui.edu/paymentplans (<http://www.cui.edu/paymentplans>). Failure to pay fees by the established deadlines will result in a financial hold (bursar), late fees, and may cause the student to be dropped from ALL classes.

Bursar Holds on Unpaid Balances and Registration

A student who is past due in any debt to the university will have a bursar hold on their student account. The student is not permitted to register in any school or college of the university until the hold is released. A bursar hold precludes students from receiving university services including registration, dropping or adding classes, grades, transcript requests, diploma, and/or graduation.

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

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

Refund Policy

Cancellation of Enrollment

A student may terminate enrollment prior to the beginning of the semester by contacting their academic counselor or the registrar's office at registrar@cui.edu.

Students should not assume that the university will drop them for non-payment of fees or for non-attendance. In addition, students must drop/withdraw from classes by the published deadlines to avoid charges or to be eligible for a full or pro-rated refund.

Instructional Materials

Information about refund and book buy-back policies is available in Follett's Bookstore.

Refund After Classes Begin

Students who withdraw from school after classes begin may apply in the bursar's office for refunds (i.e., tuition, room, board). The student is responsible to pay any outstanding charges to the university. Please visit www.cui.edu/bursar (<http://www.cui.edu/bursar>) for more information about the university's refund policy.

Title IV Federal Funds: Tuition, Fees, Room and Board

1. Tuition and Fees

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

2. Room and Board

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

Note: Students becomes immediately responsible for the entire outstanding balance on their account that is not covered by financial assistance.

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

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

1. the beginning of the semester.
2. after loan disbursement causing a credit balance.

3. the date the school received notice from the student or parent borrower to cancel his/her authorization on a Budgetary Agreement form to have the school manage a credit balance.

Return of Title IV Federal Financial Aid Policy

This policy is in effect as a result of the **Higher Education Amendments of 1998** (<http://www2.ed.gov/policy/highered/leg/hea98/index.html?exp=3>) (HEA 98). The Federal Title IV programs covered under this policy include **Federal Pell Grant** (<https://studentaid.ed.gov/sa/types/grants-scholarships/pell>), **Supplemental Educational Opportunity Grant** (<https://studentaid.ed.gov/sa/types/grants-scholarships/fseog>) (SEOG), **Federal Direct Stafford Loan** (<https://studentloans.gov/myDirectLoan/index.action>), **Federal Direct Plus** (<https://studentaid.ed.gov/sa/types/loans/plus>), and **Grad Plus Loans** (<https://www.edvisors.com/college-loans/federal/grad-plus>). A student withdrawing from Concordia University during a semester must file an Official Withdrawal Form with the Office of the Registrar. If a student is not able to visit the office, he/she may contact a staff person in the **Office of the Registrar** (<http://www.cui.edu/studentlife/registrar>) regarding the withdrawal date. The student's official withdrawal date will be determined by the university as:

1. the date the student began the university's withdrawal process;
2. the midpoint of the semester, if the student withdraws without notifying the university; or
3. the student's last date of attendance at an academically related activity, as documented by the university.

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

If the student withdraws during a semester, the portion of the federal grants and loans a student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days that the student completed before he/she withdrew. If the percentage earned is 60% or greater, the student is considered to have earned 100% of eligibility. This policy does not affect the student's charges. The university's withdrawal policy will be used to determine the reduction, if any, in the student's tuition, room and board charges. If it is determined that a portion of the financial aid received on the student's behalf is unearned, the university shares with the student the responsibility of returning those funds. Any grants and loans that a student is required to return to the federal programs are considered an overpayment. The student must either repay the amount in full or make satisfactory payment arrangements with the **Department of Education** (<http://www2.ed.gov/fund/grants-college.html?src=pn>) to repay the amount. **If the student fails to repay or make arrangements to repay an overpayment, the student will lose his/her eligibility to receive future federal financial aid at any institution.**

General Information

The following pages contain information on:

- Undergraduate Learning Outcomes (p. 17)
- Accreditation (p. 17)
- Alumni Association (p. 18)
- Faculty, Administration and Staff (p. 18)
- Friends of Concordia (p. 18)
- History of Concordia University (p. 18)

- Library (p. 18)
- Location of the Campus (p. 18)
- Physical Facilities (p. 18)
- University Advancement (p. 18)

Undergraduate Learning Outcomes

Undergraduate Learning Outcomes

1. **Written Communication (WC):** Students compose focused and coherent written content; organize and logically develop their ideas; find, analyze and integrate appropriate sources; and demonstrate facility in discipline- or genre-specific conventions of writing.
2. **Oral Communication (OC):** Students make verbal presentations in which they articulate a central message, organize main ideas, integrate appropriate supporting information, employ language appropriate for the topic and audience, and utilize delivery techniques that enhance the presentation.
3. **Systematic Inquiry (Critical Thinking [SI:CT] & Information Literacy [SI:IL]):** Students explain a problem, articulate a (hypo)thesis, investigate using appropriate sources, analyze the information, and craft logical conclusions and creative solutions to the problem.
4. **Quantitative Reasoning (QR):** Students demonstrate understanding of quantitative facts and concepts, perform calculations successfully, and apply problem solving strategies to analyze quantitative data and to draw appropriate conclusions.
5. **Christian Literacy and Faith (CLF):** Students describe the contents and contexts of the Bible, Christianity's major teachings, how the Christian faith connects to their academic discipline(s) and vocation(s) in life, and have many opportunities to receive instruction in the Christian faith.
6. **Service to Society and Church (SSC):** Students serve society in ethical and merciful ways, examining benefits gained and challenges encountered, and Christian students have many opportunities to serve the church.
7. **Informed and Responsive Citizenship (IRC):** Students explain how political and economic systems have influenced citizenship in the United States and the world; interact effectively and ethically with people of various cultural/global contexts; engage with and analyze the arts; articulate how the culture of scientific knowledge relates to other disciplines; and describe healthy lifestyles.
8. **Specialized Knowledge (SK):** Students apply knowledge in a specific field that draws on current research, scholarship and/or techniques in the field

Accreditation

Concordia University is accredited by the **Western Association of Schools and Colleges** (<http://www.wasc.org>) (WASC) Senior College and Accrediting Commission at:

985 Atlantic Ave.
Suite 100
Alameda, CA 94501
(510) 748-9001

Students and other interested parties may review accreditation documents by making a request to the Office of the Provost.

Alumni Association

The alumni office serves all graduates of the university and is led by alumni volunteers and the [Office of Alumni and Family Relations](http://www.cui.edu/alumni) (<http://www.cui.edu/alumni>) (CUIAA). The CUIAA encourages and promotes alumni participation in the Concordia community through volunteer services and leadership in various events, activities, and programs across the nation that benefits the university and its students. The CUIAA communicates regularly with alumni, promotes alumni giving, and estate planning to support student scholarships.

Faculty, Administration and Staff

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

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

Friends of Concordia

The [Friends of CUI](#), an auxiliary of the Office of Advancement, is organized for the support of the university by sponsoring various events and fundraising projects.

History of Concordia University

The story of Concordia University dates back to the mid-1950s when a small group of Southern California Lutherans began to plan for a Lutheran college to serve the people of the Pacific Southwest. By 1962 the decision had been made by [The Lutheran Church—Missouri Synod \(LCMS\)](#) (<http://www.lcms.org>) to build the new school.

An extensive search for the “perfect” site led to Irvine, California. Construction of the campus began in 1975 and in 1976 classes were held for the first time at Christ College Irvine, the original name of the institution. From a single building and thirty-six students, the school has grown to over twenty buildings and an annual enrollment of more than 3,500 undergraduate, graduate, and adult degree students.

In February 1993 the Board of Regents of Christ College Irvine, responding to a decision by the LCMS to incorporate its ten colleges and universities into the [Concordia University System \(CUS\)](#), voted to change the name of Christ College Irvine to Concordia University Irvine. This CUS, along with the two seminaries, 130 high schools, and over 900 elementary schools of LCMS, comprises the second largest church-related school system in the United States.

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

Library

The Library collection totals about 85,000 print volumes and more than 124,000 online volumes through EBSCO eBooks. In addition to print and eBooks, the library subscribes to more than 42,000 electronic and print journals as well as several major newspapers. While the print collection is strong in religion and theology, the Library is aggressively

expanding the collection in a wide range of academic disciplines to support intellectual advancement in an academic environment and in support of the research and instructional mission of the University.

During the academic year, the Library is open seven days a week and provides access to research computers, group study rooms, individual CD-listening and video-viewing stations as well as a convenient printer/copier room. The library catalog, eBook collection, and research databases are available 24 hours a day at www.cui.edu/library (<http://www.cui.edu/library>).

The Library offers several services such as classroom instruction and in-library workshops on information literacy and research skills, reference help, and the opportunity to borrow and/or obtain books and articles from countless other libraries through inter-library loan (ILL).

Location of the Campus

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

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

The city of [Irvine](http://www.cityofirvine.org) (<http://www.cityofirvine.org>) is a planned community, primarily residential but including multi-national business and industrial complexes. It is rated one of the safest cities of its size in the United States. The surroundings of the Concordia campus offer an oasis to wildlife and are an ideal setting for the university.

Physical Facilities

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

University Advancement

[Advancement](#)’s sole purpose is the support and promotion of Concordia University Irvine including fundraising, constituent engagement (e.g., alumni, parents, churches, and friends) and community awareness. The department sets goals for the acquisition of individual, congregational, foundation, corporate, and deferred gifts to the university. University Advancement is also sometimes known as the Foundation because of the separately incorporated [Board of Trustees](http://www.cui.edu/giving/index/id/20081) (<http://www.cui.edu/giving/index/id/20081>).

Student Life

Spiritual Life

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

Under the auspices and with the support of area **Lutheran Church—Missouri Synod** (<http://www.lcms.org>) (LCMS) churches, Concordia has established a campus ministry to care for the spiritual needs of students and to offer them fellowship with other Christians. Whether or not students already hold membership in a church they are encouraged to become active in this ministry, called abbey west.

The **campus pastor** (<http://www.cui.edu/studentlife/campus-ministry>) is available for spiritual counseling.

Student Activities and Leadership Development

Concordia University offers rich opportunities for student involvement.

The **Center for Student Leadership and Development** (<http://www.cui.edu/studentlife/student-leadership>) (CSLD) is the home to several leadership and co-curricular programs that include the **Associated Students of Concordia University Irvine** (<http://www.cui.edu/studentlife/student-leadership/index/id/19453>) (ASCUI), **Leadership Education and Development** (<http://www.cui.edu/studentlife/student-leadership/index/id/22982>) (LEAD), **resident assistants** (<http://www.cui.edu/studentlife/student-leadership/index/id/20102>) (RAs), **student senate** (<http://www.cui.edu/studentlife/student-leadership/ascui-senate>), **clubs and organization** (<http://www.cui.edu/studentlife/student-leadership/index/id/19485>), **peer advising** (<http://www.cui.edu/studentlife/first-year-experience/index/id/17610>), and **first-year experience** (<http://www.cui.edu/studentlife/first-year-experience>) programs and initiatives.

Academic Support Services

Academic Advising

The **academic advising** (<http://www.cui.edu/studentlife/advising>) staff assists students in planning their degree program by developing an individualized graduation plan. Staff and/or faculty advisors are available to meet with students each semester for course selection, sequencing, online enrollment and referral to campus resources.

Career Development Services

Career Services (<http://www.cui.edu/studentlife/career-services>) offers a variety of assessment instruments, research techniques and occupation information to assist students with academic major, career and graduate school decisions as well as internships and job search strategies. In addition, students are encouraged to attend various occupational seminars, skill workshops and the annual Career Fair.

International Student Services

The (<http://www.cui.edu/academicprograms/global-programs>) **Office of Global Programs** works with other units on campus to assist international students in their transition into the university and local communities. Programs and events through this office and abbey west campus ministry are offered to help students get involved, meet other students and share their culture with our campus community as well.

Office of Equity and Inclusion: Disability and Learning Resource Center

Concordia University is committed to equal educational opportunity for all students. Inclusion and diversity are valued priorities of the university. The (<http://www.cui.edu/StudentLife/disability-learning-resource-center/index.aspx?id=19340>) **Disability and Learning Resource Center** (DLRC) is the office charged with advancing the vision of full inclusion. We work to achieve welcoming, equitable campus environments through the provision of reasonable accommodations, consultation, collaboration, and system change. The DLRC is the resource center for students, as well as faculty and staff. We provide a variety of services aimed at supporting students in their social and academic experiences here at Concordia University.

Academic Appeals Re-Admit and Academic Probation

The DLRC assists students who are on Academic Probation (earned a semester GPA below 2.0) and students that have been granted Academic Appeal Re-Admit status by the appeal board (GPA of less than 1.0 in a semester is dismissed immediately, but allowed 1 academic appeal).

Close Advisement (Int 098) and Commitment to Success (Int 099)

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

Documented Disabilities

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

Residential Education Services

Dining Services

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

Residence Halls

Because Concordia University is concerned about the total welfare of its students, it seeks to ensure that full-time students have **housing accommodations** which promote academic, social, and spiritual growth.

Students 21 years old or younger who do not live with their parents or close relative(s) are required to live on campus.

Students living on campus will be assigned to a 2-bedroom apartment that will accommodate 4 students. Please be aware that private bedrooms are not available in any of Concordia's residence halls. Residence halls are under the direction of the Associate Dean of Students, Residential Education and Services.

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

Wellness Center

The **Wellness Cente** (<http://www.cui.edu/studentlife/wellness-center>) is dedicated to providing high-quality medical and psychological care to our students in a private, confidential, and safe setting. The staff is committed to the wellness of our students.

Counseling Services

The Wellness Center provides on-campus psychological **counseling** (<http://www.cui.edu/studentlife/wellness-center/index/id/22933>) through individual therapy and crisis counseling. Counseling services are confidential. Referrals are available for off-campus groups and other psychiatric services as needed.

Health Services

Primary **health care** (<http://www.cui.edu/studentlife/wellness-center/index/id/25264>) services (<http://www.cui.edu/studentlife/wellness-center/index/id/25264>) are available for full-time undergraduate students on campus. Students must provide a completed Undergraduate Health Form which includes a health history, physical examination, immunizations, and TB (tuberculosis) clearance by July 1 for the Fall semester and by December 1 for the Spring semester in order to obtain final clearance and receive services. Services include:

- **Assessment and Treatment of Injuries and Illnesses**

The Nurse Practitioners, utilizing policies and procedures developed collaboratively by a consulting physician and the administration, will see students for assessment of illness and injury. Treatment is provided for common health conditions. Referrals are made to community resources as necessary. All students are seen at the clinic no matter what health insurance they carry.

- **TB (Tuberculosis) Testing**

TB tests (PPD-Mantoux) are given on Monday, Tuesday, and Wednesday and read two days later.

- **Immunizations**

Tdap, meningitis, and flu vaccines are available in the Wellness Center. All other vaccines may be ordered by the clinic for an individual student, as needed. A fee is assessed.

- **Nurse Practitioner consultation on health topics**

- **Referral to community resources as needed**

Health Insurance

All full-time undergraduate students and all international students are automatically enrolled in the University Health Insurance Plan. Students who wish to carry their own private insurance need to complete a declination waiver. For more information such as enrollment and deadlines for waiver, please visit www.cui.edu/insurance (<http://www.cui.edu/insurance>).

Vehicles and Parking Permits

All vehicles driven on Concordia University property must be operated and/or parked in the appropriate parking spaces and in accordance with **university regulations** (<http://www.cui.edu/studentlife/campus-safety/index/id/54>) and the laws of the State of California. It is the student's responsibility to adhere to these regulations. The university cannot assume liability for loss or damage by theft or accident involving automobiles or motorcycles, the owners of which are advised to provide adequate insurance protection. Persons operating bicycles on university property must also comply with university regulations and are encouraged to register their bicycle with the **Office of Campus Safety** (<http://www.cui.edu/studentlife/campus-safety>).

All vehicles parked on university property must be registered with the Office of Campus Safety and display a valid parking permit. All vehicles not displaying a valid parking permit are subject to citation or tow. Parking permit applicants must show proof of vehicle liability insurance and possess a current driver's license. Temporary parking permits are also available at the Office of Campus Safety. Visitor parking permits are available at the gatehouses.

Concordia does not permit resident freshmen to keep a vehicle on campus or apply for a parking permit. Resident freshmen may appeal to obtain a permit if they are able to provide proof of an extenuating circumstance that requires them to keep a vehicle. For more information about appeals or alternative transportation, please review the Office of Campus Safety's **website** (<http://www.cui.edu/studentlife/campus-safety>) or contact the Office of Campus Safety at campussafety@cui.edu.

Student Identification Cards

Concordia student identification (ID) cards are available at the **Office of Campus Safet** (<http://www.cui.edu/studentlife/campus-safety>). Students will need to provide their student ID number (E-number) and show another form of picture ID. Concordia ID cards are required for meals, library access, printing services, and other services that require verification of identification. The Office of Campus Safety will not conduct key assists or provide parking permits to students who are unable to show a valid Concordia ID.

Student Conduct and Personal Development

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

Students are expected to conduct themselves in a responsible manner in all aspects of their daily living. Students are present on campus by privilege accorded annually to those who contribute to the achievement of the objectives of the university and not by right. At the discretion of the administration, a student may be dismissed from school for serious misconduct. For further details on student conduct, student records and disciplinary matters, consult the Concordia University **Student Handbook** (<http://www.cui.edu/StudentLife/Index/id/3472>) which can be obtained from the Office of the Dean of Students or online.

Student Records

Pursuant to federal law, all student records, including evaluations, transcripts, letters and descriptions of individual students are open to review by the student to whom they pertain. Student records are the property of the university. Should any student believe records maintained

in the university file to be inaccurate or unjust, that student is entitled to prepare a disclaimer or a reply to that student's record. One copy of such a disclaimer will be stapled to each copy of the student record.

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

Leave of Absence

A leave of absence will be treated as a withdrawal. Students may request a leave of absence by requesting a withdrawal form from the [Office of the Registrar](http://www.cui.edu/studentlife/registrar) (<http://www.cui.edu/studentlife/registrar>) and having it approved by the [Office of Student Affairs](http://www.cui.edu/studentlife) (<http://www.cui.edu/studentlife>). Students wishing to return to Concordia University after a leave of absence must go through the readmission process and should contact [Admissions](http://www.cui.edu/admissions) (<http://www.cui.edu/admissions>) for an application. Students returning to Concordia after an absence of 1 term or more will re-enter under the catalog that is current at the time of return. Students with junior or senior status may appeal this policy unless the student chooses to re-enter into a different program than previously enrolled.

Placement Assistance

Concordia University provides placement assistance to [Lutheran Church—Missouri Synod](http://www.lcms.org) (<http://www.lcms.org>) (LCMS) church career candidates in conjunction with the [Concordia University System](https://www.lcms.org/cus) (<https://www.lcms.org/cus>) (CUS) in St. Louis, MO. Services include maintenance of a candidate information file (sometimes called a "placement" file) which is sent to calling bodies upon request of the calling body. While these services are often referred to as "placement" services, no guarantees are expressed nor implied that Concordia University will find employment for candidates, and Concordia University does not assume responsibility for finding such employment. All candidates are responsible for providing and submitting the necessary paperwork for their information file to the [Placement Office](http://www.cui.edu/academicprograms/undergraduate/education/index.aspx?id=17954) (<http://www.cui.edu/academicprograms/undergraduate/education/index.aspx?id=17954>) (housed in Christ College) prior to deadlines set forth by that office.

Students from all other programs are assisted by [Career Development Services](http://www.cui.edu/studentlife/career-services) (<http://www.cui.edu/studentlife/career-services>).

Tuition

Tuition 2015–2016

No other source shall be used to quote university tuition or fees.

Bachelor's Degree Programs

Tuition

Fee	Summer '15	Fall '15/Spring '16
Deposit (required)		\$500
Academic Intensive English Program (AIEP)	\$295/unit	\$295/unit
Applied Music Tuition		\$570/unit
Audit Tuition		\$400/unit
Full-time Tuition		\$15,520/semester

May Intensive-Term Courses	\$380/unit
Part-time Tuition	\$210/unit
Study Tour Courses	\$385/unit
Summer Online Tuition	\$210/unit

Fees

Fee	Summer '15	Fall '15/Spring '16
Application Fee (non-refundable)	\$50	\$50
Graduation Fee		\$145
International Application Processing Fee (non-refundable)		\$150
Student Services Fee		\$325/semester

Housing

Fee	Summer '15	Fall '15/Spring '16
Reservation Fee (returning, traditional, undergraduates)		\$300 (non-refundable)
Dormitory		
Quads (Fall/Spring only)		\$2,850/semester
Sigma/Rho (Fall/Spring only)		\$2,650/semester
Summer:		
Non-student employee	\$230/week	
Students staying on campus during times that do not fall within Fall and/or Spring semesters	\$30/night	\$30/night

Meal Plan

Fee	Summer '15	Fall '15/Spring '16
Fall/Spring		
5/week		\$1,225/semester
10/week		\$1,870/semester
14/week		\$2,030/semester
19/week		\$2,095/semester
Summer		
75 meals	\$800	
100 meals	\$880	
125 meals	\$930	

Adult Degree Programs

Fee	Summer '15	Fall '15/Spring '16
Associate of Arts Degree	\$310/unit	\$310/unit
Bachelors Degree	\$520/unit	\$520/unit

Graduate, Fifth Year, and Credential Programs

Christ College

Fee	Summer '15	Fall '15/Spring '16
Director of Christian Education (DCE)		
Internship Fee:		
Stateside (flat rate)		\$6,100
International (flat rate)		\$9,200
MA Theology	\$620/unit	\$620/unit
Cross-Cultural Ministry Center	\$620/unit	\$620/unit
KINDLE articulation fee	\$60/unit	\$60/unit

School of Arts and Sciences

Fee	Summer '15	Fall '15/Spring '16
MA Coaching and Athletic Administration	\$495/unit	\$495/unit

School of Business

Fee	Summer '15	Fall '15/Spring '16
Masters of Business Administration	\$820/unit	\$820/unit

School of Education

Fee	Summer '15	Fall '15/Spring '16
Credential		
Single/Multiple Subject/EdSP	\$560/unit	\$560/unit
Master of Education (MEd)	\$560/unit	\$560/unit
Single/Multiple Subject/EdSP	\$560/unit	\$560/unit
MA Edu (MAEd) Online	\$495/unit	\$495/unit
MA Edu (MAEd) Regional Cohorts	\$1,485/class	\$1,485/class
Student Teaching Fee		
TPA Practicum-SB 2042 Program		\$230
SB 2042 Program		\$335
Doctor of Education (EdD)	\$890	\$890
Student Service Fee	\$200/semester	\$200/semester

School of Professional Studies

Fee	Summer '15	Fall '15/Spring '16
MA Healthcare Administration		
Tuition		\$600/unit
MA International Studies (MAIS): China		
Tuition	\$635/unit	\$635/unit

Virtual Private Network (VPN) Fee	\$150	
China Activity Fee	\$150	\$150/semester
Summer Housing	\$985	
75-meal plan	\$540	
On-campus health insurance	\$216	
International Development concentration		\$500/semester
MA International Studies (MAIS): Africa		
Tuition	\$635/unit	\$635/unit
Africa Activity Fee	\$150	\$150/semester
Housing (Fall semester)		\$2850/semester
Housing (January-June w/ 2 meals/day)*	\$1800/semester	\$3800/semester
Meal Plan (see undergraduate meal plan)		
On-campus health insurance	\$216	

* Preliminary estimate; subject to change

Nursing Programs

Fee	Summer '15	Fall '15/Spring '16
Tuition		
Accelerated 2nd Degree BSN (ABSN)	\$715/unit	\$715/unit
MS Nursing (MSN)	\$600/unit	\$600/unit
RN to BSN	\$490/unit	\$490/unit
Fees		
Assessment Technologies Institute Fee		\$905
Health Assessment Fee		\$100/yr
Skills Lab Fees		\$400/yr
Student Service Fee (ABSN only)	\$110/semester	\$110/semester
Student Service Fee (RN to BSN only)	\$25/semester	\$25/semester

Payment of Tuition and Fees

All tuition and fees are due and payable as stated on the bill for each semester. Tuition due dates are published online at www.cui.edu/bursar (<http://www.cui.edu/bursar>). Tuition and fees may be paid at the Bursar's Office located on the first floor of Grimm Hall North (Rooms 103/104), online at www.cui.edu/onlinepayments (<http://www.cui.edu/onlinepayments>), or by setting up a payment plan at www.cui.edu/paymentplans (<http://www.cui.edu/paymentplans>). Failure to pay fees by the established deadlines will result in a financial hold (bursar), late fees, and may cause the student to be dropped from all classes.

Bursar Holds on Unpaid Balances and Registration

A student who is past due in any debt to the university will have a bursar hold on their student account. The student is not permitted to register in any school or college of the university until the hold is released. A bursar hold precludes students from receiving university services including registration, dropping or adding classes, grades, transcript requests, diploma, and/or graduation.

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

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

Majors and Minors

Majors

Bachelor of Arts Degrees

- Art (p. 33)
- Behavioral Sciences (p. 45)
- Biblical Languages (p. 25)
- Biology (p. 48)
- Business Administration (p. 57)
- Chemistry (p. 51)
- Christian Education Leadership (p. 25)
- Communication Studies (p. 38)
- Economics (p. 57)
- English (p. 39)
- Exercise and Sport Science (p. 52)
- Graphic Design (p. 33)
- Healthcare Management (p. 65)
- History and Political Thought (p. 42)
- Humanities and Fine Arts (p. 39)
- International Studies (p. 44)
- Liberal Studies (p. 61) (Elementary Education Students)
- Mathematics (p. 56)
- Music (p. 34)
- Psychology (p. 45)
- Theatre (p. 36)
- Theological Studies (p. 25)
- Theology (p. 25)

Bachelor of Science Degrees

- Athletic Training (p. 52)
- Biology (p. 48)
- Exercise and Sport Science (p. 52)
- Physics (p. 51)

Minors

- Accounting (p. 60)
- American Studies (p. 42)
- Anthropology (p. 46)
- Art (p. 34)
- Biblical Languages (p. 26)
- Biblical Studies (p. 26)
- Biology (p. 48)
- Business (p. 60)
- Chemistry (p. 52)
- Christian Education Leadership (p. 26)
- Classical Languages (p. 26)
- Coaching (p. 53)
- Communication (p. 39)
- Creative Writing (p. 41)
- Early Childhood (p. 62)
- Economics (p. 60)
- English (p. 41)
- Exercise Science (p. 53)
- Global Cultural Studies (p. 44)
- Graphic Design (p. 34)
- History (p. 42)
- Marketing (p. 60)
- Mathematics (p. 56)
- Missiology (p. 26)
- Music (p. 35)
- Musical Theatre (p. 37)
- Philosophy (p. 26)
- Physical Education (p. 53)
- Political Thought (p. 42)
- Psychology (p. 46)
- Sociology (p. 46)
- Spanish (p. 41)
- Theatre (p. 37)
- Theatre Design and Technical Production (p. 37)
- Theology (p. 26)
- Worship Arts Leadership (p. 27)
- Youth Ministry (p. 26)

Professional Programs

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

General admission to the university does not constitute admission to a professional program. Students are not required to enter a professional program and may choose to graduate with a "Liberal Arts" designation. Until they apply to a program, all students are designated as liberal arts students. Students may apply to a professional program at any time and, if they meet entry standards, will be classified as "Conditional" or "Accepted" in that program, depending on their qualifications. Should

students not be admitted to a program or not continue in a program for whatever reason, they are returned to the liberal arts status. The following professional programs are available.

Christ College

Undergraduate Programs (LCMS Church Vocation Certification)

- Lutheran Teaching Ministry (p. 28)
 - Elementary Education
 - Secondary Education
 - Special Education
- Director of Christian Education (p. 28)
- Director of Parish Music (p. 28)
- Pre-Deaconess Studies (p. 28)
- Pre-Seminary Studies (p. 28)

School of Arts and Sciences

Undergraduate Programs

- Actuarial Science (p. 56)
- Athletic Training (p. 54)
- Medical Science Professions (p. 49)
- Pre-Law (p. 43)
- Pre-Nursing (p. 49)
- Pre (p. 49)-Physical Therapy

School of Business

Undergraduate Program

- Pre-Business (p. 57)

School of Education

Undergraduate Programs

- Elementary Education/Multiple Subject Credential (p. 63)
- Secondary Education/Single Subject Credential (p. 63)
- Special Education – Education Specialist: Mild-Moderate Credential (p. 63)

Post-baccalaureate Programs

- Teacher Credential Program (p. 114)
 - Multiple Subject
 - Single Subject
 - Special Education

Christ College

Dean: Dr. Steven P. Mueller

The purpose of **Christ College** is to enable students to understand, communicate, teach, defend, and believe the Christian faith through systematic inquiry of the Bible, the doctrines of the church, and other statements of faith. Christ College also equips students for professional church vocations in their chosen field. The school guides students interested in receiving certification for ministerial vocations in The Lutheran Church–Missouri Synod (LCMS).

Undergraduate Majors

Bachelor of Arts Degree

- Biblical Languages
- Christian Education Leadership
- Theological Studies

- Theology

Undergraduate Minors

- Biblical Languages
- Biblical Studies
- Christian Education Leadership
- Classical Languages
- Missiology
- Philosophy
- Theology
- Worship Arts Leadership
- Youth Ministry

The Great Commission Certificate

Director, Rev. Mark Siegert

Ministry Programs

Director of Ministerial Formation, Rev. Scott Stiegemeyer

Undergraduate Certification for The Lutheran Church–Missouri Synod

- Director of Christian Education
Director, Dr. David Rueter
Assistant Director, Professor Rebecca Duport
- Director of Parish Music
Director, Dr. Carol McDaniel
- Pre-Deaconess Studies
Director, Rev. Quinton Anderson
- Pre-Seminary Studies
Director, Rev. Quinton Anderson
- Lutheran Teaching Programs
Director, Dr. Rebecca Peters

Undergraduate Preparation for Christian Ministry

- Children, Youth, and Family Ministry
- Christian Education
- Church Music
- Pre-Seminary Studies
- Worship Arts Leadership

Graduate and Post-Baccalaureate Certification for The Lutheran Church–Missouri Synod

- Cross-cultural Ministry Center (LCMS Pastoral Ministry Certification)
Director, Prof. Glenn Fluegge
- Director of Christian Education
Director, Dr. David Rueter
- Director of Parish Music
Director, Dr. Carol McDaniel
- Lutheran Teaching Programs
Director, Dr. Rebecca Peters

Graduate and Post-Baccalaureate Preparation for Christian Ministry

- Children, Youth, and Family Ministry
- Christian Education

- Church Music
- Pre-Seminary Studies
- Worship Arts Leadership

Graduate Degrees (p. 107)

- Master of Arts in Theology
- Master of Arts in Theology and Culture

HEB 201	Readings in the Hebrew Bible	3
THL 311	Old Testament Book of the Bible	3
THL 312	New Testament Book of the Bible	3
THL 371	Christian Doctrine I	3
THL 372	Christian Doctrine II	3
THL 429	Biblical Theology and Exegesis	3
Total Units		49

Colloquy

Director, Dr. Rebecca Peters

Outcomes

Christ College Program Learning Outcomes

Comprehension of Scripture

- Express an understanding of the language, contents, history, culture, and themes of the Bible.

Understanding of Doctrine

- Integrate and articulate biblical doctrine in systematic constructs.

Acquaintance with Other Theological Thought and Expression

- Accurately describe prominent religions, denominations, and philosophies of the past and present.

Engagement with Western Philosophy

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

Development of Faith in Christ

- Christian students shall articulate a personal faith in Christ that is well informed from a biblical perspective.

Mission-oriented Church Leadership

- Christian students, whether preparing for called ministry or lay leadership in the church, will demonstrate skills and attitudes to effectively live out and lead the church in the Great Commission and lives of service.

Majors

Undergraduate Majors

Bachelor of Arts Degree

- Biblical Languages (p. 25)
- Christian Education Leadership (p. 25)
- Theological Studies (p. 25)
- Theology (p. 26)

Biblical Languages

ARA 301	Aramaic	3
GRE 101	Greek I	4
GRE 102	Greek II	4
GRE 211	Reading in Luke and Acts	3
GRE 331	Extra-Biblical Readings	3
GRE 341	Johannine Literature	3
GRE 451	Pauline Literature	3
HEB 101	Hebrew I	4
HEB 102	Hebrew II	4
THL 222	Christian Witness and Evangelism	1
THL 311	Old Testament Book of the Bible	3
or THL 312	New Testament Book of the Bible	
THL 321	World Religions	3
THL 371	Christian Doctrine I	3
THL 372	Christian Doctrine II	3
THL 375	Contemporary Religious Bodies	3
THL 382	Corporate Worship	3
THL 429	Biblical Theology and Exegesis	3
THL 430	Christian Apologetics	3
THL 463	Readings in Classical Christian Thought	3
THL 465	Christians and Ethics	3

Christian Education Leadership

CED 202	Church Leadership and Administration	3
CED 302	Methodology of Christian Teaching	3
CED 370	Children's and Family Ministry	3
CED 380	Youth and Family Ministry	3
CED 460	Adult Ministry	3
PSY 466	Principles of Counseling	3
THL 222	Christian Witness and Evangelism	1
THL 371	Christian Doctrine I	3
THL 372	Christian Doctrine II	3
THL 375	Contemporary Religious Bodies	3
THL 382	Corporate Worship	3
THL 429	Biblical Theology and Exegesis	3
THL 481	The Mission of Christ's Church	3
THL 311	Old Testament Book of the Bible	3
or THL 312	New Testament Book of the Bible	
Total Units		40

Recommended Electives

COM 216	Interpersonal Communication	3
COM 311	Advanced Public Speaking	3
COM 324	Intercultural Communication	3
PSY 261	Chemical Dependency and Addiction	3
PSY 314	Developmental Psychology: Adolescence	3
SOC 331	Marriage and the Family	3
SOC 332	Child, Family and Community	3
SOC 355	Social Gerontology	3
THL 321	World Religions	3
THL 430	Christian Apologetics	3
THL 465	Christians and Ethics	3

Theological Studies

THL 222	Christian Witness and Evangelism	1
THL 311	Old Testament Book of the Bible	3
or THL 312	New Testament Book of the Bible	
THL 321	World Religions	3
THL 371	Christian Doctrine I	3
THL 372	Christian Doctrine II	3
THL 375	Contemporary Religious Bodies	3
THL 382	Corporate Worship	3
THL 429	Biblical Theology and Exegesis	3
THL 430	Christian Apologetics	3
THL 463	Readings in Classical Christian Thought	3
THL 465	Christians and Ethics	3

Choose 1 of the following course pairings:			8	HEB 101	Hebrew I	4
GRE 101 Greek I & GRE 102 and Greek II			8	HEB 102	Hebrew II	4
HEB 101 Hebrew I & HEB 102 and Hebrew II			8	Choose 2 of the following courses:		6
Choose 3 of the following courses:			9	ARA 301	Aramaic	3
PHI 211 Philosophical Ethics			3	GRE 211	Reading in Luke and Acts	3
PHI 433 Philosophy of Religion			3	GRE 341	Johannine Literature	3
PHI 439 Analytic Philosophy			3	GRE 451	Pauline Literature	3
THL 304 History of the Christian Church			3	HEB 201	Readings in the Hebrew Bible	3
THL 311 Old Testament Book of the Bible *			3			
THL 312 New Testament Book of the Bible *			3			
THL 355 The Reformation			3			
THL 481 The Mission of Christ's Church			3			
Total Units			48	Total Units		22

* Students may take THL 311 and THL 312 if not already taken above.

Theology

THL 304	History of the Christian Church	3
THL 311	Old Testament Book of the Bible	3
THL 312	New Testament Book of the Bible	3
THL 321	World Religions	3
THL 371	Christian Doctrine I	3
THL 372	Christian Doctrine II	3
THL 375	Contemporary Religious Bodies	3
THL 429	Biblical Theology and Exegesis	3
THL 430	Christian Apologetics	3
THL 465	Christians and Ethics	3
Choose 2 of the following courses:		
PHI 211	Philosophical Ethics	3
PHI 433	Philosophy of Religion	3
PHI 439	Analytic Philosophy	3
THL 355	The Reformation	3
or THL 463	Readings in Classical Christian Thought	
Total Units		

Minors

Undergraduate Minors

- Biblical Languages (p. 25)
- Biblical Studies (p. 26)
- Christian Education Leadership (p. 26)
- Classical Languages (p. 26)
- Missiology (p. 27)
- Philosophy (p. 27)
- Theology (p. 26)
- Worship Arts Leadership (p. 27)
- Youth Ministry (p. 27)

Biblical Languages Minor

GRE 101	Greek I	4
GRE 102	Greek II	4

Biblical Studies Minor

THL 201	History and Literature of the Old Testament	3
THL 202	History and Literature of the New Testament	3
THL 311	Old Testament Book of the Bible	3
THL 312	New Testament Book of the Bible	3
THL 429	Biblical Theology and Exegesis	3
Choose 1 of the following course pairings:		
GRE 101	Greek I	8
& GRE 102	and Greek II	
HEB 101	Hebrew I	8
& HEB 102	and Hebrew II	
THL 311	Old Testament Book of the Bible	6
& THL 312	and New Testament Book of the Bible *	
Total Units		

* Students may choose THL 311 or THL 312 if it is a different book than above

Christian Education Leadership Minor

CED 202	Church Leadership and Administration	3
CED 302	Methodology of Christian Teaching *	3
CED 370	Children's and Family Ministry	3
CED 380	Youth and Family Ministry	3
CED 460	Adult Ministry	3
THL 371	Christian Doctrine I	3
THL 372	Christian Doctrine II	3
Choose 1 of the following courses:		
THL 429	Biblical Theology and Exegesis **	3
THL 311	Old Testament Book of the Bible	3
THL 312	New Testament Book of the Bible	3

Total Units 24

* Education students should replace CED 302 with THL 429

** THL 429 may be chosen if not already being substituted above.

Classical Languages Minor

GRE 101	Greek I	4
GRE 102	Greek II	4
LAT 101	Fundamentals of Latin I	4
LAT 102	Fundamentals of Latin II	4
Choose 2 of the following courses:		
GRE 211	Reading in Luke and Acts	3
GRE 331	Extra-Biblical Readings	3

GRE 341	Johannine Literature	3
GRE 451	Pauline Literature	3
Total Units		22

Missiology Minor

ANT 210	Cultural Anthropology	3
ANT 435	Anthropology of Religion	3
THL 222	Christian Witness and Evangelism	1
THL 321	World Religions	3
THL 430	Christian Apologetics	3
THL 481	The Mission of Christ's Church	3
Choose 1 of the following courses:		3
COM 324	Intercultural Communication	3
MUS 451	Music Cultures of the World I	3
MUS 452	Music Cultures of the World II	3
PHI 433	Philosophy of Religion	3
SOC 316	Ethnic and Minority Relations	3
HST 338 or HST 371	Modern European History Islamic Civilization	3
Total Units		22

Philosophy Minor

CPHI 101	Introduction to Philosophy	3
CPHI 200	Introduction to Philosophical Inquiry	3
Choose 4 of the following courses:		12
PHI 211	Philosophical Ethics	3
PHI 433	Philosophy of Religion	3
PHI 439	Analytic Philosophy	3
PHI 491	Special Topics	3
SCI 455	History and Philosophy of Science	3
THL 430	Christian Apologetics	3
THL 465	Christians and Ethics	3
Total Units		18

Theology Minor

THL 321	World Religions	3
THL 371	Christian Doctrine I	3
THL 372	Christian Doctrine II	3
THL 375	Contemporary Religious Bodies	3
THL 429	Biblical Theology and Exegesis	3
THL 430	Christian Apologetics	3
THL 463	Readings in Classical Christian Thought	3
THL 465	Christians and Ethics	3
Total Units		24

Worship Arts Leadership Minor

With **Music Education**, **Liberal Arts**, or **Performance** emphasis in the Music Major.

MU___ 101-401	Applied Music Instruction	1
MUS/THL 482	Musical Heritage of the Church	3
MUS/THL 483	A Survey of Christian Hymnody	3

MUS/THL 484	Planning Music in Christian Worship	2
MUS/THL 485	Contemporary Christian Song	2
THL 281	Introduction to Worship Arts	1
THL 371	Christian Doctrine I	3
THL 372	Christian Doctrine II	3
THL 381	Worship Arts Ministry	3
THL 382	Corporate Worship	3
Choose a combination of courses below to equal 2-3 units:		2-3
ARTG 270	Digital Publishing	3
ARTG 271	Digital Image Manipulation	3
MUS 215	Music Technology	1
MUS 221	Beginning Conducting	2
MUS 441	Handbell Methods and Repertoire	1-3
MUS 382	Contemporary Worship Ensemble Leadership	3
MUS 461	Music for Children	2,3
MUS 471	Choral Methods and Repertoire	3
THR 261	Acting I	3
Total Units		26-27

Worship Arts Leadership Minor

With **Church Music** emphasis in the Music Major.

MUS/THL 484	Planning Music in Christian Worship	2
MUS/THL 485	Contemporary Christian Song	2
THL 281	Introduction to Worship Arts	1
THL 371	Christian Doctrine I	3
THL 372	Christian Doctrine II	3
THL 381	Worship Arts Ministry	3
THL 382	Corporate Worship	3
THL 429	Biblical Theology and Exegesis	3
Choose a combination of courses below to equal 2-3 units not taken as part of Church Music emphasis in the Music Major:		2-3
ARTG 270	Digital Publishing	3
ARTG 271	Digital Image Manipulation	3
MUS 221	Beginning Conducting	2
MUS 215	Music Technology	1
MUS 382	Contemporary Worship Ensemble Leadership	3
MUS 441	Handbell Methods and Repertoire	1-3
MUS 461	Music for Children	2,3
MUS 471	Choral Methods and Repertoire	3
THR 261	Acting I	3
Total Units		22-23

Youth Ministry Minor

LCMS Church Vocation Students

CED 380	Youth and Family Ministry	3
CED 302	Methodology of Christian Teaching	3
PSY 314	Developmental Psychology: Adolescence	3
Choose 3 of the following courses:		9
CED 370	Children's and Family Ministry	3
THL 311	Old Testament Book of the Bible	3
THL 312	New Testament Book of the Bible	3

THL 429	Biblical Theology and Exegesis	3
Total Units		18
Students not in an LCMS Church Vocation		
CED 380	Youth and Family Ministry	3
CED 302	Methodology of Christian Teaching	3
PSY 314	Developmental Psychology: Adolescence	3
THL 371	Christian Doctrine I	3
THL 372	Christian Doctrine II	3
Choose 2 of the following courses:		6
CED 370	Children's and Family Ministry	3
THL 311	Old Testament Book of the Bible	3
THL 312	New Testament Book of the Bible	3
THL 429	Biblical Theology and Exegesis	3
Total Units		21

Ministry Programs

Ministry Programs

Director of Ministerial Formation: Rev. Scott Stiegemeyer

Director of (p. 28)Christian Education (p. 28)

Director of (p. 29)Parish Music (p. 29)

Lutheran Teaching Ministry (p. 29)

- Elementary
- Secondary Education
- Special Education

Pre-Deaconess Studies (p. 29)

Pre-Seminary Studies (p. 30)

Colloquy Program (p. 25)

Cross-cultural Ministry Center (p. 30) (Graduate-level pastoral certification)

Certification for Ministry in The Lutheran Church –Missouri Synod

Christ College guides students interested in receiving certification for ministerial vocations in The Lutheran Church–Missouri Synod (LCMS).

LCMS students pursuing such certification must apply for admission into a Christ College program and complete the academic preparation in that program; maintain a 2.5 cumulative grade point average (GPA) in all course work and a 2.8 cumulative GPA in required Christ College courses. Students must receive at least a C- in courses required for LCMS certification (including professional program and/or major). Those students successfully completing all requirements will receive a certificate along with a commemorative medallion from Christ College and will be considered for recommendation by the faculty for certification by the LCMS or for admission into an LCMS seminary.

LCMS Church Vocations Certification Requirements (all programs)

1. Completion of relevant academic and professional programs.

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

Choose 1 of the following courses according to your program:

CCI 001	Seminar in Pastoral Ministry *	0.5
CCI 002	Seminar in DCE Ministry *	0.5
CCI 003	Seminar in Teaching Ministry *	0.5
CCI 007	Seminar in Parish Music *	0.5
CCI 008	Seminar in Deaconess Ministry *	0.5
CCI 103	Introduction to Ministry	1
CCI 203	Church Polity and Organizational Structure	1
CCI 303	Teaching the Faith	1
CCI 403	The Role of the Christian Professional	1
THL 201	History and Literature of the Old Testament	3
THL 202	History and Literature of the New Testament	3
THL 304	History of the Christian Church	3
THL 371	Christian Doctrine I	3
THL 372	Christian Doctrine II	3

* Taken each year during a semester not taking CCI 103, CCI 203, CCI 303, or CCI 403.

Director of Christian Education (DCE) Program

Director, Dr. David Rueter

Assistant Director, Prof. Rebecca Duport

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

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

Program Requirements

A. General Education (p. 5): (55-57 Units)

Normally completed during the first 2 years of attendance.

B. Major Requirements: (40 Units)

Note: The Christian Education Leadership major is required for all DCE students.

C. Christ College Certificate Requirements (p. 28): (21 Units)

D. Suggested Minors:

Anthropology, Art, Biblical Languages, Business, Communication, Cross-cultural Studies, Early Childhood Studies, Music, Missiology, Psychology, Sociology, Theatre, Theology, Worship Arts Leadership, and Writing.

E. Additional DCE Program Requirements: (9 units)

CED 201	Introduction to Christian Education: Theory and Practice	3
CED 401	DCE Ministry Seminar/Field Work I	3
CED 402	DCE Ministry Seminar/Field Work II	3
Total Units		9

F. DCE Internship: Post-Baccalaureate (12 Units)

The final requirement for DCE certification is a year-long internship, normally following graduation, in a congregation, agency, or mission site of The Lutheran Church—Missouri Synod (LCMS) that will enable students to experience as many aspects of the DCE ministry as possible. While interns register as students under the ultimate direction of the DCE program director during internship, they are also paid by the participating congregation or agency and are under the direct supervision of a full-time rostered minister in the congregation or agency during this time.

Special Internship Situations: International Internship

Christ College partners with The Lutheran Church—Missouri Synod (LCMS) International Missions to offer international internship opportunities for some students in the Director of Christian Education (DCE) program. Students interested in an international internship must consult with the DCE program director as early as possible. Students will satisfy additional requirements from CUI, LCMS World Missions and the potential internship site. Students selected for international internships will enroll in CED 490 for two (2) semesters and CED 491 for the remaining one (1) or two (2) semesters of international internship. Such students are responsible for three (3) semesters of internship tuition. Students on internship for twenty-four (24) months may pay CED 491 tuition over two (2) semesters. Internship tuition and fees may increase to align with the costs of supervision. Students are expected to work with LCMS International Missions to raise support for an international internship and must show the ability to pay for airfare from the internship site to the United States in case of emergency or unexpected ending of the internship.

Special Internship Situations: Self-Funded Internship

Some unique internship opportunities may be in specialized ministry situations that require students to raise some or all of their internship salary. Students who are interested in one of these specialized internships will consult with the DCE director as early as possible.

G. DCE Post-Baccalaureate Certification

DCE certification is designed for students who have obtained an undergraduate degree in a field unrelated to DCE ministry; have professional or volunteer experience in a congregation of The Lutheran Church—Missouri Synod (LCMS); and desire to serve as a DCE in the LCMS. Concordia offers 2 means to DCE certification:

1. Students may complete the DCE post-baccalaureate certification program, taking up to 55-57 units of undergraduate courses designed to prepare them for the DCE profession. For information regarding this program, contact the DCE program office.
2. Students may complete the master of arts in theology with a Christian education emphasis. Contact Christ College for more information.

Director of Parish Music (DPM) Program

Director, Dr. Carol. R. McDaniel

The **Director of Parish Music (DPM) program** grants the bachelor's degree and Christ College certification, making the candidate eligible to serve

in a congregation or other agency affiliated with The Lutheran Church—Missouri Synod (LCMS).

Program Requirements**A. General Education (p. 5): (55-57 Units)**

Normally completed during the first 2 years of attendance. Students may, if placed by examination, substitute MUS 201 in the music major for the MUS 111 Fine Arts option in the general education.

B. Major Requirements (p. 34): (Music Major) (54-56 Units)**C. Christ College Certificate Requirements (p. 28): (21 Units)****D. Additional DPM Program Requirements: (11 Units)**

MUS 391	Practicum: Church Music	1
MUS 491	Fieldwork in Church Music I	3
MUS 492	Senior Field Work in Church Music II	3
Students must demonstrate the following skills before graduation:		
MUVO 100	Voice Class or MUVO 101	1-2
MUKP 201	Intermediate Piano or MUKO 100	1-2
Total Units		9-11

Lutheran Teaching Ministry: Elementary and Secondary Education

Director, Dr. Rebecca Peters

Lutheran teaching programs prepare students for teaching in Lutheran schools at either the elementary or secondary level. Those who want to teach at the elementary level are best prepared by taking the Liberal Studies major. Future high school teachers will major in a state-approved single subject content area. Students in Lutheran teaching programs complete the requirements for a California teaching credential (see information under School of Education (p. 61)) along with Christ College requirements. Student teaching assignments will include both public and Lutheran school settings. These students will then be certified, called, and commissioned by The Lutheran Church—Missouri Synod (LCMS) to teach in Lutheran schools and hold a Lutheran Teaching Certificate.

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

For program specifics, please see School of Education (p. 61) section.

Pre-Deaconess Studies Program

Director, Rev. Quinton Anderson

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

The **Pre-Deaconess Studies Program** equips women for graduate-level diaconal training through instruction in at least 1 biblical language and through other courses that will prepare them for graduate theological education. Pre-deaconess students are part of Christ College and are engaged in spiritual and ministerial formation with other future church workers.

Program Requirements

A. General Education (p. 5): (55-57 Units)

Normally completed during the first 2 years of attendance.

B. Major Requirements:

Completion of any approved major. Majors in behavioral sciences (with an emphasis in social work or another emphasis), theological studies, or Christian education leadership are particularly recommended.

C. Christ College Certificate Requirements (p. 28): (21 Units)

D. Additional Pre-Deaconess Program Requirements: (11 Units)

Choose 1 of the following course pairings:

THL 465	Christians and Ethics	3
Total Units		19
Highly Recommended		
ARA 301	Aramaic	3
CED 202	Church Leadership and Administration	3
CED 370	Children's and Family Ministry	3
CED 380	Youth and Family Ministry	3
CED 460	Adult Ministry	3
GRE 211	Reading in Luke and Acts	3
GRE 341	Johannine Literature	3
GRE 451	Pauline Literature	3
HEB 201	Readings in the Hebrew Bible	3
PHI 211	Philosophical Ethics	3
PSY 466	Principles of Counseling	3
THL 222	Christian Witness and Evangelism	1
THL 430	Christian Apologetics	3

Highly Recommended:

GRE 101	Greek I	8
& GRE 102	and Greek II	
HEB 101	Hebrew I	8
& HEB 102	and Hebrew II	
THL 465	Christians and Ethics	3

Total Units

11

Pre-Seminary Studies Program

Director, *Rev. Quinton Anderson*

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

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

Program Requirements

A. General Education (p. 5): (55-57 Units)

Normally completed during the first 2 years of attendance.

B. Major Requirements: (34-36 Units)

Completion of any approved major.

C. Christ College Certificate Requirements (p. 28): (21 Units)

D. Additional Pre-Seminary Course Requirements: (19 Units)

GRE 101	Greek I	4
GRE 102	Greek II	4
HEB 101	Hebrew I	4
HEB 102	Hebrew II	4

E. Additional Information:

All students in the program are required to meet annually with the program director to discuss their personal, professional, intellectual, and spiritual growth for the pastoral ministry.

Colloquy Program

Director, *Dr. Rebecca Peters*

Concordia University partners with the Concordia University Educational Network (CUENet (<http://www.cuenet.edu>)) to offer an online program of instruction for teachers who have completed a bachelor's degree and who wish to become commissioned ministers of The Lutheran Church—Missouri Synod (LCMS). Those who are interested in being commissioned as Directors of Christian Education (DCE) or Directors of Parish Music (DPM) do not have an online option. Students work individually with the particular program director for certification. For a more complete description of the colloquy program and information regarding admission to the program, please contact the program director.

Cross-cultural Ministry Center

Director, *Prof. Glenn Fluegge*

The **Cross-cultural Ministry Center (CMC)** oversees the preparation, training, and formation of candidates for pastoral ministry in The Lutheran Church—Missouri Synod (LCMS). The CMC specializes in forming missionary pastors to launch and develop culture-crossing ministries. Students graduate with a master of arts degree (MA) in theology and full certification for ordination as a pastor in the LCMS.

Program Learning Outcomes

Spiritual Service

Graduates will develop a proper spiritual attitude through

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

- growth in discerning Christian doctrine and its clear presentation to others.

Scriptural Vision

Graduates will develop

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

Ministerial Competencies

Graduates will develop

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

Ministry within Today's Cultural-Linguistic Diversity

Graduates will display

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

Commitment to the Church

Graduates will display

- a heartfelt appreciation for the LCMS.
- a commitment to receiving a call within the LCMS.
- an increased desire to encourage others to consider and apply for the Ethnic Pastor Certification Program within the Cross-cultural Ministry Center.

Preparation for Christian Ministry

In parallel with the LCMS certification programs, Christ College welcomes Christian students from many different backgrounds and provides preparation for various Christian ministries. Christ College is prepared to cooperate with a variety of Christian congregations and groups in preparing students for ministerial work. Christian students may pursue undergraduate and graduate preparation for Christian ministry in the following areas:

- Children, Youth, and Family Ministry
- Christian Education
- Church Music and Worship Arts Leadership
- Pastoral Ministry

Great Commission Certificate The Great Commission Certificate

Director, Rev. Mark Siegert

The **Great Commission Certificate** engages students with faculty and staff mentors for involvement in the work of making disciples of all nations. It promotes a multifaceted, holistic approach to missions combining academic work, practical application, reflection, and mentorship. Students apply to work towards the Great Commission Certificate. While some of the work may be completed before applying, early application is encouraged to aid in mentoring and guidance.

Certificate Requirements

A. Academic Coursework

THL 222	Christian Witness and Evangelism	1
THL 395	Preparing for Mission and Service	1
THL 481	The Mission of Christ's Church	3

Recommended:

THL 321	World Religions	3
THL 430	Christian Apologetics	3

B. Christian Missions Experience *

Local Missions Experience (minimum of 20 hours)

International Christian Missions Experience (with preparation in CCI 310; minimum length of 10 days)

C. Reflection

With the assistance of a faculty mentor, students will prepare a portfolio or paper that demonstrates substantial work and reflection on the mission experiences in light of academic work. These are approved by the program director and presented in a poster session at the Great Commission Showcase.

* Experiences must be in a Christian mission that is explicitly connected to the Gospel and approved for recognition by the program director.

School of Arts and Sciences

Dean: Dr. Timothy L. Preuss

Assistant Deans: Dr. Jeff Held, Dr. Terry Olson, Dr. Daniel van Voorhis

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

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

Division of the Arts (p. 32)

Assistant Dean: Dr. Jeff Held

Art Department*Co-Chairs: Prof. Niclas Kruger and Rachel Soo***Music Department***Chair: Dr. Marin Jacobson***Theatre Department***Chair: Prof. Lori Siekmann***Division of Humanities (p. 37)***Assistant Dean: Dr. Daniel van Voorhis***Communication Studies Department***Co-Chairs: Dr. Martin Schramm and Prof. Patricia Ollry***English, Writing and Modern Languages Department***Chair: Dr. John Norton***History and Political Thought Department***Chair: Dr. Adam Francisco***International Studies Department***Chair: Dr. P. Dan Waite***Psychology, Sociology and Anthropology Department***Chair: Dr. John Lu***Division of Mathematics, Natural Science and Exercise and Sport Science (p. 47)***Assistant Dean: Dr. Terry Olson***Biology Department***Chair: Dr. Roderick Soper***Chemistry, Physics and General Science Department***Chair: Dr. Lindsay Kane-Barnese***Exercise and Sport Science Department***Chair: Dr. Terry Olson***Mathematics Department***Chair: Prof. Julie Melberg***Honors Program (<http://www.cui.edu/admissions/undergraduate/academics/honors/explained>)***Assistant Provost: Dr. Scott Ashmon***Graduate Degree (p. 109)***Master of Arts in Coaching and Athletic Administration**Director: Prof. Tom White***Division of the Arts***Assistant Dean: Dr. Jeff Held*

The goal of the **Division of the Arts** is to guide students toward their vocation by developing performance abilities, creativity, leadership and collaboration skills, critical thinking and contextualization of art forms. The division fosters an ethos characterized by shared expressions of Christian faith as it prepares students for artistic professions in areas such as teaching, church vocation, performance and research.

Department of Art (p. 32)**Undergraduate Majors****Bachelor of Arts Degree**

- Art
- Graphic Design

Undergraduate Minors

- Art
- Graphic Design

Department of Music (p. 34)**Undergraduate Major****Bachelor of Arts Degree**

- Music

Undergraduate Minor

- Music

Department of Theatre (p. 36)**Undergraduate Major****Bachelor of Arts Degree**

- Theatre

Undergraduate Minors

- Theatre
- Musical Theatre
- Theatre Design and Technical Production

Department of Art*Co-Chairs: Prof. Niclas Kruger and Prof. Rachel Soo*

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

Outcomes**Art Program Learning Outcomes**

- Describe and apply elements and principles of art to critique a work of art.
- Examine the symbolic or metaphorical meaning of a work of art.
- Develop conceptual, visual and creative techniques in the art planning process.
- Examine contemporary and historical art to enhance one's own artwork.

- Produce creative artwork that demonstrates diversity and multicultural themes.
- Generate projects that apply elements and principles of art, utilizing a variety of media.

Graphic Design Program Learning Outcomes

- Generate projects that apply elements and principles of design.
- Produce symbolic representations.
- Employ principles of typographic formalism to designs.
- Create imagery that utilizes studio art and digital illustrations.
- Apply technology used in the graphic design industry.
- Develop conceptual, visual and creative techniques in the design planning process.
- Write creative briefs that communicate design ideas and expectations.

Majors

Undergraduate Majors

Bachelor of Arts Degrees

Art (p. 33)

Emphases:

- Art Education
- Graphic Design
- Studio Art

Graphic Design (p. 33)

Art

Core

ART 200	Elements of Art	3
ART 201	Drawing I	3
ART 251	Design	3
ART 301	Drawing II	3
ART 311	Art History I	3
ART 312	Art History II	3
ART 321	Painting I	3
Choose 1 of the following courses:		3
ART 331	Sculpture I	3
ART 341	Hand Building Ceramics I	3
ART 351	Printmaking I	3

Emphasis

Choose 1 of the following emphases		21
Total Units		45

Emphases

Art Education

ART 315	The History of Contemporary Art	3
ART 380	Secondary Art Curriculum and Methods	3
ART 391	Art in the Schools	3
ART 498	Senior Art Seminar	3
Choose 3 of the following courses:		9
ART 401	Figure Drawing	3
ART 421	Painting II	3

ART 431	Sculpture II	3
ART 441	Hand Building Ceramics II	3
ART 451	Printmaking II	3
ARTG 471	Video Art	3
ARTG 481	Digital Photography	3

Total Units		21
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Graphic Design

ARTG 261	Graphic Design I	3
ARTG 270	Digital Publishing	3
ARTG 271	Digital Image Manipulation	3
ARTG 272	Digital Illustration	3
ARTG 360	Typography	3
ARTG 361	Graphic Design II	3
ARTG 461	Graphic Design III	3

Total Units		21
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Studio Art

ART 315	The History of Contemporary Art	3
ART 401	Figure Drawing	3
ART 421	Painting II	3
ART 498	Senior Art Seminar	3
Choose 3 of the following courses:		9
ART 431	Sculpture II	3
ART 441	Hand Building Ceramics II	3
ART 451	Printmaking II	3
ARTG 471	Video Art	3
ARTG 481	Digital Photography	3

Total Units		21
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Graphic Design

Foundation

ART 200	Elements of Art	3
ART 201	Drawing I	3
ART 251	Design	3
ART 315	The History of Contemporary Art	3
ART 321	Painting I	3

Core

ARTG 261	Graphic Design I	3
ARTG 270	Digital Publishing	3
ARTG 271	Digital Image Manipulation	3
ARTG 272	Digital Illustration	3
ARTG 300	History of Graphic Design	3
ARTG 360	Typography	3
ARTG 361	Graphic Design II	3
ARTG 460	Typography II	3
ARTG 461	Graphic Design III	3
ARTG 472	Web Design I	3
ARTG 473	Motion Graphics	3
ARTG 482	Web Design II	3
Choose 1 of the following courses:		3
ART 351	Printmaking I	3
ARTG 390	Practicum: Graphic Design *	3

ARTG 471	Video Art	3
ARTG 481	Digital Photography	3
ARTG 490	Internship: Graphic Art *	3
Total Units		54

* ARTG 390 and ARTG 490 are recommended electives.

Minors

Undergraduate Minors

Art (p. 34)

Graphic Design (p. 34)

Art Minor

ART 200	Elements of Art	3
ART 201	Drawing I	3
ART 321	Painting I	3
ART 351	Printmaking I	3
Choose 1 of the following courses:		3
ART 311	Art History I	3
ART 312	Art History II	3
Choose 1 of the following courses:		3
ART 331	Sculpture I	3
ART 341	Hand Building Ceramics 1	3
Total Units		18

Graphic Design Minor

ARTG 261	Graphic Design I	3
ARTG 361	Graphic Design II	3
ARTG 461	Graphic Design III	3
Choose 2 of the following courses:		6
ARTG 270	Digital Publishing	3
ARTG 271	Digital Image Manipulation	3
ARTG 272	Digital Illustration	3
Choose 1 of the following courses:		3
ARTG 315	History of Contemporary Art	3
ARTG 390	Practicum: Graphic Design	3
ARTG 471	Video Art	3
Total Units		18

Department of Music

Chair: Dr. Marin Jacobson

The **Music Department** empowers students to cultivate and articulate human thought and feeling through involvement with the mechanical, cultural and aesthetic elements of music.

Outcomes

Music Program Learning Outcomes

Practical Musicianship

- Develop musical skills that reflect competent applications of the materials and conventions of music.

Performance Musicianship

- Generate musical performances which are technically adept, stylistically appropriate, accurate and artistic.

Leadership and Collaboration

- Lead and collaborate with others to produce musical works and activities.

Critical Thinking

- Interpret, analyze and evaluate musical works and performances.

Contextualization

- Evaluate the significance of music in various contexts (e.g., social, historical, ritual, cultural).

Major

Undergraduate Major

Bachelor of Arts Degree

Music (p. 34)

Emphases:

- Church Music
- Liberal Arts or Performance
- Music Education

Music

Core

MUS 201	Music Theory I	3
MUS 202	Music Theory II	3
MUS 211	Aural Skills I	1
MUS 212	Aural Skills II	1
MUS 221	Beginning Conducting	2
MUS 303	Music Theory III	3
MUS 304	Music Theory IV	3
MUS 323	Aural Skills III	1
MUS 324	Aural Skills IV	1
MUS 331	Music History: Antiquity to Bach	3
MUS 332	Music History: Classical Period to Modernity	3

Performance

Four units of ensemble are counted toward graduation within the major, but each music major must participate in at least one ensemble each term of attendance; two ensembles are encouraged. Additional units may be petitioned against general electives as described in the General Catalog. Applied study every semester in residence on a principal instrument. Students must study at least one semester at the 401 level. Five applied units are counted toward graduation within the major.

Piano Competence

All music majors must pass the piano competency examination. Students will register for MUKP 211 during the semester in which they plan to take the examination. A fee will be assessed.

Voice Competence

All music majors must also pass 1 of the following:	
MUVO 100 Voice Class	1
One semester of applied voice lessons	
Participate for at least one year in a department choral ensemble	

Senior Recital or Project

Choose 1 of the following:	2-3
MU__ 498 Senior Recital	2
MUS 498 Senior Project in Music	2-3
Emphasis	
Choose 1 of the following emphases	19
Total Units	55-56

Emphases

Church Music

The **Church Music** emphasis is intended for students preparing for careers in music leadership in churches. Director of Parish Music certification is optional and requires additional units; consult Christ College (p. 28).

MUS 222	Intermediate Conducting	2
MUS/THL 482	Musical Heritage of the Church	3
MUS/THL 483	A Survey of Christian Hymnody	3
MUS/THL 484	Planning Music in Christian Worship	2
THL 382	Corporate Worship	3
Choose a combination of courses below to equal 6 units:		6
MUS 441	Handbell Methods and Repertoire	1-3
MUS 461	Music for Children	2-3
MUS 471	Choral Methods and Repertoire	3
MUS/THL 381	Contemporary Issues in Church Music	3
Total Units		19

Liberal Arts or Performance

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

Performance Enrichment

Choose a minimum of 3 units from the following:	3
MU__ 398 Junior Recital	2
MUS 215 Music Technology	1
MUS 222 Intermediate Conducting	2
MUS 312 Brass Techniques	1
MUS 313 Percussion Techniques	1
MUS 314 Woodwind Techniques	1
MUS 315 String Techniques	1
MU__: Applied Music Primary Instrument/Composition	1-3
MU__: Applied Music Secondary Instrument (up to 2 units at the 200 level)	2

History and Theory

Choose a minimum of 3 units from the following:	3
MUS 401 Advanced Studies in Music	1-3
MUS 402 Orchestration	2

MUS 451	Music Cultures of the World I	3
MUS 452	Music Cultures of the World II	3
MUS/THL 482	Musical Heritage of the Church	3
MUS/THL 483	A Survey of Christian Hymnody	3

Methodology and Leadership

Choose a minimum of 3 units from the following:	3	
MUS/THL 381	Contemporary Issues in Church Music	3
MUS 412	Instrumental Methods and Repertoire	2-3
MUS 441	Handbell Methods and Repertoire	1-3
MUS 461	Music for Children	2-3
MUS 471	Choral Methods and Repertoire	3
MUS/THL 484	Planning Music in Christian Worship	2

Electives

Select 10 additional units from MUS courses listed in the 3 groups above.

Total Units	19
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Music Education

Director of Music Education: Dr. Herb Geisler

The **Music Education** emphasis provides a foundation for teaching in public and private schools and for taking the California Subject Examination for Teachers (CSET) in music. Completing a single subject teaching credential (K-12) in the state of California is optional and requires additional units in and application to the School of Education (p. 63). Up to 24 units are encouraged for this emphasis.

MUS 222	Intermediate Conducting	2
MUS 261	Introduction to Music Teaching	1
MUS 451	Music Cultures of the World I	3
or MUS 452	Music Cultures of the World II	
MUS 461	Music for Children	3
MUS 462	Music in Secondary Schools	2

Choose a combination of courses below to equal a minimum of 3 units:	3
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MUS 312	Brass Techniques	1
MUS 313	Percussion Techniques	1
MUS 314	Woodwind Techniques	1
MUS 315	String Techniques	1

Choose a combination of courses below to equal a minimum of 5 units:	5	
MUS 215	Music Technology	1
MUS 402	Orchestration	2
MUS 412	Instrumental Methods and Repertoire	2-3
MUS 441	Handbell Methods and Repertoire	1-3
MUS 471	Choral Methods and Repertoire	3

Total Units	19
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Minors

Undergraduate Minor

Music (p. 36)

Music Minor

Core

MUS 201	Music Theory I	3
MUS 202	Music Theory II	3
MUS 211	Aural Skills I	1
MUS 212	Aural Skills II	1
Choose a combination of 1-3 courses below:		3-9
MUS 331	Music History: Antiquity to Bach	3
MUS 332	Music History: Classical Period to Modernity	3
MUS 451	Music Cultures of the World I	3
MUS 452	Music Cultures of the World II	3
Performance		
MUE__	Ensemble	2
MU__	Applied Music Instruction *	4
Electives		
Choose 1-7 units from any 300-400 level music (MUS) and/or conducting courses to bring total units for minor up to 24.		1-7
Total Units		24

* Student must achieve 300 level on one instrument.

Department of Theatre

Chair: Prof. Lori Siekmann

The **Theatre Department** educates students to understand, appreciate and produce theatre in ways that reflect a Lutheran understanding of the Christian faith. Our academic programs incorporate both liberal arts and pre-professional elements to prepare students to be effective in a variety of theatre vocations and avocations. Our productions present high-quality entertainment that reflects the university's mission and values to both the campus community and the people of Orange County and beyond.

The **Theatre major** prepares students for careers in acting, directing and technical theatre as well as for graduate programs in these areas. All theatre majors take a set of required classes and then choose either an Acting/Directing or Design/Technical Production emphasis. Students are encouraged to be well-rounded professionals who are prepared for a variety of careers in the arts, entertainment and theatre education fields.

Outcomes

Theatre Program Learning Outcomes

Theatre in Historical and Global Context

- Students will engage in scholarship or creative activity that reflects knowledge of significant theatre art, past and present.

Theatrical Artistry: Oral Communication

- Students will effectively utilize oral communication skills to discuss, create, analyze and present theatrical work.

Theatrical Artistry: Written Communication

- Students will effectively utilize written communication skills to create, analyze and present theatrical work.

Critical Thinking in Research

- Students will utilize scholarly resources and related material to evaluate and/or create points of view.

Interaction of Faith and Artistry

- Students will articulate their own theological and philosophical perspectives and apply them to artistic visions and choices.

Theatrical Artistry—Acting & Directing

- Students will effectively utilize tools and techniques to act and direct theatrical art.

Theatrical Artistry—Design & Technical Production

- Students will effectively utilize different technical elements that contribute to the theatrical whole.

Major

Undergraduate Major

Bachelor of Arts Degree

Theatre (p. 36)

Emphases:

- Acting and Directing
- Design and Technical Production

Theatre

Core

THR 251	Introduction to Theatre	3
THR 261	Acting I	3
THR 311	Stagecraft	3
THR 321	Introduction to Theatrical Design	3
THR 351	Play Direction I	3
THR 390	Practicum: Theatre (Theatre Major)	2
THR 489	Theatre: Professional Preparation	1
ENG 387	Modern and Contemporary Drama	3
or ENG 466	Shakespeare	
Choose 2 of the following courses:		6
THR 441	Theatre and Culture I	3
THR 442	Theatre and Culture II	3
THR 443	Contemporary Theatre and Culture	3

Emphasis

Choose 1 of the following emphases	23-24
Total Units	50-51

Emphases

Acting and Directing

THR 241	Voice and Movement for the Actor	3
THR 262	Acting II	4
THR 371	Acting III	4
THR 381	Acting in Musical Theatre	3
THR 451	Play Direction II	3
Choose 2 of the following courses not completed in the Core:		6-7
ENG 387	Modern and Contemporary Drama	3
ENG 466	Shakespeare	3
THR 330	Performance Studies and Readers Theatre	3
THR 441	Theatre and Culture I	3
THR 442	Theatre and Culture II	3
THR 443	Contemporary Theatre and Culture	3

THR 452	Advanced Script Analysis	3
THR 461	Creative Drama and Improvisation	3
THR 471	Acting IV	4
THR 498	Theatre Showcase	3
Total Units		23-24

Design and Technical Production

THR 211	Computer Aided Design	3
THR 323	Period Styles of Design	3
THR 325	Scenic Design	3
THR 327	Lighting and Sound Design	3
THR 329	Costume Design	3
Choose 3 of the following courses not completed in the Core:		9
ART 201	Drawing I	3
ART 301	Drawing II	3
ART 321	Painting I	3
ENG 387	Modern and Contemporary Drama	3
ENG 466	Shakespeare	3
THR 441	Theatre and Culture I	3
THR 442	Theatre and Culture II	3
THR 443	Contemporary Theatre and Culture	3
THR 452	Advanced Script Analysis	3
THR 498	Theatre Showcase	3
Total Units		24

Minors

Undergraduate Minors

Theatre (p. 36)

Musical Theatre (p. 37)

Theatre Design and Technical Production (p. 37)

Theatre Minor

Core

THR 251	Introduction to Theatre	3
THR 261	Acting I	3
THR 262	Acting II	4
THR 351	Play Direction I	3
Additional Courses		
Choose 1 of the following courses:		3
THR 441	Theatre and Culture I	3
THR 442	Theatre and Culture II	3
THR 443	Contemporary Theatre and Culture	3
Choose 1 of the following courses not completed above:		3
ENG 387	Modern and Contemporary Drama	3
ENG 466	Shakespeare	3
THR 321	Introduction to Theatrical Design	3
THR 330	Performance Studies and Readers Theatre	3
THR 441	Theatre and Culture I	3
THR 442	Theatre and Culture II	3
THR 443	Contemporary Theatre and Culture	3

THR 461	Creative Drama and Improvisation	3
Total Units		19

Musical Theatre Minor

Note: Students completing the Musical Theatre Minor are strongly encouraged to take MUS 102 in general education (p. 5) and at least 4 semesters of MUE ensemble credit (vocal or instrumental).

ESS 304	Motor Learning and Control	3
DAN 101	Ballet I	1
DAN 102	Ballet II	1
DAN 111	Jazz Dance	1
DAN 112	Modern Dance	1
DAN 141	Tap Dance	1
MUVO_	Applied Music Instruction: Voice	3
THR 261	Acting I	3
THR 262	Acting II	4
THR 381	Acting in Musical Theatre	3
THR 390	Practicum: Theatre (Theatre Major)	2
Total Units		23

Theatre Design and Technical Production Minor

THR 211	Computer Aided Design	3
THR 251	Introduction to Theatre	3
THR 311	Stagecraft	3
THR 321	Introduction to Theatrical Design	3
THR 323	Period Styles of Design	3
Choose 2 of the following courses:		6
THR 325	Scenic Design	3
THR 327	Lighting and Sound Design	3
THR 329	Costume Design	3
Total Units		21

Division of Humanities

Assistant Dean: Dr. Daniel van Voorhis

Department of Communication Studies (p. 38)

Undergraduate Major

Bachelor of Arts Degree

- Communication Studies

Undergraduate Minor

- Communication

Department of English, Writing and Modern Language (p. 39)

Undergraduate Majors

Bachelor of Arts Degree

- English
- Humanities and Fine Arts

Undergraduate Minors

- Creative Writing

- English
- Spanish

Department of History and Political Thought (p. 42)

Undergraduate Major

Bachelor of Arts Degree

- History and Political Thought

Undergraduate Minors

- American Studies
- History
- Political Thought

Program

- Pre-Law

Department of International Studies (p. 43)

Undergraduate Major

Bachelor of Arts Degree

- International Studies

Undergraduate Minor

- Global Cultural Studies

Department of Psychology, Sociology and Anthropology (p. 45)

Undergraduate Majors

Bachelor of Arts Degree

- Behavioral Sciences
- Psychology

Undergraduate Minors

- Anthropology
- Psychology
- Sociology

Department of Communication Studies

Co-Chairs: Dr. Martin Schramm and Prof. Patricia Ollry

The **Communication Studies** department equips students for leadership roles in communication-related careers. Students select one of two emphases - General or Mass Communication - and are encouraged to double major in another discipline or minor to complement the major. Through careful planning, students can complete these options within 4 years. The department offers a varied curriculum that includes both the classical courses associated with the discipline and those that reflect contemporary developments in the field, such as social media.

Outcomes

Communication Studies Program Learning Outcomes

Students completing the Communication Studies major will be able to:

- Explain and apply historical and contemporary theories of human communication.

- Describe and analyze how culture influences the communication process.
- Demonstrate competency in written and oral communication.
- Articulate the origins and trends of mediated communication.
- Analyze arguments and discourse intended to influence beliefs, attitudes, values and practices.
- Demonstrate competency in systematic inquiry.

Major

Undergraduate Major

Bachelor of Arts Degree

Communication Studies (p. 38)

Emphases:

- General Communication Studies
- Mass Communication

Communication Studies

Core

COM 200	Gateway to Communication	1
COM 216	Interpersonal Communication	3
COM 280	Theories of Human Communication	3
COM 311	Advanced Public Speaking	3
COM 321	Mass Communication	3
COM 324	Intercultural Communication	3
COM 340	Persuasion and Attitude	3
COM 485	Communication Criticism	3
COM 488	Communication Research Methods	3

Emphasis

Choose 1 of the following emphases	18
Total Units	43

Emphases

General Communication Studies

Choose 6 of the following courses:	18	
COM 211	Introduction to Argumentation and Debate	3
COM 222	Theory and Practice of Journalism	3
COM 328	Small Group Communication	3
COM 335	Nonverbal Communication	3
COM 344	Theory and Practice of Interviewing	3
COM 371	Introduction to Social Media	3
COM 412	Writing for the Broadcast Media	3
COM 422	Studies in Public Relations	3
COM 451	Organizational Communication	3
COM 471	Advanced Strategies in Social Media	3
THR 330	Performance Studies and Readers Theatre	3

Total Units	18
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Mass Communication

COM 222	Theory and Practice of Journalism	3
COM 344	Theory and Practice of Interviewing	3
COM 371	Introduction to Social Media	3
or COM 412	Writing for the Broadcast Media	

COM 422	Studies in Public Relations	3
Choose 2 of the following courses:		6
COM 211	Introduction to Argumentation and Debate	3
COM 328	Small Group Communication	3
COM 335	Nonverbal Communication	3
COM 371	Introduction to Social Media *	3
or COM 412	Writing for the Broadcast Media	
COM 451	Organizational Communication	3
COM 471	Advanced Strategies in Social Media	3
THR 330	Performance Studies and Readers Theatre	3
Total Units		18

* As COM 371 and 412 are also listed above in the emphasis requirements, choose the 1 course not completed in the choice above.

Minor

Undergraduate Minor

Communication (p. 39)

Communication Minor

COM 280	Theories of Human Communication	3
COM 311	Advanced Public Speaking	3
COM 321	Mass Communication	3
Choose 3 of the following courses:		9
COM 211	Introduction to Argumentation and Debate	3
COM 216	Interpersonal Communication	3
COM 222	Theory and Practice of Journalism	3
COM 324	Intercultural Communication	3
COM 328	Small Group Communication	3
COM 335	Nonverbal Communication	3
COM 340	Persuasion and Attitude	3
COM 344	Theory and Practice of Interviewing	3
COM 371	Introduction to Social Media	3
COM 412	Writing for the Broadcast Media	3
COM 422	Studies in Public Relations	3
COM 451	Organizational Communication	3
COM 471	Advanced Strategies in Social Media	3
COM 485	Communication Criticism	3
COM 488	Communication Research Methods	3
Total Units		18

Department of English, Writing and Modern Languages

Chair: Dr. John Norton

The English, Writing and Modern Language Department, guided by the Great Commission and inspired by the traditions of the liberal arts, empowers students to cultivate their God-given gifts for human thought and expression. Students of all backgrounds are welcomed into the study and practice of the aesthetic, cultural and mechanical excellences of literature, writing and language(s) for lives of leadership and service.

Outcomes

English Program Learning Outcomes

Students in the English major will be able to...

- Create a sustained argument employing the writing process and context-appropriate conventions. [WC, SI, SK]
- Analyze and assess literary texts and contexts using appropriate research tools and methods. [WC, SI, SK]
- Recognize and evaluate Christian themes, tropes, hallmarks of Christian confession or struggle and other religious distinctives in literature. [CLF, SK, IRC]
- Identify and differentiate literary periods, major writers, critical theories and genres. [SK, SI, IRC]
- Serve society in ethical and merciful ways, examining benefits gained and challenges encountered. [SSC]
- Engage and analyze literary arts by recognizing and critiquing elements of literature including literary types, forms and figurative language in both written and oral presentations. [IRC, OC, SI, SK]
- Modern Languages: Develop an increased appreciation for different cultures and societies through language learning - etymological, structural, pronunciation, or literary exempla in the student's main chosen language.

Humanities and Fine Arts Program Learning Outcomes

Clear Communication

- Articulate a sustained argument using standard English genres and conventions.
- Use and incorporate a variety of research tools and methods.

Understanding of Cultural Diversity

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

Understanding of Cultural Unity

- Formulate connections among the cultures of the world.

Understanding of Cultural Development in the Western World

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

Cross-disciplinary Thinking

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

Majors

Undergraduate Majors

Bachelor of Arts Degree

English (p. 40)

Humanities and Fine Arts (p. 40)

Emphases:

- Art
- Communication
- Creative Writing
- History
- Literature
- Music
- Spanish

• Theatre

English

ENG 271	Literary Criticism	3
ENG 341	American Literature I	3
ENG 342	American Literature II	3
ENG 361	English Literature I	3
ENG 362	English Literature II	3
ENG 380	Women's Literature	3
or ENG 382	Postcolonial Literature	
ENG 441	Major American Writers	3
or ENG 461	Major English Writers	
ENG 451	Senior Seminar in English	3
ENG 466	Shakespeare	3
ENG 471	Literary Theory	3
ENG 477	History and Development of the English Language	3
WRT 333	Topics in Literature and Creative Writing	3
Choose 2 of the following courses:		6
ENG 383	Modern and Contemporary Poetry	3
ENG 385	Modern and Contemporary Novel	3
ENG 387	Modern and Contemporary Drama	3
ENG 389	Film as Literature	3
Total Units		42

Humanities and Fine Arts: Bachelor of Arts Degree

The **Humanities and Fine Arts** major is rooted in the tradition of the liberal arts, allowing students to study the best of human thought and creativity, across time and across cultures. In addition, the major encourages students to combine disciplines in a unique way, asking them to view their education as an intertwined, rather than a compartmentalized, experience.

Core

ART 311	Art History I	3
or ART 312	Art History II	
COM 324	Intercultural Communication	3
CENG 201	World Literature to the Renaissance	3
HST 410	Mythology, Theology and Philosophy	3
HUM 495	Senior Project	1-3
MUS 451	Music Cultures of the World I	3
or MUS 452	Music Cultures of the World II	
THL 321	World Religions	3
THR 251	Introduction to Theatre	3

Emphasis

Choose 1 of the following emphases	18-19
Total Units	40-43

Emphases**Art**

ART 200	Elements of Art	3
ART 201	Drawing I	3
Choose 1 of the following:		3

ART 311	Art History I *	3
ART 312	Art History II *	3
ART 315	The History of Contemporary Art *	3
ART 321	Painting I	3
ART 331	Sculpture I	3
or ART 341	Hand Building Ceramics I	
ART 351	Printmaking I	3
Total Units		18

* ART 311 or ART 312 may be completed in the Art emphasis if not completed in the core.

Communication

COM 216	Interpersonal Communication	3
COM 311	Advanced Public Speaking	3
Choose 4 of the following courses:		12
COM 280	Theories of Human Communication	3
COM 321	Mass Communication	3
COM 412	Writing for the Broadcast Media	3
COM 451	Organizational Communication	3
COM 485	Communication Criticism	3
Total Units		18

Creative Writing

WRT 323	Introduction to Genre and Craft in Creative Writing	3
WRT 427	Advanced Creative Writing	3
Choose 4 of the following courses:		12
WRT 324	Writing for Children and Teenagers	3
WRT 327	Creative Writing: Fiction	3
WRT 328	Creative Writing: Poetry	3
WRT 329	Creative Nonfiction	3
WRT 333	Topics in Literature and Creative Writing	3
Total Units		18

History

HST 301	Eastern Civilization	3
HST 321	A History of Popular Culture	3
HST 371	Islamic Civilization	3
Choose 3 courses from the following:		9
HST 226	United States History	3
HST 334	Medieval History	3
HST 336	The Renaissance and the Reformation	3
HST 338	Modern European History	3
HST 451	The Enlightenment	3
Total Units		18

Literature

Note: Students taking the Literature emphasis in the Humanities and Fine Arts major may not minor in English.

ENG 341	American Literature I	3
ENG 342	American Literature II	3
or ENG 362	English Literature II	
ENG 361	English Literature I	3
ENG 441	Major American Writers	3

or ENG 461	Major English Writers	
ENG 466	Shakespeare	3
Choose 1 of the following:		3
ENG 380	Women's Literature	3
ENG 382	Postcolonial Literature	3
ENG 385	Modern and Contemporary Novel	3
ENG 387	Modern and Contemporary Drama	3

Total Units 18

Music

MUS 201	Music Theory I	3
MUS 202	Music Theory II	3
MUS 211	Aural Skills I	1
MUS 331	Music History: Antiquity to Bach	3
MUS 332	Music History: Classical Period to Modernity	3
MUS____	Upper Division Elective (Choose 1 additional 300 level and above music course not used in this major)	3
MU____	Applied Music Instruction	2

Total Units 18

Spanish

POL 304	International Relations	3
or SOC 316	Ethnic and Minority Relations	
SPA 201	Intermediate Spanish I	3
SPA 202	Intermediate Spanish II	3
SPA 301	Advanced Conversation	3
SPA 302	Advanced Grammar/Reading	3
SPA 311	Survey of Spanish Literature	3
or SPA 312	Survey of Spanish American Literature	

Total Units 18

Theatre

THR 261	Acting I	3
THR 262	Acting II	4
THR 311	Stagecraft	3
or THR 321	Introduction to Theatrical Design	
THR 351	Play Direction I	3
THR 441	Theatre and Culture I	3
or THR 442	Theatre and Culture II	
Choose 1 of the following courses:		3
ENG 387	Modern and Contemporary Drama	3
ENG 466	Shakespeare	3
THR 441	Theatre and Culture I *	3
or THR 442	Theatre and Culture II	

Total Units 19

* As THR 441 and THR 442 are also listed above in the emphasis requirements, choose the 1 course not completed in the choice above.

Minors

Undergraduate Minors

Creative Writing (p. 41)

English (p. 41)

Spanish (p. 41)

Creative Writing Minor

WRT 323	Introduction to Genre and Craft in Creative Writing	3
WRT 427	Advanced Creative Writing	3
WRT 324	Writing for Children and Teenagers	3
or WRT 333	Topics in Literature and Creative Writing	
Choose 2 of the following courses:		6
WRT 327	Creative Writing: Fiction	3
WRT 328	Creative Writing: Poetry	3
WRT 329	Creative Nonfiction	3
Choose 1 of the following courses:		3
ENG 342	American Literature II	3
ENG 383	Modern and Contemporary Poetry	3
ENG 385	Modern and Contemporary Novel	3
ENG 387	Modern and Contemporary Drama	3

Total Units 18

English Minor

ENG 271	Literary Criticism	3
ENG 341	American Literature I	3
or ENG 342	American Literature II	
ENG 477	History and Development of the English Language	3
WRT 333	Topics in Literature and Creative Writing	3
Choose 1 of the following courses:		3
ENG 361	English Literature I	3
ENG 362	English Literature II	3
ENG 382	Postcolonial Literature	3
Choose 1 of the following courses not completed above:		3
ENG 341	American Literature I	3
ENG 342	American Literature II	3
ENG 361	English Literature I	3
ENG 362	English Literature II	3
ENG 380	Women's Literature	3
ENG 382	Postcolonial Literature	3
ENG 383	Modern and Contemporary Poetry	3
ENG 385	Modern and Contemporary Novel	3
ENG 387	Modern and Contemporary Drama	3
ENG 389	Film as Literature	3
ENG 391	Children's Literature	3
ENG 441	Major American Writers	3
ENG 461	Major English Writers	3
ENG 466	Shakespeare	3

Total Units 18

Spanish Minor

SPA 201	Intermediate Spanish I	3
SPA 202	Intermediate Spanish II	3
SPA 301	Advanced Conversation	3

SPA 302	Advanced Grammar/Reading	3
SPA 311	Survey of Spanish Literature	3
SPA 312	Survey of Spanish American Literature	3
Total Units		18

Department of History and Political Thought

Chair: Dr. Adam Francisco

The **History and Political Thought department** endeavors to equip students to “see life steadily and see it whole.” The interdisciplinary nature of the courses required for this major and minors attempts to look at the human experience both communally and individually and in both the past and present. All are approached from the liberal arts tradition of learning for the sake of learning. The courses cover a broad range of topics including the works specific to the course subject and having rigorous reading and writing expectations. A graduate with one of these majors will not only have a mind well filled, but well trained.

Outcomes

History and Political Thought Program Learning Outcomes

Empirical Inquiry

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

Theoretical Cognizance

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

Articulate Expression

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

Historical and Existential Awareness

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

Cultural Understanding

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

Artistic Appreciation

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

Christian/Western Worldview

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

Historical and Existential Awareness

- Apply examples from the social sciences of heroic actions, humility and grace.

Major

Undergraduate Major

Bachelor of Arts Degree

History and Political Thought (p. 42)

History and Political Thought

Core

HST 226	United States History	3
HST 332	Ancient Greece and Rome	3
HST 334	Medieval History	3
HST 336	The Renaissance and the Reformation	3
POL 321	Political Thought I: Ancient to Early Modern	3
or POL 322	Political Thought II: The Enlightenment	

Language requirement:

LAT 101	Fundamentals of Latin I *	4
LAT 102	Fundamentals of Latin II *	4

Additional Courses

Choose 5 of the following courses:		15
HST 321	A History of Popular Culture	3
HST 338	Modern European History	3
HST 341	Early Modern England	3
HST 361	History of Propaganda and Persuasion	3
HST 371	Islamic Civilization	3
HST 410	Mythology, Theology and Philosophy	3
HST/POL 412	Origins of American Political Systems	3
HST 416A	Contemporary Global Issues	3
HST 416B	Contemporary Global Issues	3
HST 431	Women's History	3
HST 437	Great Cities	3
HST 451	The Enlightenment	3
HST 478	History of California	3
HST 491	Advanced Topics in Social History	3
POL 304	International Relations	3
POL 312	Constitutional Law	3
POL 413	Religion and Politics in America	3
POL 490	Internship: Political Thought	3

Total Units		38
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* With approval from the department chair and dean of the school, a world language other than Latin may be substituted.

Minors

Undergraduate Minors

American Studies (p. 43)

History (p. 43)

Political Thought (p. 43)

American Studies Minor

HST 226	United States History	3
HST 321	A History of Popular Culture	3
POL 413	Religion and Politics in America	3
SOC 316	Ethnic and Minority Relations	3
Choose 2 of the following courses:		6
ENG 341	American Literature I	3
ENG 342	American Literature II	3
ENG 441	Major American Writers	3
HST/POL 412	Origins of American Political Systems	3
Total Units		18

History Minor

Choose 6 of the following courses:		18
HST 226	United States History	3
HST 321	A History of Popular Culture	3
HST 332	Ancient Greece and Rome	3
HST 334	Medieval History	3
HST 336	The Renaissance and the Reformation	3
HST 338	Modern European History	3
HST 341	Early Modern England	3
HST 361	History of Propaganda and Persuasion	3
HST 371	Islamic Civilization	3
HST 410	Mythology, Theology and Philosophy	3
HST 431	Women's History	3
HST 451	The Enlightenment	3
HST 491	Advanced Topics in Social History	3
HST/POL 412	Origins of American Political Systems	3
Total Units		18

Political Thought Minor

HST/POL 412	Origins of American Political Systems	3
POL 304	International Relations	3
POL 312	Constitutional Law	3
POL 321	Political Thought I: Ancient to Early Modern	3
POL 322	Political Thought II: The Enlightenment	3
POL 413	Religion and Politics in America	3
Total Units		18

Pre-Law Program

Chair: Dr. Daniel van Voorhis

Completing a specific program is not a requirement for graduation.

The **Pre-Law Program** is designed to assist students who have an interest in pursuing a legal career with planning their coursework, arranging legal apprenticeships and preparing for the Law School Admissions Test (LSAT).

All law schools require that applicants have a bachelor's degree but most do not specify a certain major, minor or program of study. Schools stress breadth of preparation rather than narrow a focus on one or two

areas of study and they strongly urge applicants to have a wide range of involvement in campus activities from athletics to music to student government.

Law schools expect a high undergraduate GPA and value volunteer or apprentice work in a law office. All applicants are required to submit their LSAT scores when they apply; most having taken the test late in their junior year and applying and interviewing during their final undergraduate year.

A. General Education: (55-57 Units)

Normally completed during the first two years of attendance (See here for requirements (p. 5)).

B. Major Requirements:

Completion of any approved major.

C. Program Requirements:

No specific courses required, but students should select courses from a variety of fields that will best prepare them for the Law School Admission Test (LSAT) toward the end of their junior year.

D. Additional Information:

Students are advised to take additional writing and speaking courses, possess basic computer skills, become involved in on-campus activities and volunteer and/or work in a law firm.

Department of International Studies

Chair: Dr. P. Dan Waite

The **International Studies department** equips students to learn, serve and lead in roles that require a holistic understanding of the interdependent and cross-cultural complexities of a globalized world.

Our interdisciplinary approach draws on diverse fields including anthropology, sociology, literature, arts, communications, economics, history and theology. With an emphasis on preparing students to lead with humility and work for truth, peace and justice across cultures, the department integrates the liberal arts with a praxis and community-based approach to learning focused on language acquisition, experiential learning and field-based research. Students in the department's major choose an emphasis in Global Literature and Arts, International Development, International Relations or Missiology and are required to engage in between 1-4 semesters of off-campus study in one of CUI's study abroad programs.

Outcomes

International Studies Program Learning Outcomes

- Analyze diverse sources of information about global issues of historic and contemporary significance.
- Articulate focused, persuasive and original arguments about globally significant issues in oral and written form.
- Demonstrate proficiency in cross-cultural communication and in a specific modern language.
- Creatively design and complete a research project exploring a global issue that synthesizes theories from at least two disciplines and is

complemented by a nuanced understanding of that issue drawn from evidence gathered in a cross-cultural, field-based setting.

- Articulate a personal vocational mission that reflects an informed and ethical approach to solving complex human problems in global and cross-cultural settings.

Major

Undergraduate Major

Bachelor of Arts Degree

International Studies (p. 44)

Emphases:

- Global Literature and Art
- International Development
- International Relations
- Missiology

International Studies

Core

ANT 241	Anthropology for Travelers	3
COM 324	Intercultural Communication	3
ECO 221	History of Economic Thought	3
ENG 382	Postcolonial Literature	3
GCS 495	Senior Capstone	3
HST 416A or HST 416B	Contemporary Global Issues	3
SOC 365	Sociology of Globalization	3

World Language *

Language 1	4
Language 2	4
Intermediate Language 1	3
Intermediate Language 2	3

Study Abroad Courses

Choose a minimum of 12 units to be taken at one of Concordia 12 University Irvine's approved international partner institutions.
**

Emphasis

Choose 1 of the following emphases	15-16
Total Units	50-51

* Greek, Hebrew, and Latin may **not** be used to fulfill this requirement.
** These units will include courses that meet the requirements in World Language and chosen emphasis *with prior approval*. Up to 6 of these units may be electives.

Emphases

Global Literature and Art

Choose 5 of the following courses:	15	
ART 311	Art History I	3
ART 312	Art History II	3
ENG 389	Film as Literature	3
MUS 451	Music Cultures of the World I	3
MUS 452	Music Cultures of the World II	3
THR 441	Theatre and Culture I	3

THR 442	Theatre and Culture II	3
Total Units		15

International Development

Choose 5 of the following courses:	15	
BUS 201	Introduction to Management, Marketing and Information Technology	3
ECO 323	Money and Financial Markets	3
ECO 428	Economic Analysis of Public Policy	3
MGT 321	Management	3
MGT 323	Global Enterprise	3
MGT 326	New Ventures and Entrepreneurship	3
MKT 341	Marketing	3
MKT 445	International Marketing	3

Total Units		15
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International Relations

Choose 5 of the following courses:	15	
HST 338	Modern European History	3
HST 361	History of Propaganda and Persuasion	3
HST/POL 412	Origins of American Political Systems	3
HST 437	Great Cities	3
HST 491	Advanced Topics in Social History	3
POL 304	International Relations	3
POL 322	Political Thought II: The Enlightenment	3

Total Units		15
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Missiology

ANT 435	Anthropology of Religion	3
THL 222	Christian Witness and Evangelism	1
THL 321	World Religions	3
THL 429	Biblical Theology and Exegesis	3
THL 430	Christian Apologetics	3
THL 481	The Mission of Christ's Church	3

Total Units		16
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Minor

Undergraduate Minor

Global Cultural Studies (p. 44)

Global Cultural Studies Minor

Students wishing to take the Global Cultural Studies minor must apply for, be fully accepted and planning to participate in the Around-the-World (ATW) semester (<http://www.cui.edu/academicprograms/global-programs/around-the-world-semester>).

ENG 386	Postmodern Novel	3
ENG 392	Epic Literature	3
GCS 201	Global Cultural Studies	1
GCS 202	Understanding Other Cultures Anthropologically	1
GCS 203	Cross-Cultural Communication Awareness	1
GCS 301	Foundations of Language	4
GCS 399	Service Learning Practicum	2

WRT 330	Travel Writing	3
Total Units		18

Department of Psychology, Sociology and Anthropology

Chair: Dr. John Lu

The **Department of Psychology, Sociology and Anthropology** explores, explicates, conceptualizes and interprets the human experience. Through social science methodologies students will discover how individuals think about, construct, act upon and relate to themselves and others.

Outcomes

Psychology, Sociology and Anthropology

Program Learning Outcomes

- Write and speak in genres appropriate to the behavioral sciences.
- Summarize and evaluate literature to demonstrate critical understanding of content, theories and methods.
- Demonstrate understanding of statistical concepts, perform calculations successfully and apply problem solving strategies to analyze statistical data and draw appropriate conclusions.
- Illustrate how a Christian world-view interrelates with and complements the scientific study of human behavior.
- Examine the different components of socio-cultural and international diversity.

Majors

Undergraduate Majors

Bachelor of Arts Degree

Behavioral Sciences (p. 45)

Emphases:

- Anthropology
- General
- Psychology
- Sociology

Psychology (p. 45)

Behavioral Sciences

The **Behavioral Sciences major** utilizes the tools of anthropology, psychology and sociology to explore the complex nature of the human experience. An interdisciplinary approach will create a foundation within which students will investigate the dynamic between self and society, agency and structure and nature and culture. Students can choose an emphasis that further explores one of the dimensions of the Behavioral Sciences, such as culture (Anthropology emphasis), the individuals (Psychology emphasis), or society (Sociology emphasis).

Core

ANT 210	Cultural Anthropology	3
ANT 364	Culture and Self	3
BSC 220	Qualitative Research Methods	3
BSC 265	Statistics for the Behavioral Sciences	3
BSC 296	Introduction to Research Methods	3

BSC 301	Topics in the Behavioral Sciences	3
or PSY 381	Advanced Research Methods I	
PSY 345	Social Psychology	3
PSY 351	Personality Theory	3
SOC 321	Social Problems	3
SOC 331	Marriage and the Family	3
SOC 461	Social Theory	3
Choose 1 of the following courses:		3
PSY 313	Developmental Psychology: Childhood	3
PSY 314	Developmental Psychology: Adolescence	3
PSY 315	Developmental Psychology: Adulthood and Aging	3
PSY 320	Developmental Psychology: Lifespan	3
Emphasis		
Choose 1 of the following emphases		12
Total Units		48

Emphases

Anthropology

ANT 314	Native Peoples of North America	3
ANT 435	Anthropology of Religion	3
Choose 2 of the following courses:		
ANT 241	Anthropology for Travelers	3
HST 371	Islamic Civilization	3
MUS 451	Music Cultures of the World I	3
SOC 316	Ethnic and Minority Relations	3

Total Units		12
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General

ANT 435	Anthropology of Religion	3
PSY 361	Abnormal Psychology	3
SOC 320	Social Stratification	3
Choose 1 of the following courses:		
ANT 241	Anthropology for Travelers	3
ANT 314	Native Peoples of North America	3
PSY 202	Human Sexuality	3
PSY 340	Introduction to Biopsychology	3
PSY 403	Health Psychology	3
SOC 325	Women and Gender Issues	3
SOC 355	Social Gerontology	3

Total Units		12
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Psychology

Note: Students who select the Psychology emphasis must take PSY 101 in general education (p. 5).

Choose 4 of the following courses:		12
PSY 202	Human Sexuality	3
PSY 340	Introduction to Biopsychology	3
PSY 361	Abnormal Psychology	3
PSY 371	Cognition	3
PSY 403	Health Psychology	3
PSY 441	Clinical and Forensic Psychology	3

PSY 466	Principles of Counseling	3
Total Units		12
Sociology		
Note: Students who select the Sociology emphasis must take SOC 101 in general education (p. 5).		
SOC 320	Social Stratification	3
Choose 3 of the following courses:		9
SOC 229	Criminology	3
SOC 316	Ethnic and Minority Relations	3
SOC 325	Women and Gender Issues	3
SOC 332	Child, Family and Community	3
SOC 355	Social Gerontology	3
SOC 365	Sociology of Globalization	3
Total Units		12

Psychology

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

Note: Students who select the Psychology major must take PSY 101 in general education (p. 5).

BSC 265	Statistics for the Behavioral Sciences	3
BSC 296	Introduction to Research Methods	3
PSY 340	Introduction to Biopsychology	3
PSY 345	Social Psychology	3
PSY 351	Personality Theory	3
PSY 361	Abnormal Psychology	3
PSY 371	Cognition	3
PSY 390	Practicum: Psychology	2-3
PSY 403	Health Psychology	3
Choose 1 of the following course pairings:		6
PSY 202 & BSC 301	Human Sexuality and Topics in the Behavioral Sciences	6
PSY 261 & BSC 301	Chemical Dependency and Addiction and Topics in the Behavioral Sciences	6
PSY 381 & PSY 382	Advanced Research Methods I and Advanced Research Methods II	6
Choose 2 of the following courses:		6
PSY 313	Developmental Psychology: Childhood	3
PSY 314	Developmental Psychology: Adolescence	3
PSY 315	Developmental Psychology: Adulthood and Aging	3
PSY 320	Developmental Psychology: Lifespan	3
Choose 1 of the following courses:		3
PSY 441	Clinical and Forensic Psychology	3
PSY 466	Principles of Counseling	3
Choose 1 of the following courses:		3
ANT 364	Culture and Self	3

SOC 321	Social Problems	3
Total Units		44-45

Minors

Undergraduate Minors

Anthropology (p. 45)

Psychology (p. 46)

Sociology (p. 46)

Anthropology Minor

ANT 210	Cultural Anthropology	3
SOC 316	Ethnic and Minority Relations	3
Choose 4 of the following courses:		12
ANT 241	Anthropology for Travelers	3
ANT 314	Native Peoples of North America	3
ANT 364	Culture and Self	3
ANT 435	Anthropology of Religion	3
HST 371	Islamic Civilization	3
MUS 451	Music Cultures of the World I	3
Total Units		18

Psychology Minor

Note: Students who select the Psychology minor must take PSY 101 in general education (p. 5).

Choose 1 of the following courses:		3
PSY 313	Developmental Psychology: Childhood	3
PSY 314	Developmental Psychology: Adolescence	3
PSY 315	Developmental Psychology: Adulthood and Aging	3
PSY 320	Developmental Psychology: Lifespan	3
Choose 5 of the following courses:		15
ESS 365	Sport Psychology	3
PSY 202	Human Sexuality	3
PSY 261	Chemical Dependency and Addiction	3
PSY 340	Introduction to Biopsychology	3
PSY 345	Social Psychology	3
PSY 351	Personality Theory	3
PSY 361	Abnormal Psychology	3
PSY 371	Cognition	3
PSY 403	Health Psychology	3
PSY 441	Clinical and Forensic Psychology	3
PSY 466	Principles of Counseling	3
Total Units		18

Sociology Minor

Note: Students who select the Sociology minor must take SOC 101 in general education (p. 5).

SOC 320	Social Stratification	3
SOC 321	Social Problems	3
SOC 365	Sociology of Globalization	3

SOC 461	Social Theory	3
Choose 2 additional 200 level and above sociology courses.		6
Total Units		18

Division of Mathematics, Natural Science and Exercise and Sport Science

Assistant Dean: Dr. Terry Olson

The famous scientist and mathematician, Galileo Galilei, once wrote, "I do not feel obliged to believe that the same God who has endowed us with sense, reason, and intellect has intended us to forgo their use..." (Letter to Grand Duchess Christina, 1615). Do you feel the same way? Are you looking for an area of study that will continually stretch your senses, reason, and intellect? Then welcome to the **Division of Mathematics, Natural Science and Exercise and Sport Science** at Concordia University Irvine!

The division houses the Biology, Chemistry, Exercise and Sport Science, Physics and Mathematics majors as well as the Athletic Training and pre-health sciences programs, working to investigate the world from the very small to the very large, from life itself to the logic and laws that order that world.

Concordia is built upon the Lutheran understanding of the Holy Scriptures but will expect you to know the world of science and its methodologies as well as anyone else. While not necessarily finding theological elements within each and every area of mathematics and science, we will endeavor to use our God-given skills and reason to further our understanding of His world and serve His people through the use of those gifts.

You will be challenged to stretch your intellect and to see the complexity of the world within your classes. We will investigate the richness of the sciences and learn about the foundations of what we know and what we don't know. None of this will be "easy", but it will be rewarding and uplifting!

The mathematician David Hilbert is said to have uttered once (when told that a student had dropped mathematics to go into poetry), "Good! He did not have enough creativity to stay in mathematics anyway." So, we invite you who are creative enough to handle the world of sciences and mathematics to join us here at Concordia University Irvine!

Department of Biology (p. 47)

Undergraduate Majors

Bachelor of Arts Degree

- Biology

Bachelor of Science Degree

- Biology

Undergraduate Minor

- Biology

Programs

- Medical Science Professions Program
- Pre-Nursing Program
- Pre-Physical Therapy Program

Department of Chemistry, Physics and General Science (p. 50)

Undergraduate Majors

Bachelor of Arts Degree

- Chemistry

Bachelor of Science Degree

- Physics

Undergraduate Minor

- Chemistry

Department of Exercise and Sport Science (p. 52)

Undergraduate Majors

Bachelor of Arts Degree

- Exercise and Sport Science

Bachelor of Science Degree

- Athletic Training
- Exercise and Sport Science

Undergraduate Minors

- Coaching
- Exercise Science
- Physical Education

Program

- Athletic Training Program

Department of Mathematics (p. 56)

Undergraduate Major

Bachelor of Arts Degree

- Mathematics

Undergraduate Minor

- Mathematics

Program

- Actuarial Science

Department of Biology

Chair: Dr. Roderick Soper

The study of **Biology** endeavors to develop students' numerical and analytical abilities enabling them to investigate, formulate, analyze and articulate solutions to scientific, environmental and health problems within the disciplines of biology and other sciences.

Outcomes

Biology Program Learning Outcomes

- Demonstrate competency in written and oral communication.
- Demonstrate competency of content in genetics and cell, molecular and organismal biology.
- Apply appropriate mathematical and statistical analysis to data.
- Read, analyze and critique primary scientific literature.
- Demonstrate competency in basic scientific laboratory techniques.
- Articulate a Christian worldview from a Lutheran perspective on various scientific topics.

Majors

Undergraduate Majors

Bachelor of Arts Degree:

Biology (p. 48)

Bachelor of Science Degree:

Biology (p. 48)

Biology: Bachelor of Arts Degree

Note: Students who select the Bachelor of Arts degree in Biology must take CHE 221 in general education (p. 5).

Core

BIO 111	General Biology I	4
BIO 112	General Biology II	4
BIO 496	Research in Biology	2
BIO 499	Senior Thesis	1
CHE 222	Chemistry II	4
SCI 455	History and Philosophy of Science	3
SCI 495	Research Methods	1
Choose 1 of the following courses:		4
BIO 345	Evolutionary Zoology	4
BIO 350	Molecular and Cellular Biology	4
BIO 351	General Microbiology	4
Choose 1 of the following course pairings:		8
PHY 211	Physics I	4
PHY 212	Physics II	4
OR		
PHY 221	Calculus-based Physics I	4
PHY 222	Calculus-based Physics II	4

Electives

Choose a minimum of 23 units from the following courses:		23
BIO 246	Human Anatomy and Physiology I	4
BIO 247	Human Anatomy and Physiology II	4
BIO 317	Ecology	4
BIO 331	Marine Biology	4
BIO 341	Plant Biology	4
BIO 355	Biostatistics	3
BIO 361	Field Biology Techniques	3
CHE 321	Organic Chemistry I	4
CHE 322	Organic Chemistry II	4
CHE 421	Introduction to Biochemistry	4
MTH 265	Introduction to Statistics	3
PHI 467	Bioethics and Healthcare Professions	3
SCI 301	Earth Science	3
SCI 318	Ocean Science	4

Total Units 50

Biology: Bachelor of Science Degree

Note: Students who select the Bachelor of Science degree in Biology must take CHE 221 and MTH 271 in general education (p. 5).

Core

BIO 111	General Biology I	4
BIO 112	General Biology II	4
BIO 355	Biostatistics	3
BIO 308	Molecular Genetics	4

or BIO 309	Population Genetics	
BIO 496	Research in Biology	2
BIO 499	Senior Thesis	1
CHE 222	Chemistry II	4
CHE 321	Organic Chemistry I	4
CHE 322	Organic Chemistry II	4
MTH 272	Calculus II	5
SCI 455	History and Philosophy of Science	3
SCI 495	Research Methods	1
Choose 1 of the following courses:		4
BIO 345	Evolutionary Zoology	4
BIO 350	Molecular and Cellular Biology	4
BIO 351	General Microbiology	4
Choose 1 of the following course pairings:		8
PHY 211	Physics I	4
PHY 212	Physics II	4
OR		
PHY 221	Calculus-based Physics I	4
PHY 222	Calculus-based Physics II	4
Electives		
Choose a minimum of 20 units from the following courses:		20
BIO 246	Human Anatomy and Physiology I	4
BIO 247	Human Anatomy and Physiology II	4
BIO 317	Ecology	4
BIO 331	Marine Biology	4
BIO 341	Plant Biology	4
BIO 361	Field Biology Techniques	3
CHE 421	Introduction to Biochemistry	4
MTH 265	Introduction to Statistics	3
PHI 467	Bioethics and Healthcare Professions	3
SCI 301	Earth Science	3
SCI 318	Ocean Science	4
Total Units		71

Minor

Undergraduate Minor

Biology (p. 48)

Biology Minor

BIO 111	General Biology I	4
BIO 112	General Biology II	4
Choose 4 of the following courses:		13-16
BIO 246	Human Anatomy and Physiology I	4
BIO 247	Human Anatomy and Physiology II	4
BIO 308	Molecular Genetics	4
BIO 317	Ecology	4
BIO 341	Plant Biology	4
BIO 345	Evolutionary Zoology	4
BIO 350	Molecular and Cellular Biology	4
BIO 351	General Microbiology	4
BIO 496	Research in Biology	2

SCI 455	History and Philosophy of Science	3
Total Units		21-24

Biology Programs

Biology Programs

Medical Science Professions Program (p. 49)

Pre-Nursing Program (p. 49)

Pre-Physical Therapy Program (p. 50)

Medical Science Professions Program

Director: Prof. Scott Gaines

Completion of the program is not a requirement for graduation.

A. General Education: (55-57 Units)

It is recommended that students take CHE 221 and PSY 101 in their general education (See here for requirements (p. 5)).

B. Major Requirement:

Completion of any approved major. Students planning to enter medical, dental, veterinary, chiropractic, physician assistant or nursing school is not required to complete a Biology major. If a major other than Biology is completed, it is suggested that the student complete the Medical Science Professions Program requirements. This will prepare the student for taking the Medical College Admissions Test (MCAT), Dental Admissions Test (DAT) or Graduate Record Exam (GRE) – Biology.

C. Additional Course Requirements: (71 Units)

Note: 17 units over a Bachelor of Arts degree, Biology major. Taking PSY 361 and 1 developmental Psychology course PSY 313, PSY 314 or PSY 315 is also recommended.

BIO 111	General Biology I	4
BIO 112	General Biology II	4
BIO 246	Human Anatomy and Physiology I	4
BIO 247	Human Anatomy and Physiology II	4
BIO 308	Molecular Genetics	4
BIO 350	Molecular and Cellular Biology	4
BIO 351	General Microbiology	4
BIO 496	Research in Biology	2
CHE 221	Chemistry I	4
CHE 222	Chemistry II	4
CHE 321	Organic Chemistry I	4
CHE 322	Organic Chemistry II	4
CHE 421	Introduction to Biochemistry	4
MTH 265	Introduction to Statistics	3
MTH 271	Calculus I	5
PHY 211	Physics I	4
PHY 212	Physics II	4
PSY 101	Introduction to Psychology	3
SCI 390	Practicum: Science	2
Total Units		71

D. Recommended Courses:

ESS 306	Nutritional Sciences *	3
ESS 310	General Medicine and Pharmacology *	3
PSY 320	Developmental Psychology: Lifespan *	3
WRT 329	Creative Nonfiction	3

* ESS 306 and PSY 320 are recommended for those planning on nursing.

E. Additional Information

As medical science schools look at experience in addition to GPA and Medical College Admission Test (MCAT) Dental Admission Test (DAT) and Graduate Record Exam (GRE) scores, students should pursue jobs or volunteer work in the medical field prior to making medical school application.

Maintenance of a high GPA is imperative. Students enrolling with a GPA lower than probationary status will be removed from the Medical Science Professions Program and refused enrollment in upper level science courses until reaching junior or senior status.

Pre-Nursing Program

The **Pre-Nursing Program** is intended to prepare students for entrance into a nursing program. As entrance requirements vary from school to school, students should explore the specific requirements at the school they plan to attend.

Completion of the program is not a requirement for graduation.

A. General Education: (55-57 Units)

Complete the general education (p. 5) (including CHE 221, COM 111, PSY 101, and ANT 210 or SOC 101) and graduation requirements as described in this General Catalog.

B. Major Requirement:

If a major other than Biology is chosen, it is suggested that the Pre-Nursing program additional course requirements (Section C below) be completed so the student is better prepared for most nursing programs. Those courses not part of the Biology major are recommended. If the Biology major (B.A. or B.S.) is selected, students should take the following courses as part of the major: BIO 246, BIO 247, BIO 351, and MTH 265. In addition to the Biology major (B.A or B.S), students should take the following courses: ESS 406 and PSY 320.

C. Additional Course Requirements: (33 Units)

Note: Courses generally required if Biology is not the selected major:

BIO 111	General Biology I	4
BIO 246	Human Anatomy and Physiology I	4
BIO 247	Human Anatomy and Physiology II	4
BIO 351	General Microbiology	4
CHE 371	Chemistry For Healthcare and Nursing	4
ESS 406	Physiology of Exercise	4
MTH 265	Introduction to Statistics	3
PSY 101	Introduction to Psychology	3

PSY 320	Developmental Psychology: Lifespan	3	1-2 units of Medical Terminology is recommended (not currently offered at CUI).
Total Units		33	

D. Additional Information

The requirements listed above are for Concordia's Second Degree Accelerated BSN. Requirements may vary from program to program.

Pre-Physical Therapy Program

Co-Directors: Dr. Vance Tammen and Prof. Scott Gaines

The **Pre-Physical Therapy Program** is intended to prepare students for entrance into a doctorate in physical therapy (DPT) program. As entrance requirements vary from school to school, students should explore the specific requirements at the school they plan to attend.

Completing a specific program is not a requirement for graduation.

A. General Education: (55-57 Units)

Complete the general education (p. 5) and graduation requirements as described in this General Catalog.

B. Major Requirement:

Completion of any approved major, normally Biology or Exercise and Sport Science, is suggested. Graduate physical therapy programs (either a masters or doctorate degree in physical therapy) do not require completion of the Biology major. If a major other than Biology is chosen, it is suggested that the Pre-Physical Therapy Program requirements be completed so the student is better prepared for most graduate programs.

C. Additional Course Requirements: (47 Units)

Note: 14 units over a Biology major.

BIO 111	General Biology I *	4
BIO 112	General Biology II *	4
BIO 246	Human Anatomy and Physiology I *	4
BIO 247	Human Anatomy and Physiology II *	4
CHE 221	Chemistry I **	4
CHE 222	Chemistry II *	4
ESS 406	Physiology of Exercise *	4
MTH 265	Introduction to Statistics	3
PHY 211	Physics I *	4
PHY 212	Physics II *	4
PSY 101	Introduction to Psychology **	3
Choose 1 of the following:		3
PSY 314	Developmental Psychology: Adolescence	3
PSY 315	Developmental Psychology: Adulthood and Aging	3
PSY 361	Abnormal Psychology	3
SCI 390	Practicum: Science	2
Total Units		47

* Will be taken for a Biology major.

** Should be taken in general education.

D. Recommended Courses:

BIO 351	General Microbiology *	4
CHE 321	Organic Chemistry I *	4
ESS 407	Kinesiology (Structural)	4
Choose 1 of the following:		3
PSY 314	Developmental Psychology: Adolescence	3
PSY 315	Developmental Psychology: Adulthood and Aging	3
PSY 361	Abnormal Psychology	3

* Will be taken for a Biology major.

Note: Taking PSY 361 and 1 developmental psychology course is recommended.

E. Additional Information:

Most graduate schools look at experience in the physical therapy field in addition to GPA (grade point average) and GRE (Graduate Record Exam) scores. For example, 50-75 observation or employment hours in 2-3 different areas of clinical practice are required by some programs prior to admission. Therefore, students should actively pursue jobs or volunteer work beginning in their freshman or sophomore year. These hours can be applied towards SCI 390. Also, additional upper division biology, chemistry, psychology, and ESS courses are recommended to give students an opportunity to further strengthen their application.

Department of Chemistry, Physics and General Science

Chair: Dr. Lindsay Kane-Barnese

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

Outcomes

Chemistry, Physics and General Science Program Learning Outcomes

Chemical Knowledge

- Describe and utilize key facts and concepts in chemistry.

Literature Awareness

- Read and critique peer-reviewed scientific literature.

Scientific Method

- Apply scientific methods to investigate, formulate, analyze and solve problems involving chemistry.

Problem Solving

- Articulate and validate strategies and processes necessary to solve numerical and logical problems.

Chemistry Writing

- Construct a written cogent and logical scientific argument that adheres to an appropriate scientific style.

Articulate Chemistry Concepts

- Use multiple tools (e.g., graphs, numerical data and mathematical/symbolic notation) to represent chemical ideas.

Chemistry Presentation

- Give a succinct oral presentation on a topic in chemistry.

Faith-Science Integration

- Identify and develop theologically sound and scientifically rigorous connections between the Christian faith and chemistry.

Community Service

- Collaborate on chemistry-themed, community service projects.

Majors

Undergraduate Majors

Bachelor of Arts Degree:

Chemistry (p. 51)

Emphases:

- Chemical Research
- Pre-Medical
- Secondary Teacher Education

Bachelor of Science Degree:

Physics (p. 51)

Chemistry: Bachelor of Arts Degree

Note: Students who select the Chemistry major must take CHE 221 in general education (p. 5).

Core

CHE 222	Chemistry II	4
CHE 321	Organic Chemistry I	4
CHE 322	Organic Chemistry II	4
CHE 354	Inorganic Chemistry	4
CHE 421	Introduction to Biochemistry	4
CHE 424	Analytical Chemistry	4
CHE 431	Physical Chemistry I	4
MTH 271	Calculus I	5
PHY 211	Physics I	4
or PHY 221	Calculus-based Physics I	

Emphasis

Choose 1 of the following emphases	13
Total Units	50

Emphases

Chemical Research

CHE 418	Molecular Spectroscopy	4
CHE 432	Physical Chemistry II	4
CHE 496	Research in Chemistry	2

SCI 455	History and Philosophy of Science	3
Total Units		13
Pre-Medical		
BIO 350	Molecular and Cellular Biology	4
CHE 432	Physical Chemistry II	4
CHE 496	Research in Chemistry	2
ESS 306	Nutritional Sciences	3
Total Units		13
Secondary Teacher Education		
CHE 401	Chemical Education for the Secondary Teacher	3
MTH 265	Introduction to Statistics	3
PHY 212	Physics II	4
or PHY 222	Calculus-based Physics II	
SCI 455	History and Philosophy of Science	3
Total Units		13

Physics: Bachelor of Science Degree

The **Physics** major strongly encourages dialog and scholarly interaction with mathematics, the other natural sciences and theology. All physics majors must carry out a faculty-approved independent research project involving Physics as a part of their degree requirements and is designed to produce graduates who are equipped intellectually and experientially to excel in graduate and professional degree programs in the sciences and/or in the scientific/technical workplace.

Core

CHE 222	Chemistry II	4
MTH 271	Calculus I	5
MTH 272	Calculus II	5
MTH 373	Calculus III	4
PHY 221	Calculus-based Physics I	4
PHY 222	Calculus-based Physics II	4
PHY 231	Astronomy I	4
or PHY 232	Astronomy II	
PHY 311	Modern Physics	4
PHY 315	Electronics I: Analog Electronics	3
PHY 316	Electronics II: Digital Electronics	3
PHY 325	Scientific Equipment Design and Fabrication	3
PHY 340	Optics	4
PHY 350	Mechanics and Lab	4
PHY 405	Math and Computational Physics	3
PHY 410	Electrodynamics	3
PHY 420	Quantum Mechanics	3
PHY 425	Thermodynamics	3
PHY 496	Research in Physics	2-4
Choose 2 of the following courses:		6-8

PHY 231	Astronomy I *	4
or PHY 232	Astronomy II	
PHY 435	Solid State Physics and Chemistry	3
PHY 445	Advanced Topics in Physics	3
PHY 455	Relativity and Cosmology	3
PHY 465	Advanced Astronomy	4

PHY 475	Medical Imaging Physics	4
Total Units		71-75
* As PHY 231 and PHY 232 are also listed above in the core requirements, choose the 1 course not completed in the choice above.		
Minor		
Undergraduate Minor		
Chemistry (p. 51)		
Chemistry Minor		
Core		
CHE 222	Chemistry II	4
CHE 321	Organic Chemistry I	4
CHE 421	Introduction to Biochemistry	4
CHE 424	Analytical Chemistry	4
Choose 6 units from the following courses:		6
CHE 322	Organic Chemistry II	4
CHE 354	Inorganic Chemistry	4
CHE 418	Molecular Spectroscopy	4
CHE 431	Physical Chemistry I	4
CHE 496	Research in Chemistry	2
CHE 499	Senior Thesis	1
SCI 495	Research Methods	1
Total Units		22

Department of Exercise and Sport Science

Chair: Dr. Terry Olson

The goal of the **Exercise and Sport Science Department** is to develop student's cognitive, affective and psychomotor abilities as preparation for a lifetime of learning. The department presents conceptual and applied content that includes exercise science and wellness and sport science and physical education.

Outcomes

Exercise and Sport Science Program Learning Outcomes

Skill in Scholarship

- Articulate, apply and analyze scholarly resources to integrate best practices in the discipline.

Critical Thinking

- Recognize and evaluate current conditions and practices in the discipline to formulate, create and implement an appropriate response.

Professional and Interpersonal Communication

- Demonstrate effective written and oral communication skills.

Balanced Lifestyle

- Articulate and develop healthy lifestyle choices and practices.

Concern for All People

- Demonstrate respect for peoples of diverse backgrounds, experiences and needs.

Beauty in Movement

- Discern and shape affective responses to movement and sport.

Profession and Service Attitude

- Seek opportunities to serve the community though vocation.

Majors

Undergraduate Majors

Bachelor of Arts Degree

Exercise and Sport Science (p. 52)

Emphases:

- Exercise Science and Wellness
- Sport Science and Physical Education

Bachelor of Science Degrees

Athletic Training (p. 53)

Exercise and Sport Science (p.)

Emphases:

- Kinesiology
- Pre-Physical Therapy and Allied Health

Exercise and Sport Science: Bachelor of Arts Degree

Core

BIO 246	Human Anatomy and Physiology I	4
BIO 247	Human Anatomy and Physiology II	4
ESS 304	Motor Learning and Control	3
ESS 320	Historical, Social, Cultural Foundations of Sport and P.E.	3
ESS 365	Sport Psychology	3
ESS 406	Physiology of Exercise	4
ESS 407	Kinesiology (Structural)	4
ESS 410	Measurement and Evaluation of Exercise	4

Emphasis

Choose 1 of the following emphases

Total Units	15-22
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Total Units	44-51
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Emphases

Exercise Science and Wellness

ESS 225	Principles of Weight Training and Cross Training	3
ESS 306	Nutritional Sciences	3
ESS 307	Functional Exercise for the Older Adult	3
ESS 325	Advanced Personal Training	3
ESS 344	Group Fitness Programs	2
ESS 393	Practicum: ESS Exercise Science	1

Total Units	15
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Sport Science and Physical Education

ESS 344	Group Fitness Programs	2	BIO 246	Human Anatomy and Physiology I	4
ESS 346	Adventure Activities	2	BIO 247	Human Anatomy and Physiology II	4
ESS 355	Individual Activities	3	ESS 304	Motor Learning and Control	3
ESS 357	Team Activities	3	ESS 305	Motor Development	3
ESS 370	Adaptive Physical Education	3	ESS 320	Historical, Social, Cultural Foundations of Sport and P.E.	3
ESS 376	Physical Education Management	3	ESS 365	Sport Psychology	3
Choose 2 of the following courses:		6	ESS 403	Biomechanics	4
ESS 225	Principles of Weight Training and Cross Training	3	ESS 406	Physiology of Exercise	4
ESS 306	Nutritional Sciences	3	ESS 407	Kinesiology (Structural)	4
ESS 340	Elementary Physical Education	3	ESS 410	Measurement and Evaluation of Exercise	4
ESS 360	Principles of Coaching	3	Emphasis		
Choose 1 of the following practicum courses:			Choose 1 of the following emphases:		20-21
ESS 392	Practicum: ESS Teacher Education	1	Total Units		56-57
ESS 394	Practicum: ESS Coaching	1	Total Units		22

Total Units

Athletic Training: Bachelor of Science Degree

Prospective students may declare the Athletic Training major upon entrance to CUI, but each student must be formally admitted to the Bachelor of Science Athletic Training (BSAT) program before entering into the clinical phases of the curriculum process. Please follow the link provided to view the guidelines for admittance into the Athletic Training Program (p. 54).

BIO 246	Human Anatomy and Physiology I	4
BIO 247	Human Anatomy and Physiology II	4
ESS 110	CPR/First Aid	1
ESS 304	Motor Learning and Control	3
ESS 306	Nutritional Sciences	3
ESS 308	Care and Prevention of Athletic Injuries	3
ESS 310	General Medicine and Pharmacology	3
ESS 338	Beginning Clinical Coursework I	2
ESS 339	Beginning Clinical Coursework II	2
ESS 348	Recognizing and Evaluating Athletic Injuries I	3
ESS 349	Recognizing and Evaluating Athletic Injuries II	3
ESS 358	Therapeutic Exercise	3
ESS 365	Sport Psychology	3
ESS 368	Therapeutic Modalities	3
ESS 388	Intermediate Clinical Coursework I	2
ESS 389	Intermediate Clinical Coursework II	2
ESS 406	Physiology of Exercise	4
ESS 407	Kinesiology (Structural)	4
ESS 408	Advanced Athletic Training	3
ESS 410	Measurement and Evaluation of Exercise	4
ESS 428	Athletic Training Administration	3
ESS 438	Advanced Clinical Coursework I	2
ESS 439	Advanced Clinical Coursework II	2

Total Units

Emphases**Kinesiology**

ESS 306	Nutritional Sciences	3
ESS 307	Functional Exercise for the Older Adult	3
ESS 325	Advanced Personal Training	3
ESS 364	Exercise Psychology	3
ESS 405	Advanced Physiology of Exercise	4
ESS 409	Research in Kinesiology	4

Total Units

Pre-Physical Therapy and Allied Health

ESS 308	Care and Prevention of Athletic Injuries	3
ESS 348	Recognizing and Evaluating Athletic Injuries I	3
ESS 349	Recognizing and Evaluating Athletic Injuries II	3
ESS 358	Therapeutic Exercise	3
ESS 368	Therapeutic Modalities	3
Choose 2 of the following courses:		6
ESS 306	Nutritional Sciences	3
ESS 307	Functional Exercise for the Older Adult	3
ESS 310	General Medicine and Pharmacology	3
ESS 364	Exercise Psychology	3
ESS 395	Practicum: ESS Rehabilitation	3

Total Units

Prerequisite courses for professional degrees (pre-physical therapy, pre-occupational therapy, cardiac rehabilitation, gerontology, pre-nursing, etc.) vary by institution. Depending on the doctoral program chosen BIO 111 and BIO 112, CHE 221 and CHE 222, and PHY 211 and PHY 212 may be included. Check with the department chair for additional information.

Minors**Undergraduate Minors**

Coaching (p. 54)

Exercise Science (p. 54)

Physical Education (p. 54)

Exercise and Sport Science: Bachelor of Science Degree**Core**

Coaching Minor

ESS 304	Motor Learning and Control	3
ESS 320	Historical, Social, Cultural Foundations of Sport and P.E.	3
ESS 360	Principles of Coaching	3
Choose 3 courses from the following:		9
ESS 225	Principles of Weight Training and Cross Training	3
ESS 306	Nutritional Sciences	3
ESS 308	Care and Prevention of Athletic Injuries	3
ESS 350	Sport Law	3
ESS 365	Sport Psychology	3
ESS 394	Practicum: ESS Coaching	3
Total Units		18

Exercise Science Minor

ESS 225	Principles of Weight Training and Cross Training	3
ESS 304	Motor Learning and Control	3
ESS 320	Historical, Social, Cultural Foundations of Sport and P.E.	3
ESS 325	Advanced Personal Training	3
Choose 2 courses from the following:		6
ESS 222		3
ESS 306	Nutritional Sciences	3
ESS 350	Sport Law	3
ESS 365	Sport Psychology	3
ESS 393	Practicum: ESS Exercise Science	3
Total Units		18

Physical Education Minor

ESS 303	Health Education	3
ESS 304	Motor Learning and Control	3
ESS 320	Historical, Social, Cultural Foundations of Sport and P.E.	3
ESS 376	Physical Education Management	3
Choose 2 courses from the following:		6
ESS 340	Elementary Physical Education	3
ESS 355	Individual Activities	3
ESS 357	Team Activities	3
ESS 370	Adaptive Physical Education	3
ESS 392	Practicum: ESS Teacher Education	3
Total Units		18

Athletic Training Program

Athletic Training Program

Director: Dr. Cliff Pawley, ATC

Clinical Education Coordinator: Dr. Jennifer Rizzo, ATC CES

Program Description

Concordia University Irvine (CUI) offers to its students a curriculum option that fuses the elements of sports medicine, allied health care, the dynamics of intercollegiate athletics, with the holistic values and spiritual enlightenment of Christian higher education. The university is proud to offer an educational foundation for an exciting and rewarding career in

Athletic Training and Sports Medicine with a Bachelor of Science degree in Athletic Training (BSAT). The National Athletic Trainer's Association defines a Certified Athletic Trainer (CAT) as "a highly educated and skilled professional specializing in athletic health care. Upon degree completion, the student will be eligible for certification, credentialing, and licensure via the Board of Certification and state medical boards. The BSAT program is accredited by the Commission on Accreditation of Athletic Training Education (<http://caate.net>) (CAATE).

Program Mission

The mission of the Athletic Training Program is to challenge its students to become highly effective allied health care professionals and leaders in the Christian community. By incorporating academic excellence, intellectual freedom, professional and relational proficiency, and spiritual growth in the student's walk with Christ, these components are interjected in their career goals and life plans. The desired outcome of the curriculum is to allow students to study in a Christ-centered atmosphere that challenges students to develop spiritually, intellectually, and professionally so they can become a responsible and capable professional who demonstrates spiritual leadership within the community.

Admission Criteria

Acceptance in the BSAT program requires a competitive and selective process of admission. Prospective students may declare the athletic training major upon entrance to CUI, but each student must be formally admitted to the BSAT program before entering into the clinical phases of the curriculum process. Candidates must meet all criteria for acceptance in the program. A student may complete all criteria for admission but that does not guarantee acceptance into the program. Prospective candidates must submit the formal application to the program director no later than March 1 of each year to be considered for enrollment in the subsequent Fall semester. All applicants will be ranked in accordance with their performance in the following categories:

1. Overall GPA
2. GPA in prerequisite coursework (transcripts and syllabi)
3. Standardized scores (ACT, PSAT, or equivalent)
4. Three recommendations and/or references
5. A formal interview with the BSAT Selection Committee

All components of the application process are individually weighted and scored. Individual scores are incorporated into a cumulative score which will determine the candidate's rank in comparison to the cohort of prospective candidates. Final admission into the program rests with the selection committee. All students will receive the admission decision in writing by May 1. Candidates who are denied admission into the program will have the opportunity to reapply for future enrollment.

Program Requirements

Once accepted into the BSAT program, students must maintain academic progress and adhere to all program requirements. All ATP students must:

1. Complete a physical examination from a licensed medical practitioner and submit a complete health history and record of immunizations.
2. Sign a form acknowledging the technical standards of the BSAT program.
3. Sign an acknowledgment of the university's Athletic Training Student Handbook (program policies and procedures).
4. Sign an acknowledgment of their right to accept or refuse the Hepatitis B vaccine.

5. Maintain CPR (cardiac pulmonary resuscitation) certification, professional rescuer or equivalent, for the duration of the program.
6. Be screened for tuberculosis annually.

Retention Policy

Upon entrance in the professional phase of the athletic training curriculum, a baseline level of student performance is mandated. The following guidelines and benchmarks must be met in order to progress through the sequential format of the curriculum. Students must demonstrate the minimum criteria for student success to progress to each subsequent stage of the curriculum as follows:

1. Maintain a 2.75 overall GPA.
2. Maintain a 2.75 overall GPA on all BSAT-specific coursework. If the minimum is not met, students will be placed on probation and will have 1 semester to demonstrate compliance.
3. Demonstrate a C or better on all clinical coursework, which must be taken in succession and not out of sequence. Students must retake the clinical course before progressing to the next course in the sequence.
4. Comply with all GPA requirements in order to be endorsed by the Board of Certification Examination.
5. Maintain good academic standing at Concordia University Irvine.

Transfer Student Policy

Students who transfer from another institution must follow the university's regulations and policies regarding academic transfer and course credit substitution. The university's athletic training program requires that all prerequisites are completed and the student is accepted into the university prior to submitting the ATP application. When prerequisites are satisfied, a transfer student must follow the normal 6-semester coursework and clinical track, beginning with ESS 338. No course substitutions will be accepted for ATP clinical courses.

Technical Standards

The Athletic Training Program is both rigorous and intense and includes specific requirements that challenge the student intellectually, physically, and psychologically. The technical standards are set forth by ATP to establish the abilities that an athletic trainer must have to practice safely. They are described by the National Athletic Trainer's Association and meet the expectations of the program's accrediting agency (CAATE). In the event a student is unable to fulfill these technical standards, accommodations will be set forth through the university's Disability and Learning Resource Center (<http://www.cui.edu/studentlife/disability-learning-resource-center>) (DLRC).

Standards

Observation

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

Communication

Students must have the ability to communicate effectively and sensitively with patients and colleagues. This includes members of the healthcare and athletic communities, as well as individuals from different cultural, social, and religious backgrounds. Students must be able to

read, understand, and speak the English language at a level consistent with competent professional practice.

Motor and Sensory Function

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

Intellectual Abilities

Students must be able to measure, calculate, reason, analyze, and integrate information in a timely fashion; be able to formulate assessment and therapeutic judgment; and be able to distinguish deviations from the norm.

Behavioral and Social Attributes

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

Reasonable Accommodations

Students must demonstrate the above skills and abilities with or without reasonable accommodations. Concordia University will provide reasonable accommodations to students to enable them to meet the technical standards.

Students seeking academic accommodations must provide medical documentation of their disability and comply with the procedures of Concordia University and the Disability and Learning Resource Center (<http://www.cui.edu/studentlife/disability-learning-resource-center>) (DLRC). Failure to give notice or provide detailed information to the DLRC may result in the student's accommodations being delayed or their request being denied. DLRC policies are available at www.cui.edu/dlrc (<http://www.cui.edu/dlrc>).

Operational Fair Practices and Additional Fees

In addition to the standard tuition and fees (p. 21), students will be responsible for some additional assessments and operational costs. The following costs are disclosed in pair practice.

1. Students will be responsible for a fee for each clinical course.
2. Students will be responsible for purchasing liability insurance for the duration of the program.
3. Students will be required to invest in professional attire that is becoming of a Certified Athletic Trainer.
4. Students may incur travel expenses to and from off-campus affiliated clinical sites that are aligned with the university's athletic training education.
5. Students will maintain a current CPR/First Aid certification for the duration of the program.

Athletic Training: Bachelor of Science Degree

Please follow the link provided to view the Athletic Training (p. 52) major requirements.

Department of Mathematics

Chair: Prof. Julie Melberg

The **Mathematics Department** endeavors to develop students' numerical and analytical abilities to investigate, formulate, analyze and articulate solutions to problems within the discipline of mathematics.

Outcomes

Mathematics Program Learning Outcomes

Students will

- Write, critique and interpret various forms of mathematical proof.
- Calculate, apply and synthesize core content in mathematics.
- Utilize effective strategies in problem solving, including data analysis and multiple representations of mathematical ideas (visualization/graphs, symbolic notations and numerical data).
- Clearly communicate mathematical concepts, vocabulary and notation.

Major

Undergraduate Major

Bachelor of Arts Degree

Mathematics (p. 56)

Mathematics

MTH 265	Introduction to Statistics	3
MTH 271	Calculus I	5
MTH 272	Calculus II	5
MTH 295	Mathematical Notation and Proof	3
MTH 371	Linear Algebra	3
MTH 373	Calculus III	4
MTH 376	Discrete Mathematics	3
MTH 380	Modern Geometry	3
MTH 387	Theory of Probability	3
MTH 420	Number Theory	3
MTH 473	Modern Algebra	3
MTH 489	Real Analysis	3
Total Units		19-20

Minor

Undergraduate Minor

Mathematics (p. 56)

Mathematics Minor

Core Courses

MTH 265	Introduction to Statistics	3
MTH 271	Calculus I	5
MTH 272	Calculus II	5

Electives

Choose 2 of the following courses:	6-7	
MTH 295	Mathematical Notation and Proof	3
MTH 371	Linear Algebra	3
MTH 373	Calculus III	4
MTH 376	Discrete Mathematics	3
MTH 380	Modern Geometry	3
MTH 387	Theory of Probability	3
MTH 420	Number Theory	3
MTH 473	Modern Algebra	3
MTH 489	Real Analysis	3
Total Units		19-20

Actuarial Science Program Professional Program

Actuarial Science

Director: Prof. Julie Melberg

The **Actuarial Science Program** is designed to assist students who have an interest in pursuing a career as an actuary with planning their coursework, arranging internships and preparing for the Society of Actuaries preliminary examinations (Exam P: *Probability* and Exam FM: *Financial Mathematics*). The Society of Actuaries (SOA) does not require a specific undergraduate major as a prerequisite for taking exams, but most encourage emphasis in the mathematics, finance and business coursework. Students who enter the Actuarial Science Program at Concordia University will take courses most appropriate for preparing for the first two exams as well as preparing for a career in actuarial science. Additional courses (including some which will be validated by educational experience by the SOA) and a major should be selected based on student interest and career goals.

A. General Education: (55-57 Units)

General education (p. 5) is normally completed during the first two years of attendance.

B. Major Requirements

Completion of any approved major, typically a mathematics major with a selection of business and economics courses.

C. Program Requirements

Students should select courses from a variety of fields (including finance, economics and mathematics) that will best prepare them for their first Preliminary Examination (Exam P or Exam FM) by the Society of Actuaries toward the end of their sophomore or junior year.

D. Recommended Courses

ECO 201	Macroeconomics	3
ECO 202	Microeconomics	3
ECO 321	Econometrics	3

ECO 323	Money and Financial Markets	3
FIN 331	Finance	3
FIN 333	Investments	3
MTH 371	Linear Algebra	3
MTH 387	Theory of Probability	3
MTH 388	Mathematical Statistics	3

School of Business

Dean: Prof. Stephen Christensen
 Administrative Dean: Prof. George Wright
 Assistant Dean: Prof. Janet Muller

The **School of Business** seeks opportunities to extend the Christian educational mission of the university by providing learning opportunities to traditional undergraduate and graduate students.

Traditional undergraduate students may enroll in the Business Administration or Economic programs. Graduate students may enroll in the Master of Business Administration (MBA).

Undergraduate Majors

Bachelor of Arts Degree

- Business Administration
- Economics

Undergraduate Minors

- Accounting
- Business
- Economics
- Marketing

Graduate Degree

- Master of Business Administration (p. 111)
Director of Graduate Programs: Prof. Janet Muller
- *Director of the Center for Global Business and Master in Business Administration: Dr. Bruce Hanson*

Outcomes

Business Administration Program Learning Outcomes

Students taking the Business major will be able to:

- Explain the major concepts in the functional areas of accounting, marketing, finance and management.
- Evaluate the legal, social, and economic environments of business.
- Describe the global environment of business.
- Describe and explain the ethical obligations and responsibilities of business.
- Apply decision-support tools to business decision making.
- Construct and present effective oral and written forms of professional communication.
- Apply knowledge of business concepts and functions in an integrated manner.

Economics Program Learning Outcomes

Students taking the Economics major will be able to:

1. Articulate and apply the concepts and theories of financial markets.
2. Identify, illustrate and apply economic principals.
3. Utilize qualitative and quantitative analytical skills to model, measure and predict economic behavior.
4. Effectively communicate economic thought and principals to peers, associates and supervisors.
5. Identify and illustrate philosophic and moral precepts that define socio-cultural behavior.
6. Identify and illustrate value espousals that can and should be incorporated in modern economic theory.

Pre-Business

Pre-Business Program

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

The courses in the pre-business program are all core business courses. Students will take these courses before they enter the emphasis. Upon successful completion of the following courses with an overall GPA of 2.0 and a School of Business GPA of 2.5, the student may apply to be classified as a business major. The application process is described in the School of Business' [undergraduate handbook](http://www.cui.edu/Portals/0/uploadedfiles/AcademicPrograms/Undergraduate/Business/Business_Student_Handbook.pdf) (http://www.cui.edu/Portals/0/uploadedfiles/AcademicPrograms/Undergraduate/Business/Business_Student_Handbook.pdf).

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

Core

ACT 211	Financial Accounting	3
BUS 201	Introduction to Management, Marketing and Information Technology	3
BUS 224	Business Writing and Presentations	1
BUS 261	Information Technology	3
ECO 201 or ECO 202	Macroeconomics Microeconomics	3
Choose 1 of the following courses:		3
ACT 212	Managerial Accounting	3
BUS 251	Legal Environment of Business	3
FIN 211	Personal Finance	3
FIN 331	Finance	3
MGT 321	Management	3
MKT 341	Marketing	3

Total Units

16

Majors

The **undergraduate business program** operates within the university's mission statement of preparing students to succeed in the business world studying under the direction of faculty experienced in both the educational and vocational aspects of the discipline. Each student is

considered for their unique gifts and how these gifts may be encouraged, developed and strengthened including the opportunity to participate in business activities and organizations.

A minimum grade of C is required in all courses applied to any School of Business undergraduate major or minor. A student earning a grade less than C- in a required business course (e.g., business/economics core, emphasis, or elective) will be required to repeat the course.

Undergraduate Majors

Bachelor of Arts Degree

Business Administration (p. 58)

Emphases:

- Accounting
- Business Data Analytics
- Finance
- International Business
- Management
- Marketing
- Sport Management

Economics (p. 60)

Business Administration: Bachelor of Arts Degree

Core

ACT 211	Financial Accounting	3
ACT 212	Managerial Accounting	3
BUS 224	Business Writing and Presentations	1
BUS 251	Legal Environment of Business	3
BUS 261	Information Technology	3
BUS 483	Business Ethics	3
ECO 201 or ECO 202	Macroeconomics Microeconomics	3
FIN 331	Finance	3
MGT 321	Management	3
MKT 341	Marketing	3

Strategy Options

Choose 1 of the following courses based on emphasis selected:	3	
BDA 475	Business Data Analytics Thesis	3
BUS 475	Business Strategy	3
INB 475	International Business Strategy	3
SPMT 475	Sport Management Strategy	3

Internship Options *

Choose 1 of the following courses based on emphasis selected:	2	
ACT 490	Internship: Accounting	2
BDA 490	Internship: Business Data Analytics	2
BUS 490	Internship: Business	2
ESS 490	Internship: ESS Sport Management	2
FIN 490	Internship: Finance	2
INB 445	Seminar: International Business	2
MGT 490	Internship: Management	2
MKT 490	Internship: Business Marketing	2

Emphasis

Choose 1 of the following emphases	21
Total Units	54

* The business program requires the completion of 2 units of internship. Students may take up to an additional 6 units of internship; however, these additional internship units will be considered general education electives.

Emphases

Accounting

ACT 311	Intermediate Accounting I	3
ACT 312	Intermediate Accounting II	3
ACT 313	Cost Accounting	3
ACT 315	Accounting Information Systems	3
ACT 417 or ACT 418	Federal and California State Personal Taxes * Corporate Tax Accounting	3
ACT 419	Auditing	3
Choose 1 of the following courses:		3
ACT 332	Financial Statement Analysis	3
ACT 350	GASB Accounting, Reporting and Compliance	3
ACT 417 or ACT 418	Federal and California State Personal Taxes * Corporate Tax Accounting	3
ACT 443	International Accounting (IFRS)	3
FIN 211	Personal Finance	3
FIN 333	Investments	3

Total Units	21
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* ACT 417 or ACT 418 may be taken if not taken in the core

Business Data Analytics

The **Business Data Analytics** emphasis prepares students to make sense of real-world phenomena and everyday activities by synthesizing and mining big data with the intention of uncovering patterns, relationships and trends by focusing on understanding the methodologies used to analyze and interpret data. Advances in our ability to collect, store, and process different kinds of data from traditionally unconnected sources enables us to answer complex, data-driven questions in ways that have never been possible before. Big data has emerged as the driving force behind critical business decisions.

BDA 337	Introduction to Business Data Analytics	3
BDA 338	Big Data Analytical Tools	3
BDA 437	Optimization and Decision Analytics	3
ECO 321	Econometrics	3
MTH 265	Introduction to Statistics	3
Choose 2 of the following courses:		6
ACT 332	Financial Statement Analysis	3
ECO 323	Money and Financial Markets	3
ECO 421	Managerial Economics	3
ECO 428	Economic Analysis of Public Policy	3
MGT 323	Global Enterprise	3
MGT 343	Operations	3
MKT 371	Internet Marketing	3
Total Units	21	

Finance

The **Finance** discipline studies the acquisition and use of monetary resources for individuals and organizations. Finance considers the rewards of financial ventures in contrast with their risk, giving financial managers the necessary tools to evaluate alternative financial decisions.

ACT 311	Intermediate Accounting I	3
ACT 332 or FIN 332	Financial Statement Analysis Financial Statement Analysis	3
FIN 211	Personal Finance	3
FIN 333	Investments	3
FIN 335	Real Estate Finance	3
Choose 2 of the following courses:		6
FIN 445	International Finance	3
MGT 323 or MGT 324	Global Enterprise Global Enterprise Experience	3
MGT 326	New Ventures and Entrepreneurship	3

Total Units 21

International Business

The **International Business** emphasis is designed for students with broad global horizons. Through a focused course of study and advisement, students will position themselves for a global career in both the for-profit and not-for-profit worlds. Studies will include international business preparation, cultural exposure and intensive overseas study led by faculty with deep experience in global enterprise.

The International Business emphasis requires 6-12 units be taken internationally.

ACT 443	International Accounting (IFRS)	3
ECO 221	History of Economic Thought	3
FIN 445	International Finance	3
MKT 445	International Marketing	3
SOC 365	Sociology of Globalization	3
Choose 1 of the following courses:		3
HST 301	Eastern Civilization	3
HST 338	Modern European History	3
HST 371	Islamic Civilization	3
Choose 1 of the following courses:		3
ANT 210	Cultural Anthropology	3
COM 324	Intercultural Communication	3
POL 304	International Relations	3
HST 416A	Contemporary Global Issues	3
HST 416B	Contemporary Global Issues	3
THL 321	World Religions	3

Total Units 21

Management

MGT 323 or MGT 324	Global Enterprise Global Enterprise Experience	3
MGT 326	New Ventures and Entrepreneurship	3
MGT 327	Organizational Behavior	3
MGT 343	Operations	3
MGT 424	Human Resource Management	3
Choose 2 of the following:		6

ECO 201 or ECO 202	Macroeconomics * Microeconomics	3
ECO 321	Econometrics	3
ECO 429	Environmental Economics, Law and Policy	3
FIN 333	Investments	3
FIN 335	Real Estate Finance	3
MGT 351	Diversity in Organizations	3
MKT 445	International Marketing	3

Total Units 21

* Either ECO 201 or ECO 202 is allowed if not taken in the Core.

Marketing

MKT 353	Professional Selling	3
MKT 371	Internet Marketing	3
MKT 442	Marketing Research	3
MKT 445	International Marketing	3
MKT 475	Marketing Strategy	3
Choose 2 of the following courses:		6
COM 422	Studies in Public Relations	3
ECO 321	Econometrics	3
MGT 323 or MGT 351	Global Enterprise Diversity in Organizations	3
or MGT 324	Global Enterprise Experience	
MKT 344	The Advertising Agency	3
MKT 355	Services Marketing	3
MKT 363	Computer Graphics	3
MKT 365	Computer Graphics with Motion	3

Total Units 21

Sport Management

The **Sport Management** emphasis provides professional preparation for management and leadership positions with professional sports teams, intercollegiate and intramural athletics and recreation programs at colleges and universities and amateur athletic organizations. Professional preparation is also given for careers in private and public health and fitness clubs, corporate fitness and wellness programs, sports stadiums and arenas, and the sports marketing, management and communication firms that service the larger marketplace.

SPMT 222	Introduction to Sport Management	3
SPMT 323	Sport Marketing and Sponsorship	3
SPMT 326	Sport Operations and Facility Management	3
SPMT 350	Sport Law	3
SPMT 420	Finance and Economics of Sports	3
SPMT 430	The Profession of Sport Management	3
Choose 1 of the following courses:		3
COM 371	Introduction to Social Media	3
MGT 424	Human Resource Management	3
MKT 344	The Advertising Agency	3
MKT 353	Professional Selling	3
MKT 442	Marketing Research	3

Total Units 21

Economics: Bachelor of Arts Degree

Economics is the study of expanding human needs and wants in an environment of increasingly elaborate economies, production processes, intricate technologies, more refined skills, and greater trade. Combining this with a world of ever increasing constrained resources, the study of economics incorporates philosophies and moral precepts that more properly define the wants and desires of individuals, business and the global community to both better compete and collaborate for the common good. In sum, an Economics major will prepare students for decision-making in work and life by incorporating the analytical process of modern economic thought in the pursuit of maximizing value.

ACT 211	Financial Accounting	3
ACT 212	Managerial Accounting	3
BUS 201	Introduction to Management, Marketing and Information Technology	3
BUS 224	Business Writing and Presentations	1
BUS 251	Legal Environment of Business	3
BUS 483	Business Ethics	3
ECO 201	Macroeconomics	3
ECO 202	Microeconomics	3
ECO 221	History of Economic Thought	3
ECO 321	Econometrics	3
ECO 485	Economic Major Thesis	3
FIN 331	Finance	3
MTH 252	Introduction to Calculus	3
Choose 4 of the following:		12
ECO 323	Money and Financial Markets	3
ECO 340	Economics of Sin	3
ECO 421	Managerial Economics	3
ECO 428	Economic Analysis of Public Policy	3
ECO 429	Environmental Economics, Law and Policy	3
FIN 445	International Finance	3
MGT 323	Global Enterprise	3
or MGT 324	Global Enterprise Experience	
Total Units		49

Minors

Undergraduate Minors

A minimum grade of C- is required in all courses applied to any School of Business undergraduate major or minor. A student earning a grade less than C- in a required business course (e.g., business/economics core, emphasis, or elective) will be required to repeat the course.

Accounting (p. 58)

Business (p. 60)

Economics (p. 60)

Marketing (p. 59)

Accounting Minor

ACT 211	Financial Accounting	3
ACT 212	Managerial Accounting	3
ACT 311	Intermediate Accounting I	3

ACT 312	Intermediate Accounting II	3
Choose 1 of the following:		3
ACT 313	Cost Accounting	3
ACT 315	Accounting Information Systems	3
ACT 417	Federal and California State Personal Taxes	3
ACT 419	Auditing	3
Choose 1 of the following:		3
BUS 201	Introduction to Management, Marketing and Information Technology	3
BUS 251	Legal Environment of Business	3
COM 344	Theory and Practice of Interviewing	3
FIN 331	Finance	3
MGT 321	Management	3
MGT 323	Global Enterprise	3
or MGT 324	Global Enterprise Experience	
MGT 326	New Ventures and Entrepreneurship	3
MGT 424	Human Resource Management	3
MKT 341	Marketing	3
MKT 442	Marketing Research	3

Total Units 18

Business Minor

ACT 211	Financial Accounting	3
BUS 201	Introduction to Management, Marketing and Information Technology	3
MGT 321	Management	3
Choose 3 of the following:		9
ACT 212	Managerial Accounting	3
ACT 315	Accounting Information Systems	3
BUS 251	Legal Environment of Business	3
COM 344	Theory and Practice of Interviewing	3
FIN 331	Finance	3
MGT 323	Global Enterprise	3
or MGT 324	Global Enterprise Experience	
MGT 326	New Ventures and Entrepreneurship	3
MKT 341	Marketing	3

Total Units 18

Economics Minor

ECO 201	Macroeconomics	3
ECO 202	Microeconomics	3
ECO 221	History of Economic Thought	3
Choose 3 of the following:		9
ECO 321	Econometrics	3
ECO 323	Money and Financial Markets	3
ECO 421	Managerial Economics	3
ECO 428	Economic Analysis of Public Policy	3
ECO 429	Environmental Economics, Law and Policy	3

Total Units 18

Marketing Minor

MKT 341	Marketing	3
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MKT 344	The Advertising Agency	3
MKT 353	Professional Selling	3
MKT 442	Marketing Research	3
Choose 2 of the following:		6
ACT 211	Financial Accounting	3
BUS 201	Introduction to Management, Marketing and Information Technology	3
BUS 251	Legal Environment of Business	3
MKT 355	Services Marketing	3
MKT 363	Computer Graphics	3
MKT 365	Computer Graphics with Motion	3
MKT 371	Internet Marketing	3
MKT 445	International Marketing	3
Total Units		18

School of Education

Dean: Dr. Deborah Mercier

Associate Dean: Dr. Sandra Scharlemann

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

Undergraduate Major

Director: Dr. Michael Schulteis

Bachelor of Arts Degree

- Liberal Studies

Undergraduate Minor

- Early Childhood Education

Teacher Credential Programs

- Elementary Education/Multiple Subject Credential Program
- Secondary Education/Single Subject Credential Program
- Special Education: Education Specialist Mild/Moderate Credential Program

Director: Dr. Deborah Mercier

Lutheran Teacher Certification

Director: Dr. Rebecca Peters

Graduate Degrees (p. 112)

Master of Arts in Education

Director: Dr. Sandra Scharlemann

- Curriculum and Instruction
- Educational Administration: Administrative Credential
- Educational Technology
- School Counseling: Pupil Personnel Services Credential

Master of Education

(combined credential/master's degree)

Director: Dr. Deborah Mercier

Doctor of Education

Executive Director: Dr. Dwight Doering

Outcomes

Undergraduate Education Learning Outcomes

The teacher candidate plans and delivers instruction. The teacher candidate plans and delivers engaging, developmentally appropriate instruction based on the approved California teaching standards. The teacher candidate incorporates a variety of teaching strategies and resources to make the subject matter accessible and engaging to the needs of diverse students.

The teacher candidate uses assessment for a variety of purposes. The teacher candidate designs and interprets a variety of assessments, and also uses assessment data to plan instruction, monitor instruction, design and monitor the classroom environment, learn about and place students. In addition, the teacher candidate uses reflective practice as a means of self-assessment.

The teacher candidate provides a supportive learning environment. The teacher candidate creates a positive social environment and a safe and welcoming physical environment that supports learning for all students. The teacher candidate uses instructional time wisely and efficiently.

The teacher candidate models a servant-leadership lifestyle. The teacher candidate models servant-leadership; exhibits a professional attitude; and communicates effectively with students, families and school personnel. The teacher candidate is aware of and carries out legal and ethical responsibilities.

Major

Undergraduate Major

Bachelor of Arts Degree

Typically, **multiple subject** candidates obtain a degree in Liberal Studies while **single subject** candidates obtain a degree in one of the following:

Art, English, Foreign Language (case by case basis), Mathematics, Music, Physical Education, Science, and Social Science.

Liberal Studies

The **Liberal Studies** major is the elementary subject matter preparation program approved by the State of California for students preparing to be elementary, multiple subject, or special education teachers. The course work is aligned to the California Content Specifications and is the best preparation for the California Subject Examination for Teachers (CSET) that **all** students pursuing an elementary or special education teaching credential must pass.

To qualify for admittance into the teacher education program:

- liberal studies major
- earn a minimum grade of B- in EDUC 101 and EDUC 201 (or EDSP 202)
- maintain a grade point average (GPA) of 2.9 with no course grade below C- in the major
- pass the California Basic Educational Skills Test (CBEST)

For students entering with 0-29 units of transferable credit:

Fine Arts

Choose 1 of the following courses:

ART 111 Experiences in Art

MUS 111	Experiences in Music	3	WRT 329	Creative Nonfiction	3	
or MUS 112	Music in the Liberal Arts		WRT 333	Topics in Literature and Creative Writing	3	
THR 111	Experiences in Theatre	3	Mathematics			
Choose 1 of the following courses in a different discipline than above:		3	CMTH 101	The Nature of Mathematics	3	
ART 488	Children's Art	3	MTH 301	Mathematics for Teachers	3	
MUS 461	Music for Children	3	Physical Education/Health			
THR 461	Creative Drama and Improvisation	3	ESS 101	Education for Healthful Living	2	
History/Social Science						
ANT 210	Cultural Anthropology	3	ESS 340	Elementary Physical Education	3	
CHST 201	The West and the World	3	Science			
CHST 202	America and the World	3	CBIO 101	Integrated Biology	4	
HST 478	History of California	3	SCI 115	Physical Science	4	
Global Perspective/Social Science						
Choose 1 of the following courses:		3	SCI 301	Earth Science	3	
Modern Language	Any 2nd semester modern language	3	Concentrations			
ECO 201	Macroeconomics	3	Select 12-16 units from the areas of concentration listed below.	12-16		
ENG 382	Postcolonial Literature	3	Only one course in the concentration may be used to meet other Liberal Studies requirements.			
MUS 451	Music Cultures of the World I	3	Total Units		84-88	
MUS 452	Music Cultures of the World II	3				
POL 321	Political Thought I: Ancient to Early Modern	3	* Students seeking a special education credential must take EDSP 202.			
POL 322	Political Thought II: The Enlightenment	3	** WRT 201 can be taken by students with a SAT writing score of 640 or above.			
PSY 101	Introduction to Psychology	3				
SOC 101	Introduction to Sociology	3				
THL 321	World Religions	3				
Human Development/Education						
EDUC 101	Introduction to Teaching Careers I	1	Concentrations			
EDUC 201	Introduction to Teaching Careers II *	1	Students in the Liberal Studies majors may select from the following areas of concentration: American Political Studies, Art, Child Development, Christ College, Early Childhood, Education Specialist, English, European History, General Science, Global Cultural Studies, History of Ideas, Life Science, Mathematics, Music, Physical Education, Political History, Social History, Spanish, Study Abroad, or Theatre.			
or EDSP 202	Introduction to Teaching Special Populations					
EDUC 301	Typical and Atypical Development of Diverse Learners	3				
or EDSP 301	Typical and Atypical Development of Diverse Learners					
PSY 313	Developmental Psychology: Childhood	3				
Language						
CENG 201	World Literature to the Renaissance	3	Minor			
CENG 202	World Literature from the Enlightenment	3	Undergraduate Minor			
COM 111	Public Speaking	3	Early Childhood Minor			
or COM 211	Introduction to Argumentation and Debate					
EDU 435	Linguistic Development and Second Language Acquisition	3	The Early Childhood Education minor is designed to meet course requirements for California's Child Development Permit.			
ENG 391	Children's Literature	3				
WRT 102	Writing and Research **	3	There are 6 levels of the child development permit with some levels requiring supervised field experience. Detailed information on the permit is available in the School of Education. The Child Development Permit is issued by the California Commission on Teacher Credentialing and authorizes the holder to serve in child development programs providing care and instruction of children of all ages, birth through pre-kindergarten.			
or WRT 201	The Art of the Essay					
Advanced Writing						
Choose 1 of the following courses:		3	EDSP 448	Early Childhood Development and Curriculum Planning *	3	
COM 222	Theory and Practice of Journalism	3	EDSP 468	Observation and Assessment of the Young Child *	3	
COM 412	Writing for the Broadcast Media	3	EDU 466	Helping Children Cope with Violence	3	
WRT 323	Introduction to Genre and Craft in Creative Writing	3	EDU 491	Early Childhood Field Experience **	3	
WRT 324	Writing for Children and Teenagers	3	or EDSP 400	Early Childhood Fieldwork Seminar		
WRT 327	Creative Writing: Fiction	3	PSY 313	Developmental Psychology: Childhood	3	
WRT 328	Creative Writing: Poetry	3	SOC 332	Child, Family and Community	3	
Choose 1 of the following courses:						
			EDU 467	Emergent Literacy	3	

ENG 391	Children's Literature	3
MUS 461	Music for Children	3
PSY 314	Developmental Psychology: Adolescence	3

Total Units 21

* Acceptance into the School of Education is not required for this course.

** EDU 491 and EDSP 400 require supervised field experience.

With careful planning the early childhood minor can be combined with the liberal studies major leading toward a California Teaching Credential. Students interested in this option must meet with their advisor and the School of Education as early as possible to complete a four-year plan, as some of the early childhood courses are not taught every semester.

Credential Programs

Teacher Credential Programs

- Elementary Education/Multiple Subject (p. 63)
- Secondary Education/Single Subject (p. 64)
- Special Education: Education Specialist Mild/Moderate Credential Program (p. 64)

Certification Programs

- Lutheran Teacher Certification (p. 64)

Teacher Credential Programs

Director: Dr. Deborah Mercier

Program Learning Outcomes

The teacher candidate plans and delivers instruction

- The teacher candidate plans and delivers engaging and developmentally appropriate instruction based on the appropriate California teaching standards; incorporates a variety of teaching strategies and resources to make the subject matter accessible and engaging to the needs of diverse students.

The teacher candidate uses assessment for a variety of purposes

- The teacher candidate designs and interprets a variety of assessments and also uses assessment data to plan instruction, monitor instruction, design and monitor the classroom environment, and learn about and place students. In addition, the teacher candidate uses reflective practice as a means of self-assessment.

The teacher candidate provides a supportive learning environment

- The teacher candidate creates a positive social environment and a safe and welcoming physical environment that supports learning for all students. The teacher candidate uses instructional time wisely and efficiently.

The teacher candidate models a servant-leadership lifestyle

- The teacher candidate models servant-leadership, exhibits a professional attitude, and communicates effectively with students, families, and school personnel. The teacher candidate is aware of and carries out legal and ethical responsibilities.

Undergraduate Teacher Education

The **credential programs** prepare multiple subject, single subject, and education specialist teacher candidates who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary

instruction for all learners. Concordia's programs are state-approved and lead to preliminary California multiple (elementary), single subject (secondary), and education specialist (EdSP) credentials.

EDUC 400-level courses are part of the California credential program. To begin taking this coursework as an undergraduate, students must be fully admitted to the undergraduate teacher education program which includes the following:

- Cumulative GPA of 2.9 or higher with no course grade lower than C- in the major.
- Successful completion of EDUC 101 and EDUC 201 (or EDSP 202) with a grade of B- or higher and positive evaluation of the field experience component by the director of field experience and the classroom teacher.
- Two letters of recommendation (one from a CUI faculty member and one professional reference from outside CUI).
- Official college transcripts from all colleges attended.
- California Certificate of Clearance; current Wellness Center health clearance.
- Concordia University's Dean of Students approval.
- Interview and recommendation from School of Education faculty advisor.
- School of Education faculty approval.
- Verification of having passed California Basic Educational Skills Test (CBEST).
- Passage of California Subject Examination for Teachers (CSET), where applicable. The passage of CSET varies by major. Refer to the Undergraduate Elementary Education, Education Specialist, and Secondary Education Handbook, available in the School of Education office, to find out when to take this exam.

Note: International students are required to score a minimum of 550 on the Test of English as a Foreign Language (TOEFL) and demonstrate proficient English communication skills in field experience.

Upon full admission to the teacher education program, students will complete the following professional education requirements.

Elementary Education

Multiple Subject Credential

EDUC 098	Technology Literacy for Teachers *	0
EDUC 201	Introduction to Teaching Careers II	1
EDUC 301	Typical and Atypical Development of Diverse Learners	3
EDUC 401	Planning and Assessment for Inclusive Classrooms	3
EDUC 402	Creating Positive and Inclusive Learning Environments	3
EDUC 422	Math and Science Methods	2
EDUC 423	Integrated Curriculum Methods: Elementary	2
EDUC 451	Language and Culture	3
EDUC 460	Literacy Development in Diverse Classrooms	4
EDUC 480	Teacher Performance Assessment (TPA) Practicum: Student Teaching I: Elementary	1
EDUC 482	Student Teaching II: Elementary	12

Total Units 34

* This course to be taken in Block 2 or during student teaching.

Secondary Education

Single Subject Credential

EDUC 098	Technology Literacy for Teachers *	0	1. A bachelor's degree from a regionally accredited institution.
EDUC 201	Introduction to Teaching Careers II	1	2. A passing score on the California Basic Educational Skills Test (CBEST).
EDUC 301	Typical and Atypical Development of Diverse Learners	3	3. An approved professional preparation program with a minimum grade of B- in all course work.
EDUC 401	Planning and Assessment for Inclusive Classrooms	3	4. U.S. Constitution course or approved alternative demonstration of competency.
EDUC 402	Creating Positive and Inclusive Learning Environments	3	5. Level I technology competencies (EDUC 098).
EDUC 424	Secondary Curriculum and Methods	4	6. Demonstration of subject matter competence (passage of California Subject Examination for Teachers [CSET or appropriate subject matter program from another university]).
EDUC 451	Language and Culture	3	7. Passage of Teaching Performance Assessment (TPA 1, 2, 3 and 4) for multiple and single subject candidates. Passage of TPA 1 and 2 and cumulative professional portfolio are required of EDSP candidates.
EDUC 470	Literacy Development in Diverse Content-Area Classrooms	4	8. Passage of Reading Instruction Competence Assessment (RICA) for multiple subject and education specialist teacher candidates only.
EDUC 481	Teacher Performance Assessment (TPA) Practicum: Student Teaching I: Secondary	1	
EDUC 483	Student Teaching II: Secondary	12	
Total Units		34	Candidates filing for the California Preliminary Credential must apply through the School of Education. Regular consultation with a program advisor is critical to be certain that the candidate's program of study meets all state and university requirements.

* This course to be taken in Block 2 or during student teaching.

Special Education

Education Specialist Mild/Moderate Credential Program

EDUC 098	Technology Literacy for Teachers *	0	
EDSP 202	Introduction to Teaching Special Populations	1	
EDSP 301	Typical and Atypical Development of Diverse Learners	3	
EDSP 401	Planning and Assessment for Inclusive Classrooms	3	
EDSP 402	Creating Positive and Inclusive Learning Environments	3	
EDSP 425	Advanced Curriculum Methods for Special Populations	3	
EDSP 426	Case Management, Assessment and Collaboration	3	
EDSP 451	Language and Culture	3	
EDSP 460	Literacy Development in Diverse Classrooms	4	
EDSP 480	Teacher Performance Assessment Practicum: Student Teaching I: Education Specialist	1	
EDSP 484	Student Teaching: Special Education	12	
Total Units		36	

* This course to be taken in Block 2 or during student teaching.

Student Teaching Requirements

Prior to student teaching, the appropriate California Subject Examination for Teachers (CSET) must be passed. Students must have grades of B- or better in all EDUC/EDSP courses to count towards the California credential program.

Teacher Credential Application Process

Candidates may be recommended to the State of California for a preliminary credential when the following requirements have been completed:

1. A bachelor's degree from a regionally accredited institution.
2. A passing score on the California Basic Educational Skills Test (CBEST).
3. An approved professional preparation program with a minimum grade of B- in all course work.
4. U.S. Constitution course or approved alternative demonstration of competency.
5. Level I technology competencies (EDUC 098).
6. Demonstration of subject matter competence (passage of California Subject Examination for Teachers [CSET or appropriate subject matter program from another university]).
7. Passage of Teaching Performance Assessment (TPA 1, 2, 3 and 4) for multiple and single subject candidates. Passage of TPA 1 and 2 and cumulative professional portfolio are required of EDSP candidates.
8. Passage of Reading Instruction Competence Assessment (RICA) for multiple subject and education specialist teacher candidates only.

Candidates filing for the California Preliminary Credential must apply through the School of Education. Regular consultation with a program advisor is critical to be certain that the candidate's program of study meets all state and university requirements.

Lutheran Teacher Certification Program

Director: Dr. Rebecca Peters

Please see Christ College Certificate Requirements (p. 28) for program requirements.

Lutheran Teaching Ministry Certification also requires:

- Completion of all professional preparation requirements for the Teacher Education Program, including successful student teaching.
- Membership in a congregation of The Lutheran Church—Missouri Synod (LCMS).

School of Professional Studies

Dean: Dr. Timothy C. Peters

Assistant Dean: Dr. Margaret Christmas Thomas

The **Healthcare Management** major will educate students for professional positions based on Christian leadership principles as they are equipped to enhance the effectiveness of healthcare organizations while making a positive difference in people's lives.

Outcomes

Healthcare Management Program Learning Outcomes

Students will be able to demonstrate the ability to:

- Communicate clearly and concisely, establish and maintain relationships and facilitate constructive interactions with individuals and groups in the healthcare setting.
- Inspire individual and organizational excellence, create a shared vision and successfully manage change to attain the organization's strategic ends and successful performance.
- Align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation and a commitment to lifelong learning and improvement.

- Understand the healthcare system and the environment in which healthcare managers and providers function.
- Apply business principles, including systems thinking, to the healthcare environment.

Major

Undergraduate Major

Bachelor of Arts Degree

Healthcare Management

HCM 201	Healthcare Orientation	0.5
HCM 312	Introduction to Healthcare Management	3
HCM 314	Healthcare Quality Management	3
HCM 315	Organizational Behavior, Theory and Design in Healthcare Management	3
HCM 413	Leadership in Health Management	3
HCM 414	Legal Aspects of Healthcare	3
HCM 415	Health Information Systems	3
HCM 416	Human Resource Management in Healthcare	3
HCM 419	Topics in Public Health Administration	3
HCM 422	Introduction to Gerontology and Mental Health Management	3
HCM 424	Marketing and Strategic Planning for Healthcare Organizations	3
HCM 425	Financial Management of Healthcare Organizations	3
HCM 494	Internship: Healthcare Administration	3
HCM 495	Senior Seminar in Healthcare	3
THL 467	Bioethics and Healthcare Professions	3
Total Units		42.5

Courses of Instruction

Accounting (ACT)

ACT 211 Financial Accounting 3 Units

Basic elements of accounting and methods of gathering and reporting financial data will be examined in this course, including a study of financial statements; journalizing financial transactions; merchandising activities; investments in property, plant and equipment; and depreciation as it applies to corporations. Prerequisite: BUS 201.

ACT 212 Managerial Accounting 3 Units

This decision-making course will be based on accounting concepts and will include equity financing, introduction to management accounting, cost terms and concepts, cost accumulation systems, product costing systems, and analyzing cost behavior patterns, including cost-volume-profit relationships. Prerequisite: ACT 211.

ACT 311 Intermediate Accounting I 3 Units

This course will expand the theories and concepts of accounting including the study of balance sheets and owner's interests; accrual accounting including revenue recognition and cost allocation; the income statement and measures of performance; statement of cash flows; and cash and receivables. Prerequisite: ACT 212.

ACT 312 Intermediate Accounting II 3 Units

As a continuation of ACT 311, this course will emphasize inventories, current liabilities, long-term and intangible assets, long-term liabilities, accounting for leases, and equity securities. Prerequisite: ACT 212.

ACT 313 Cost Accounting 3 Units

This course will cover the cost accounting cycle; cost elements of products and services; job order, process, and standard cost systems; overhead allocation considerations; cost behavior; cost-volume-profit relationships; and analysis of overhead variances. Prerequisite: ACT 212. Offered alternate years.

ACT 315 Accounting Information Systems 3 Units

This course will look at the concepts, controls, and tools of computerized accounting information systems using spreadsheets and databases. Prerequisites: ACT 212 and BUS 261.

ACT 332 Financial Statement Analysis 3 Units

Analysis of financial statements for business valuation and strategic consideration will be examined in this course including ratio analysis and time value of money concepts used to analyze the financial condition of a business organization. Credit analysis and corporate finance issues will also be covered. Prerequisite: ACT 211.

ACT 350 GASB Accounting, Reporting and Compliance 3 Units

This course will introduce the basic elements of accounting, methods of gathering and reporting financial data, compliance issues, and the accounting environment for governmental agencies. Prerequisites: ACT 211 and ACT 212.

ACT 417 Federal and California State Personal Taxes 3 Units

The preparation of individual federal and California state income tax returns will be the focus of this course, including federal forms, schedules, and California adjustments to income. Prerequisite: ACT 211. Offered alternate years.

ACT 418 Corporate Tax Accounting 3 Units

This course will study the theory and principles of federal income tax laws applicable to business entities with an emphasis on the theoretical framework as well as practical application and planning, including the study of special tax considerations pertaining to S corporations and partnerships. Prerequisite: ACT 212. Offered alternate years.

ACT 419 Auditing 3 Units

Methods and procedures used to verify the accuracy and responsible reporting of financial information within the ethical framework of the professional auditor will be examined in this course including ethics, legal liability, internal control, and reporting. Prerequisite: ACT 312 or consent of instructor. Offered alternate years.

ACT 443 International Accounting (IFRS) 3 Units

This course will highlight the current and proposed differences between U.S. GAAP (Generally Accepted Accounting Principles) and IFRS (International Financial Reporting Standards) and their application in financial reporting. Prerequisite: ACT 212.

ACT 490 Internship: Accounting 0.5-8 Units

This course is a practical working experience where students meet with their internship director for advice and approval on placement before beginning their internship. Regular student reports and written feedback from the sponsoring business are required and must demonstrate the skills acquired during the internship. Offered as a Pass/No Pass course.

Anthropology (ANT)

ANT 210 Cultural Anthropology 3 Units

Understanding diverse cultures of the world, from preliterate societies to modern technological societies, is the focus of this course, and will include mankind's universal as well as adaptive dimensions; and the examination of socioeconomic, political, religious, and physical environmental factors that relate to the values and lifestyles of various peoples.

ANT 241 Anthropology for Travelers 3 Units

Practical application of anthropological concepts designed to assist in analyzing, understanding, and living within other cultural traditions is the focus of this course and will include topics such as the role of culture, living with culture shock, strategies for analyzing cultures, processes of assimilation, language issues, cultural food ways, manners, and social expectations.

ANT 314 Native Peoples of North America 3 Units

An anthropological overview of native North American societies from pre-Columbian times to the present will be the focus of this course, utilizing a culture area approach and including an emphasis on the native people of California. Offered alternate years.

ANT 364 Culture and Self 3 Units

This course will explore the relationship between individual experiences and the socio-cultural context, focusing on the role socio-cultural institutions play on personality, health, and world view.

ANT 435 Anthropology of Religion 3 Units

This course will present a comparative examination of religion as an aspect of human culture and will include substantive and functional approaches to religious behavior, religion as a symbol system, ritual behavior, magic, religious movements, and paranormal phenomena. Prerequisite: ANT 210 or permission of instructor. Offered alternate years.

ANT 490 Internship: Anthropology 8 Units

Arabic (ARB)

ARB 101 Arabic (Standard) I 4 Units

This is a beginning course in language and culture introducing students to written, oral, and historical traditions behind modern standard Arabic. Conducted primarily through classroom instruction, this course will be augmented with written, oral/aural, internet, and other germane resources. The Arabic script, basic grammar, vocabulary, and syntax will be covered. Students will complete the course able to read and translate basic Arabic sentences.

ARB 199 Orientation To Arabic 1-3 Units**ARB 201 Arabic (Standard) II 3 Units**

This course will cover advanced Arabic grammar and vocabulary as students read and translate classical and modern Arabic texts and learn some basic conversational Arabic (Egyptian dialect). Prerequisite: ARB 101.

Aramaic (ARA)

ARA 301 Aramaic 3 Units

This course is a study of the morphology, vocabulary, and syntax of biblical Aramaic for reading the Aramaic portions of the Hebrew Bible. Prerequisite: HEB 101 and HEB 102 or equivalent with a grade of C- or better.

Art (ART)

ART 111 Experiences in Art 3 Units

This course will introduce students to the different components resulting in a finished work of art. Emphasis will be placed on experimentation with media and techniques used by professional artists during their progression from idea to finished product. Students will be given presentations in digital media that will serve as guidance for the class projects.

ART 200 Elements of Art 3 Units

In this course students will be given a practical introduction to the basics of art through creative studio activities involving the elements of art in a variety of media with two- and three-dimensional projects. A lab fee is required.

ART 201 Drawing I 3 Units

This studio art course will introduce the basic approaches to observational drawing in a variety of media, methods, and subject matter through lectures, demonstrations, slide presentations, studio drawing, out-of-class drawing, sketching, and critiques. A lab fee is required.

ART 251 Design 3 Units

As a continuation of ART 200, this course will emphasize the properties and handling of color as a design tool through an understanding of color relationships. Students will learn to identify and analyze the principles and elements of design and utilize these in the creation of their own unique designs. A lab fee is required. Prerequisites: ART 200 and ART 201 or consent of instructor.

ART 301 Drawing II 3 Units

Students will be helped to establish a style and technique emphasizing discipline, craftsmanship, and imagination in this course as they use a variety of drawing materials and investigate perspective, composition, line, tone control, and a personal point of view. A lab fee is required.

Prerequisite: ART 201 or consent of instructor.

ART 311 Art History I 3 Units

This is a survey course of Western art from the Prehistoric Period through the Renaissance, employing illustrated lectures, independent research, museum visits, and discussion. Offered alternate years.

ART 312 Art History II 3 Units

This course is a survey of Western art from the Renaissance through the present employing illustrated lectures, independent research, museum visits and discussion. Offered alternate years.

ART 315 The History of Contemporary Art 3 Units

This course will examine the art of the last half of the 20th and 21st centuries as it explores the ideas that became seminal points of interest for contemporary artists during this period. Students will study how art reflects history; how style communicates the concerns of the artist and their culture; and how symbols, techniques, materials, and subjects are used to convey the issues important to contemporary artists. Offered alternate years.

ART 321 Painting I 3 Units

This studio art course will introduce students to the basic approaches of acrylic painting, painting techniques, form, content, visual appreciation, and personal expression through lectures, demonstrations, slide presentations, studio painting, out-of-class painting, sketching, and critiques. A lab fee is required. Prerequisite: ART 201.

ART 331 Sculpture I 3 Units

This course will introduce students to the concepts, materials, and methods of sculpture as creative ideas are developed in wood, clay, plaster, found objects, and cardboard. Principles and use of equipment, material sources, and safety factors will be addressed. A lab fee is required. Offered alternate years.

ART 341 Hand Building Ceramics 1 3 Units

This course will introduce clay from the process of construction through the completion of a finished piece using the following methods: pinch, coil, slab, wheel, and decorative. A lab fee is required. Offered alternate years.

ART 351 Printmaking I 3 Units

This course will provide an introduction to printmaking media with an emphasis on experimentation through techniques such as the monoprint, relief, and silkscreen. Prerequisites: ART 200 and ART 201 or consent of the instructor. Offered alternate years.

ART 380 Secondary Art Curriculum and Methods 3 Units

In this course, students will learn how to create an effective art curriculum and design art projects that will combine art history, cultural aspects about art, and the theory of artistic methods and techniques in an engaging manner for middle and/or high school-aged students. Prerequisites: ART 200, ART 201, ART 311 or junior status. Offered alternate years.

ART 390 Practicum: Art 1-4 Units

This course is a practical, hands-on experience outside the classroom directly related to the student's major, minor, or professional program that is a beneficial complement to the student's academic experience. A lab fee may be required for some courses.

ART 391 Art in the Schools 3 Units

This course is for students who plan to teach art at the secondary level, as they assist an art teacher in a middle or high school setting, integrating what they have learned in ART 380 for the presentation of a variety of art projects in the classroom. A lab fee is required. Prerequisites: ART 380 and consent of instructor.

ART 392 Art Gallery Experience 1-3 Units

In this course students will expand their understanding of art as they assist in an art gallery or center which is designed to equip studio art students with practical skills such as curating exhibitions, working with professional artists, teachers and/or art dealers. A lab fee is required. Prerequisite: Consent of instructor.

ART 401 Figure Drawing 3 Units

In this course students will obtain the basic skill of drawing the human figure including anatomy, observation of the human form, fundamental exercises in gesture, contour, outline, and tonal modeling. In-class observation of artist's models will be complemented with studies of plaster casts and master drawings with composition being considered at all times. By concentrating on proportion, light, shape, and movement, students will acquire skills in representing the human form using a variety of materials. A lab fee is required. Prerequisite: ART 201 or consent of instructor. Offered alternate years.

ART 421 Painting II 3 Units

In this course students will be encouraged to establish a painting style and technique emphasizing discipline, craftsmanship, and imagination as they expand their knowledge and skill of acrylic paint through lectures, demonstrations, slide presentations, studio painting, out-of-class painting, sketching, and critiques. A lab fee is required. Prerequisite: ART 321.

ART 431 Sculpture II 3 Units

Principles, use of equipment, and safety factors will be addressed in this studio course with an emphasis on individual development of form and craftsmanship, and using creative assignments involving metal, wood, and other materials. A lab fee is required. Prerequisite: ART 331 or consent of instructor. Offered alternate years.

ART 441 Hand Building Ceramics II 3 Units

Building on the foundation of Hand Building Ceramics 1, this course will challenge students to pursue a more individual exploration of ceramic forms and texture with an emphasis on the technical understanding of surface treatments and ceramic processes as tools toward formal and conceptual success. Along with hand-building techniques, glazing, and kiln firing, the aesthetics of form will be investigated with a focus on design and visual thinking. Prerequisite: ART 341 or consent of instructor.

ART 451 Printmaking II 3 Units

In this course students will expand their knowledge of certain printing techniques such as the monoprint, collagraph, relief, and silkscreen methods as they conduct research that combine art history and practical experience to produce prints that are rich in content. A lab fee is required. Prerequisite: ART 351 or consent of instructor. Offered alternate years.

ART 480 Secondary Art Methods 3 Units

In this course students will learn how to create an effective art curriculum and design art projects that will combine art history, cultural aspects about art, and the theory of artistic methods and techniques in an engaging manner for middle and/or high school-aged students. Prerequisites: ART 200, ART 201, ART 311 or junior status.

ART 488 Children's Art 3 Units

In this course students will explore the developmental stages of art in children at different levels that will aid in curriculum development and give students the opportunity to experiment with various art activities to develop skills needed for the effective teaching of art in the elementary school. A lab fee is required.

ART 490 Internship: Art 1-8 Units**ART 498 Senior Art Seminar 3 Units**

The purpose of this course is to assist students to gain a more complete understanding of the complex nature of art making and its role in a social, historical, cultural, and personal context. Intended to serve as a capstone experience for students in the Studio Arts major, this course is designed to complement and work in conjunction with preparations for the Senior Exhibition. A lab fee is required. Prerequisite: senior standing and consent of the instructor.

Art: Graphic Design (ARTG)

ARTG 261 Graphic Design I 3 Units

This studio art course will give students an introduction to the study of graphic design, as they are exposed to the history of visual communication, typography, advertising, and learn how to identify the elements and principles of design by creating image and text related projects. Students will also develop skills using the digital techniques of scanning, typographic adjustments, vector drawing, exporting, and printing. Prerequisites: ART 201, ART 251 or consent of instructor. Offered alternate years.

ARTG 270 Digital Publishing 3 Units

In this course students will develop page layout skills utilizing composition and typographic principles while learning to use Adobe InDesign and the creation of images in Adobe Illustrator and Adobe Photoshop, including text to produce flyers, posters, newsletters, magazines, brochures, calendars, etc.

ARTG 271 Digital Image Manipulation 3 Units

Students will become proficient using Adobe Photoshop in this course, including its applications in graphic design, advertising, web design, animation, and multimedia. Examination of the ways in which complex ideas and messages can be interpreted and represented in visual form will also be included.

ARTG 272 Digital Illustration 3 Units

In this course students will acquire type manipulation and digital illustration skills through exercises, demonstrations, and practical assignments using Adobe Illustrator, including the development of an individualized artistic process to produce digital illustrations that convey specific messages.

ARTG 300 History of Graphic Design 3 Units

This survey course will examine the history of graphic design as students gain a broader understanding of how design affects and is affected by the culture; identify individual illustrators, designers, and artists; and recognize specific styles and movements.

ARTG 315 History of Contemporary Art 3 Units**ARTG 360 Typography 3 Units**

This course will give a historical overview of type and typographic technologies that will introduce students to the formal qualities of different typefaces and teach them to use type as an expressive communication tool. This is an essential course for anyone wishing to communicate with the printed word. Prerequisite: ARTG 270 or ARTG 272 or consent of the instructor. Offered alternate years.

ARTG 361 Graphic Design II 3 Units

Students will produce intermediate design projects that emphasize aesthetics, the theory of design, and the relationship between text and image in this course including the development of digital imaging and layout skills using Adobe InDesign, Photoshop, and Illustrator. A portion of this course will be devoted to a service learning assignment creating design projects for a nonprofit organization within the community. Prerequisites: ARTG 261. Offered alternate years.

ARTG 390 Practicum: Graphic Design 1-4 Units

This course is a practical, hands-on experience outside the classroom directly related to the student's major, minor, or professional program that is a beneficial complement to the student's academic experience. A lab fee may be required for some courses.

ARTG 460 Typography II 3 Units

As a continuation of ARTG 360, this course will begin the exploration of personal expression and experimentation typographically with course assignments designed to focus on the issues of denotation, connotation, hierarchy, context and theme, image-type relationships and interaction, and typographic history and expression. Prerequisite: ARTG 360.

ARTG 461 Graphic Design III 3 Units

This course will allow students to complete advanced graphic design projects to fill gaps in their portfolios, emphasizing their preparation to become professional graphic designers through the production of strong portfolios that can be used to gain internships or employment. Prerequisite: ARTG 361. Offered alternate years.

ARTG 471 Video Art 3 Units

In this studio course, students will create relationships between image and sound by using the time-based medium of video with an emphasis on students developing strong concepts for their projects and learning to create a storyboard, film, and edit video art pieces together using Final Cut Pro and Adobe After Effects. Prerequisites: ARTG 271 and ART 301 or consent of instructor. Offered alternate years.

ARTG 472 Web Design I 3 Units

Students will plan, design, and produce user interfaces in this course that will incorporate interactive elements with Dreamweaver Instruction that begins with planning and designing a Web site, including page content, interactive (intuitive) site navigation, menus, buttons, and graphics as they gain valuable experience in the research, planning, and design of interactive communication. Prerequisites: ARTG 261, ARTG 271, and ARTG 272.

ARTG 473 Motion Graphics 3 Units

Students will go through the various stages of creating a title sequence for a film in this course as they create several projects including storyboards, animatics, and one full-motion sequence, learning to use the best technique that better serves the idea. The course will include a brief introduction to Adobe AfterEffects or Motion. Prerequisites: ARTG 261, ARTG 271, ARTG 272, and ARTG 360.

ARTG 481 Digital Photography 3 Units

This course will provide students with an introduction to visual concepts, basic image capture, and camera functions with digital cameras, including software basics for photographic imaging and digital printing. Offered alternate years.

ARTG 482 Web Design II 3 Units

This course will explore Flash as a web design solution, focusing on the use of vector-based multimedia interactivity and the use of animation, sound, and video in website development. Prerequisite: ARTG 472.

ARTG 490 Internship: Graphic Art 1-8 Units

This course is an intense, practical, full- or part-time experience outside the classroom that is an integral part of a professional program, contributing significantly to the student's preparation for entrance into a profession. Approximately forty (40) contact hours are required for each unit of credit. Each department may limit the maximum number of internship credit. A lab fee may be required for some courses.

Behavioral Science (BSC)

BSC 220 Qualitative Research Methods 3 Units

A methodological course that will instruct students in the skill of participant observation and ethnographic reporting through the reading of a variety of ethnographies, collect primary field data, write descriptions, and provide an analysis of a selected community. The class includes a field component.

BSC 265 Statistics for the Behavioral Sciences 3 Units

This is an introductory course for students intending to do social science and education research that will address the basic principles of elementary statistics through the use of statistical analyses, including basic descriptive measures; sampling and sample size estimation; hypothesis testing; testing for differences between means, correlation, and measures of association; techniques for analyzing categorical data; and summarizing and presenting statistical results. A heavy emphasis will be placed on applications of basic statistical concepts to a wide variety of problems encountered in social, educational, and policy-related research, along with the use of computer packages for assisting in data analysis. Prerequisite: CMTH 101, MTH 201, Mth 211, Mth 251, or equivalent.

BSC 296 Introduction to Research Methods 3 Units

This is an experimental learning course in which research techniques and methodologies are studied by developing and carrying out a research project using the following steps: selection of research problems, research design, data collection and analysis, statistical computation, hypothesis testing, and theory building.

BSC 301 Topics in the Behavioral Sciences 3 Units

Through individual and group study of selected topics bringing together perspectives of anthropology, psychology, and sociology, this capstone course will emphasize the student's major in synthesis with other majors in the behavioral sciences. Prerequisites: second-semester junior or senior standing, BSC 265 and either BSC 220 or BSC 296.

BSC 390 Practicum: Behavioral Science 3 Units

A practical experience outside the classroom this is directly related to the student's major, minor or professional program. It typically involves "hands-on" experience that is beneficial complement to the student's academic experience.

BSC 398 Beh Sciences Academic Showcase 1-4 Units**BSC 490 Internship: Behavioral Science 8 Units**

An intense practical experience outside the classroom that is integral part of a professional program. This may be either a part-time or a full-time experience that contributes significantly to the preparation of a student for entrance into a profession. Approximately 40 contact hours are required for each unit of credit. Each department may limited the maximum number of internship credit.

Biology (BIO)

BIO 101 Principles of Biology 4 Units

This is an introductory course to the truths of biological sciences discovered through the hypothetic-deductive approach and its application to life and limitations for society in such controversial areas as human reproduction, sexually transmitted diseases, human developmental termination, genetics, genetic engineering, evolution and the evolutionary process, and the origin of life. Lab time is included in the schedule. A lab fee is required.

BIO 111 General Biology I 4 Units

This is a general biology course emphasizing evolutionary mechanism, species formation, phylogenies, the origin of life, and the principles of evolutionary diversity, plant, and animal structure, and function of systems. Lab time is included in the schedule. A lab fee is required.

BIO 112 General Biology II 4 Units

As a continuation of BIO 111, this course will examine cellular structure, metabolism process, genetics, DNA function and genome expression, biotechnology, and molecular biology in medicine. Lab time is included in the schedule. A lab fee is required. Prerequisite: C- or better in BIO 111 or equivalent or consent of instructor.

BIO 246 Human Anatomy and Physiology I 4 Units

This course will examine the general principles of physiology, cell structure and function, and cell metabolism and division, including a survey of tissues, integumentary, skeletal, muscle, central nervous system, and sensory receptors. Lab time is included in the schedule. A lab fee is required. Prerequisite: C- or better in BIO 111, or equivalent or consent of instructor.

BIO 247 Human Anatomy and Physiology II 4 Units

As a continuation of BIO 246, this course will examine the general principles of physiology and structure of the endocrine, circulatory, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Lab time is included in the schedule. A lab fee is required. Prerequisites: C- or better in BIO 111 and BIO 246 or equivalent or consent of instructor.

BIO 308 Molecular Genetics 4 Units

Basic principles of heredity including Mendelian, cytogenetics, population theory, gene regulation, and an introduction to molecular genetics will be discussed in this course, emphasizing classical laboratory experimentation and molecular techniques. Lab time is included in the schedule. A lab fee is required. Prerequisite: C- or better in BIO 350 or concurrent registration or consent of department chair.

BIO 309 Population Genetics 4 Units

This course will investigate the data, methods, and theory behind population genetics with an emphasis on human populations. Prerequisite: BIO 112.

BIO 317 Ecology 4 Units

Fundamental ecological concepts will be introduced in through literature and illustrated in field investigations. Field trips and lab time are included in the schedule. Prerequisites: Grade C- or better in BIO 111, BIO 112, and CHE 221 or SCI 115 or consent of the instructor. Offered alternate years.

BIO 331 Marine Biology 4 Units

This course will introduce the major phyla of marine organisms, their habitats, and the ecological principles operating in their communities as students investigate current areas of marine research in the lab and field; study the various physiological and behavioral adaptations necessary for survival in a marine environment; and explore the diversity of marine organisms found globally and locally. Current threats to the marine environment and its organisms will also be discussed. Up to two (2) weekend field trips are possible in addition to field trips during scheduled lab time. Lab time is included in the schedule. Prerequisites: BIO 111 and BIO 112 and CHE 221 or SCI 115. Completion of SCI 318 is recommended but not required. Offered alternate years.

BIO 341 Plant Biology 4 Units

As an introduction to the basic concepts of plant life, this course will study the structure, functional form, reproduction, genetics, and ecology of fungi, algae, and nonvascular and vascular plants. Lab time is included in the schedule. A lab fee is required. Prerequisites: C- or better in BIO 111 and CHE 221 or SCI 115 or consent of instructor. Offered alternate years.

BIO 345 Evolutionary Zoology 4 Units

This course will study evolutionary principles and methods of analysis using the natural history, anatomy, and systematics of the animal kingdom, protozoans through mammals. Lab time is included in the schedule. A lab fee is required. Prerequisites: C- or better in BIO 101, BIO 111 and BIO 112, or CBIO 101, CHE 221 and 222 or consent of instructor. Offered alternate years.

BIO 350 Molecular and Cellular Biology 4 Units

A study of plant and animal molecular and cellular structures, biochemistry, and function is included in this course with an emphasis on the molecular level of cells, cellular metabolism, and the structure and function of the major organelles. Lab time is included in the schedule. A lab fee is required. Prerequisites: C- or better in BIO 111 and BIO 112, CHE 221 and CHE 222 or SCI 115, or concurrent enrollment, or consent of department chair.

BIO 351 General Microbiology 4 Units

As an introduction to bacteria (morphology, physiology, ecological and medical importance) and microorganisms (viruses, rickettsia, pathogenic, protozoa, molds and yeasts), this courses' laboratory sessions will emphasize the culture, physiology, and identification of the major groups of microbes. Lab time is included in the schedule. A lab fee is required. Prerequisites: BIO 101, BIO 111, or CBIO 101 and CHE 221 or SCI 115.

BIO 355 Biostatistics 3 Units

This course will introduce statistical analysis concepts and methods necessary for the interpretation of biological data including a hands-on experience with computational methods and biological interpretation rather than statistical theory. Computer lab time is included in the schedule. Prerequisites: BIO 111.

BIO 361 Field Biology Techniques 3 Units

This field-based course will explore common techniques used to conduct biological field research and provide hands-on experience with transects, trapping, quadrats, aquatic survey methods, GPS, GIS, and others. Proper experimental design and statistical analysis of data will be included as students design and conduct their own research projects. During standard Fall or Spring semesters, up to three (3) weekend field trips are possible in addition to field trips during scheduled lab time or longer trips during mid-semester breaks. Prerequisites: BIO 101, CBIO 101 or BIO 111, and CHE 221 or SCI 115.

BIO 390 Practicum: Biology 1-4 Units

A practical experience outside the classroom this is directly related to the student's major, minor or professional program. It typically involves "hands-on" experience that is beneficial complement to the student's academic experience.

BIO 401 Biology Seminar 2 Units

This course will take an in-depth look at current biological topics including immunology, virology, or molecular biology focusing on reading and evaluating the primary literature. Library research using scientific journals will be required to prepare a major paper and oral presentation. Topics will vary each semester. Prerequisite: sixteen (16) units of biology; restricted to juniors and seniors.

BIO 490 Internship: Biology 1-8 Units**BIO 496 Research in Biology 2 Units**

As an introduction to research methods and skills in the field of biology, this course will require library research, biological abstracts and journals, field and laboratory research, and statistical analysis be used in the writing of research papers. Lab time is included in the schedule. Prerequisite: SCI 495.

BIO 499 Senior Thesis 1 Unit

This course will be a culmination of original student-conducted scientific research resulting in a paper and presentation. Prerequisite: SCI 495; restricted to seniors.

Bus Data Analytics (BDA)

BDA 337 Introduction to Business Data Analytics 3 Units

This course will examine how data analysis technologies can be used to improve decision-making through the study of fundamental principles and techniques of data mining using real-world examples, cases, and software to place data-mining techniques in context, to develop data-analytic thinking, and to illustrate that proper application is as much an art as it is a science. Topics will include introduction to data mining, machine learning, and artificial intelligence: concepts and definitions, the data mining process, predictive and descriptive tasks.

BDA 338 Big Data Analytical Tools 3 Units

This course will introduce methods, tools, and applications used to extract and analyze big data with a focus on the use of these approaches and instruction on basic programming, design, and critical thinking skills necessary to use the applications. Prerequisites: BUS 201 and BUS 224.

BDA 437 Optimization and Decision Analytics 3 Units

This course will introduce quantitative decision making tools and cover decision analysis, cluster analysis, time series, moving averages, linear and non-linear programming, and Monte Carlo simulation with a focus on the formulation and intuition behind the solution techniques rather than the mathematical theory.

BDA 475 Business Data Analytics Thesis 3 Units

This capstone course will integrate and apply key data analytic techniques to a real world issue of the student's choice. Evaluation of the thesis will be by committee.

BDA 490 Internship: Business Data Analytics 2-8 Units

This course is a practical, working experience where students meet with their internship director before beginning their internship for advice and approval on placement. Regular student reports and written feedback from the sponsoring business are required and must demonstrate the skills acquired during the internship. Offered as a Pass/No Pass course.

Business (BUS)

BUS 201 Introduction to Management, Marketing and Information Technology 3 Units

This survey course will look at today's American business systems including a study of various types of businesses and the information they gather, store, and process, including administration and management of people, facilities, and information. Course will include relevant computer experience simulating business situations.

BUS 224 Business Writing and Presentations 1 Unit

This course will be a study and practice of effective strategies for clear business communication in both written and oral forms, as well as the technology to access and share information.

BUS 251 Legal Environment of Business 3 Units

Using examples from law of agency, contracts, product liability, government regulations, business organizations, and ethics in American business, this course will emphasize U.S. law including sources, courts, procedures, and torts pertaining to the business environment.

BUS 261 Information Technology 3 Units

This course will cover the theoretical and practical aspects of business application programs like spreadsheets, databases, word processing, publishing, and Internet tools used to develop, analyze, and communicate information and business processes including office application programs such as Microsoft Excel, Word, PowerPoint, Access, Project, Visio, and email applications used for business analysis and problem solving strategies.

BUS 390 Students in Free Enterprise (SIFE) 1-3 Units

This course is a partnership of students, professionals, and educators who work together to teach people about market economics, success skills, entrepreneurship, financial literacy, and ethics, giving students the opportunity to help people around the world while developing skills that are valued in the workplace.

BUS 399 Business: China Study Program 3,4 Units**BUS 475 Business Strategy 3 Units**

This capstone course will integrate the numerous business management courses as students use the case method and computer simulation to conduct external and internal assessment, identify key strategic issues, choose from alternate strategies, and defend those choices. Student will learn to conduct a strategic analysis and make sound strategic decisions using a real company. Prerequisites: business major with senior standing and ACT 212, MGT 321, and MKT 341.

BUS 483 Business Ethics 3 Units

This ethical evaluation course will involve ideals, laws, and relationships utilized by the business community including bribery, employer/employee rights, assumption analysis, philosophy, culture of the corporation, and product liability. Prerequisites: business or economics major with senior standing.

BUS 490 Internship: Business 1-8 Units

This course is a practical working experience where students meet with their internship director before beginning their internship for advice and approval on placement. Regular student reports and written feedback from the sponsoring business are required and must demonstrate the skills acquired during the internship. Prerequisites: business major with junior or senior standing and MGT 321. Students must take a minimum cumulative total of two (2) units to a maximum of eight (8) units; earned in one (1)-unit increments. Offered as a Pass/No Pass course.

Chemistry (CHE)

CHE 101 Introduction to Chemistry 4 Units

This course will cover the systematic exploration of basic chemical principles including matter, atoms, ions, moles, molecular and ionic compounds, chemical reactions, stoichiometry, and solutions. Scientific method and epistemology in the context of the interface between the Christian faith and the chemical sciences will be introduced and developed. A lab fee is required. Lab time is included in the schedule.

CHE 221 Chemistry I 4 Units

A systematic exploration of fundamental chemical principles including matter, energy, electromagnetic radiation, atomic structure, periodicity, stoichiometry, chemical bonding, and structure will be examined in this course, including the introduction to the scientific method and epistemology in the context of the interface between the Christian faith and the chemical sciences. Lab time is included in the schedule. A lab fee is required. Prerequisite: consent of division chair.

CHE 222 Chemistry II 4 Units

The major topics of this course will include solubility products, chemical thermodynamics, chemical kinetics, and qualitative analysis. Lab time is included in the schedule. A lab fee is required. Prerequisite: CHE 221.

CHE 271 Nursing and Healthcare Chemistry 4 Units

A lab fee is required.

CHE 321 Organic Chemistry I 4 Units

This course will examine the fundamental concepts relating to organic compounds with an emphasis on structure, nomenclature, theory, bonding, stereochemistry, reaction mechanisms, and physical and chemical properties of the principle classes of compounds. Lab time is included in the schedule. A lab fee is required. Prerequisite: CHE 222.

CHE 322 Organic Chemistry II 4 Units

This course will focus on aromaticity, advanced synthesis and reaction mechanisms, kinetics, organometallic chemistry, and bio-organic chemistry. A lab fee is required. Prerequisite: CHE 321.

CHE 354 Inorganic Chemistry 4 Units

Through a systematic exposition of major trends in structure, bonding, reactivity, and spectroscopy across the periodic table, this course will include main group chemistry, transition metal and coordination chemistry, lanthanide/actinide chemistry, organometallic chemistry, bioinorganic chemistry, solid state chemistry, electron transfer processes, and generalized concepts of acidity. Lab time is included in the schedule. A lab fee is required. Prerequisites: CHE 222 or consent of instructor.

CHE 371 Chemistry For Healthcare and Nursing 4 Units

A lab fee is required.

CHE 390 Practicum: Chemistry 1-3 Units

CHE 401 Chemical Education for the Secondary Teacher 3 Units
Development of practical, hands-on, cost effective, and safe strategies for teaching modern chemical concepts, imparting rigor, standards, and conducting exciting, pedagogically effective chemistry laboratory experiments in the secondary school setting will be the focus of this course which meets California K-12 content standards. A lab fee is required. Prerequisite: junior or senior standing.

CHE 418 Molecular Spectroscopy 4 Units

An advanced exposition of theoretical concepts with experimental aspects of atomic and molecular spectroscopy on electronic absorption, electronic luminescence, Raman, and infrared spectrometers within a group theoretical and symmetry-based conceptual framework. Lab time is included in the schedule. A lab fee is required. Prerequisite: CHE 431; co-requisite: CHE 432 or consent of instructor.

CHE 421 Introduction to Biochemistry 4 Units

This course will provide an introduction to the principles of chemistry that govern life systems including topics in pH and buffers, enzymes, amino acids, proteins, lipids, carbohydrates, nucleic acids, and metabolic pathways with exercises emphasizing protein purification and characterization techniques, plus kinetic modeling. Lab time is included in the schedule. A lab fee is required. Prerequisites: CHE 321 and CHE 322 or consent of instructor.

CHE 424 Analytical Chemistry 4 Units

Theory and fundamental techniques of qualitative and quantitative chemical analysis via classical and advanced instrumental methods will be the focus of this course. Lab time is included in the schedule. A lab fee is required. Prerequisites: CHE 222 and 3.0 GPA in chemistry or consent of instructor.

CHE 431 Physical Chemistry I 4 Units

This course will cover classical thermodynamics: 0th, 1st, 2nd, and 3rd laws, gas laws, and kinetic molecular theory of gases, colligative properties, solubility's, equilibria, phases and phase transitions, and electrochemistry. Lab time is included in the schedule. A lab fee is required. Prerequisites: CHE 222, MTH 272, and PHY 211; co-requisite: MTH 373 or consent of instructor.

CHE 432 Physical Chemistry II 4 Units

This course will examine quantum mechanics; atomic and molecular orbital theory; symmetry, atomic, and molecular spectroscopy; statistical thermodynamics; and philosophical/scientific implications of quantum mechanics. Lab time is included in the schedule. A lab fee is required. Prerequisite: CHE 431 or consent of instructor. Offered alternate years.

CHE 490 Internship: Chemistry 8 Units

This course is an intense, practical, full- or part-time experience outside the classroom that is an integral part of a professional program, contributing significantly to the student's preparation for entrance into a profession. Approximately forty (40) contact hours are required for each unit of credit. Each department may limit the maximum number of internship credit.

CHE 496 Research in Chemistry 2 Units

As a hands-on introduction to chemical research, this course will emphasize research process, skills, and methods including lab research, library research, peer reviewed chemical abstracts and journals, electronic chemical databases, professional journal manuscript style guides, and statistical analysis which will be used in writing research manuscripts and making research presentations. Lab time is included in the schedule. A lab fee is required. Prerequisite: SCI 495.

CHE 499 Senior Thesis 1 Unit

This course will be a culmination of original student-conducted scientific research resulting in a paper and presentation. Prerequisites: CHE 496, SCI 495; restricted to seniors.

Christ College (CCI)

CCI 001 Seminar in Pastoral Ministry 0.5 Units

This seminar course is for students pursuing the vocation of pastor in The Lutheran Church—Missouri Synod (LCMS). Participants will explore areas of interest and concern that pertain specifically to pastors. The role of pastors will be examined in the context of the church-at-large and the local congregation. The professional and personal growth and formation of the future pastor will be described and fostered. Students in the Pre-Seminary program must take one (1) seminar course per year, normally in the semester they are not taking CCI 103, CCI 203, CCI 303, or CCI 403. Repeatable. Prerequisite: Program acceptance or consent of instructor.

CCI 002 Seminar in DCE Ministry 0.5 Units

This seminar course is for students pursuing the vocation of Director of Christian Education (DCE) in The Lutheran Church—Missouri Synod (LCMS). Participants will explore areas of interest and concern that pertain specifically to pastors. The role of DCEs will be examined in the context of the church-at-large and the local congregation. The professional and personal growth and formation of the future DCE will be described and fostered. Students in the DCE program must take one (1) seminar course per year, normally in the semester they are not taking CCI 103, CCI 203, CCI 303, or CCI 403. Repeatable. Prerequisite: Program acceptance or consent of instructor.

CCI 003 Seminar in Teaching Ministry 0.5 Units

This seminar course is for students pursuing the vocation of teacher in The Lutheran Church—Missouri Synod (LCMS). Participants will explore areas of interest and concern that pertain specifically to teachers. The role of Lutheran teachers will be examined in the context of the church-at-large and the local congregation. The professional and personal growth and formation of the future Lutheran teacher will be described and fostered. Students in the Lutheran teaching program must take one (1) seminar course per year, normally in the semester they are not taking CCI 103, CCI 203, CCI 303, or CCI 403. Repeatable. Prerequisite: Program acceptance or consent of instructor.

CCI 007 Seminar in Parish Music 0.5 Units

This seminar course is for students pursuing the vocation of Director of Parish Music (DPM) in The Lutheran Church—Missouri Synod (LCMS). Participants will explore areas of interest and concern that pertain specifically to DPMs. The role of DPM will be examined in the context of the church-at-large and the local congregation. The professional and personal growth and formation of the future DPM will be described and fostered. Students in the DPM program must take one (1) seminar course per year, normally in the semester they are not taking CCI 103, CCI 203, CCI 303, or CCI 403. Repeatable. Prerequisite: Program acceptance or consent of instructor.

CCI 008 Seminar in Deaconess Ministry 0.5 Units

This seminar course is for students pursuing the vocation of deaconess in The Lutheran Church—Missouri Synod (LCMS). Participants will explore areas of interest and concern that pertain specifically to deaconesses. The role of deaconess will be examined in the context of the church-at-large and the local congregation. The professional and personal growth and formation of the future deaconess will be described and fostered. Students in the deaconess program must take one (1) seminar course per year, normally in the semester they are not taking CCI 103, CCI 203, CCI 303, or CCI 403. Repeatable. Prerequisite: Program acceptance or consent of instructor.

CCI 103 Introduction to Ministry 1 Unit

This course will explore Christian vocations including the possibility of full-time professional church work in The Lutheran Church—Missouri Synod (LCMS) as pastor, deaconess, teacher, director of Christian education, or director of parish music and examine these positions in the context of the church-at-large and local congregations. The professional and personal growth and formation of the future church worker will be described and fostered.

CCI 203 Church Polity and Organizational Structure 1 Unit

This course will explore the history of The Lutheran Church—Missouri Synod (LCMS) and how that has affected the structure and governance of the church. The polity of the Synod in relation to its congregations will be studied so that students will view the structure of Synod, including its congregations, circuits, districts, and national office, as a system that enables the church to carry out its mission effectively. Prerequisite: program acceptance or consent of instructor.

CCI 303 Teaching the Faith 1 Unit

This course will explore the proper distinction of Law and Gospel and its application in Christian education and ministry through the study of faith development and classroom management being considered as applications of Law and Gospel. Creation and evaluation of curricula, Bible studies, and other materials will also be seen as applications of Law and Gospel. Prerequisite: program acceptance or consent of instructor.

CCI 403 The Role of the Christian Professional 1 Unit

This course will prepare students for lives as full-time church work professionals through the study of topics that will enhance the personal and professional lives of the future church work professional: developing a family budget; personal and spiritual life of the called worker; the call process; income tax and social security; retirement and investment planning; and Christian professionalism and ethics. Prerequisite: program acceptance or consent of instructor.

Christian Education (CED)

CED 201 Introduction to Christian Education: Theory and Practice 3 Units

Students will be introduced to the biblical, theological, and historical foundations of Christian education within the church in this course as they meet and observe Christian education practitioners; create a philosophy of ministry; begin a professional portfolio; and explore their personal interests, giftedness, and skills in relation to those needed for success in Christian education leadership. Students will also determine their commitment to The Lutheran Church—Missouri Synod Director of Christian Education program. Course requirement: completion of fingerprint clearance procedures including payment of appropriate fees.

CED 202 Church Leadership and Administration 3 Units

In this course students will explore biblical principles and current practices of leaders and managers: envisioning, organizing, recruitment, training, and supervision of volunteers, budgeting, publicizing, and evaluating with special emphasis upon the application of these functions to church and parachurch leadership and administration. Learning culminates in a strategic ministry plan used within students' fieldwork congregations. Prerequisite: fingerprint clearance or consent of Christ College's Office of Church Vocations. Offered alternate years.

CED 302 Methodology of Christian Teaching 3 Units

This course will equip students to apply the biblical, educational models of discipleship, catechesis, and spiritual formation including principles of inductive Bible study, effective teaching methods, lesson design, curriculum evaluation, and introductory curriculum development. Students will observe and practice teaching skills in a local Lutheran school classroom. Transportation to and from the practicums site is the responsibility of the student. Prerequisite: fingerprint clearance or consent of Christ College's Office of Church Vocations required. Offered alternate years.

CED 370 Children's and Family Ministry 3 Units

This course will examine and evaluate methods and materials appropriate for faith development and reflective of the physical, mental, social, emotional, and spiritual needs of children aged birth through grade six. Evaluation of curriculum, facilities, policies, and procedures towards a comprehensive ministry to and with children and their families will be addressed, emphasizing the involvement of children along with their families into the total life of the church. A fieldwork component is required. Offered alternate years.

CED 380 Youth and Family Ministry 3 Units

In this course students will study the church's ministry with youth in their teenage to young adult years with an emphasis on developmental and socio-cultural theories and research; theological reflection; basic counseling; family systems; and philosophy of youth ministry as it relates to educational and programmatic strategies for involving youth and their families in the total life of the church. A fieldwork component is required. Offered alternate years.

CED 390 Practicum: DCE Ministry 1-3 Units

In this course students will spend time on-site with a serving DCE to acquire experience and skills related to DCE ministry including evaluation of the practicum experience. Prerequisites: CED 201 and full acceptance into Christ College and the DCE program (unless waived by the program director). Repeatable.

CED 401 DCE Ministry Seminar/Field Work I 3 Units

In this course students will spend time on-site with a serving DCE to acquire experience and skills related to DCE ministry, including evaluation of the practicum experience, presentation of current DCE ministry trends, resources, and philosophies. Prerequisites: student is in final year of and fully accepted into the DCE program/Christian Education Leadership major.

CED 402 DCE Ministry Seminar/Field Work II 3 Units

Continuation of CED 401. Prerequisite: CED 401.

CED 460 Adult Ministry 3 Units

This course will introduce students to the theological foundation of ministry to and with adults, stages of adulthood, adult learning, generational theories, unique needs of contemporary adults, theory and practice of small group ministry, and current programs and practices which will equip adults for ministry, build-up the body of Christ, and develop adults' faith in Christ. Offered alternate years.

CED 490 Internship: DCE 0.5-6 Units

A mentored, full-time, year-long experience in a congregation of The Lutheran Church—Missouri Synod (LCMS) or ministry under the supervision of a called LCMS minister, enabling students to experience as many aspects of a congregation's educational ministries as possible. This may include children's, youth, family, adult, and other congregational ministries (e.g., evangelism, church music, etc.). The internship is designed to be a mutually cooperative ministry relationship between students, congregations, and the university. Prerequisites: satisfactory completion of academic program requirements and preliminary theological approval from the LCMS Church Vocations Council. Twelve (12) months of internship are required for DCE certification.

CED 491 International Internship: DCE Ministry 6 Units

A continuation of CED 490 in an international context ordinarily eighteen to twenty-four (18-24) months in duration, taken in the second (2nd) year of an international internship. Prerequisite: two (2) semesters of CED 490.

Communication Studies (COM)

COM 111 Public Speaking 3 Units

This course will examine the principles and practice of effective oral communication and the analysis of the speaking-listening process with an emphasis on informative and persuasive speaking experiences.

COM 200 Gateway to Communication 1 Unit

As an introduction to communication studies, this course will emphasize preparing students for upper division courses through the study of the history, common themes, and overall structure of the discipline. Students will also be introduced to research, ideas, and communication principles, and be required to express their views in both written and verbal communication.

COM 211 Introduction to Argumentation and Debate 3 Units

As a performance-based course, students will learn argument design, use of reason and evidence, and practice in a competitive academic debate setting with a focus on critical thinking, research skills, and the oral expression of arguments with rhetorical and presentational power.

COM 216 Interpersonal Communication 3 Units

This course will analyze person-to-person communicative behavior in contexts ranging from informal to organizational looking at topics such as attraction, trust, language, and nonverbal behavior.

COM 222 Theory and Practice of Journalism 3 Units

This course will introduce the basics of journalism writing, style, theory, investigation, ethics, and interviewing including news, features, sports, review, and opinion styles. At least six (6) written articles will be submitted to The Concordia Courier.

COM 231 Newspaper I 1 Unit

This course will introduce the practice of journalism with an emphasis on one or more combinations of news writing, opinion writing, layout, and production of The Concordia Courier.

COM 232 Newspaper II 1 Unit

This course will introduce the practice of journalism with an emphasis on one or more combinations of news writing, opinion writing, layout, and production of The Concordia Courier. Prerequisite: COM 231.

COM 280 Theories of Human Communication 3 Units

As a systematic exploration of the theories scholars use to explain human communication, this course will deal with rhetoric, persuasion, interpersonal, intercultural, small group, media, organizational, and gender communications.

COM 311 Advanced Public Speaking 3 Units

This course is an advanced study of speech communication with an emphasis on professional speaking techniques, humor, and the use of stories. Oral assignments will include serious and humorous personal stories that make a point; persuasive and special occasion speeches; and a final professional presentation. Speeches will be viewed and analyzed. Prerequisite: COM 111 or COM 211 or consent of instructor.

COM 321 Mass Communication 3 Units

This course will focus on the personalities, inventions, developments, terminologies, and issues closely associated with seven (7) mass media industries with a special emphasis on internship preparation and media job opportunities. Article reports using business magazines, newspapers, and trade journals read by media professionals will be required.

COM 324 Intercultural Communication 3 Units

Social and cultural variables in speech communication processes and strategies for resolving communication problems in intercultural settings with an emphasis on variables such as perception, roles, language codes, and nonverbal communication will be examined in this course.

COM 328 Small Group Communication 3 Units

Group process theories relevant to communicative behavior in the small group setting will be examined in this course along with the analysis of group member behavior, interaction patterns, and problem-solving techniques in various group discussion settings. Prerequisite: COM 216.

COM 331 Newspaper III 1 Unit

As an advanced experience in the practice of journalism this course will emphasize any one or a combination of news writing, editing, and page layout as well as production of The Concordia Courier. Prerequisites: COM 222 or COM 231 and COM 232.

COM 332 Newspaper IV 1 Unit

As an advanced experience in the practice of journalism this course will emphasize any one or a combination of news writing, editing, and page layout as well as production of The Concordia Courier. Prerequisites: COM 222 or COM 231 and COM 232.

COM 335 Nonverbal Communication 3 Units

This course will examine the theory and research on nonverbal aspects of communication with an emphasis on developing effective communication skills related to physical appearance, dress, body movement, face and eye communication, vocal cues, and the use of environment and space.

COM 340 Persuasion and Attitude 3 Units

Primarily from a social scientific approach, this course will examine the basic theories and techniques of influence, providing students with an awareness of the nature, function, and scope of attitude change as well as the concepts of attitudes, credibility, resistance to persuasion, ethics, and modern advertising practices.

COM 344 Theory and Practice of Interviewing 3 Units

This course will examine the theory and techniques of oral communication in the process of interviewing with the practical application to employment, information gathering (as in journalism and investigations), and persuasive interviews (as in selling and legal argument).

COM 371 Introduction to Social Media 3 Units

This course will explore the fundamentals of and introduce social media and other emerging technologies and tools, current trends and future directions, benefits, values, and risks. Case studies will be reviewed to assess how social media impacts and influences fields such as communication and marketing and how it informs future trends and developments. Prerequisite: WRT 102 or its equivalent or consent of the instructor.

COM 390 Practicum: Communication 1-4 Units

A practical, hands-on experience outside the classroom directly related to the student's major, minor or professional program that is a beneficial complement to the student's academic experience.

COM 391 Practicum: Newspaper 1 Unit

This is a practical, hands-on experience outside the classroom directly related to the student's major, minor, or professional program that is a beneficial complement to the student's academic experience.

COM 392 Practicum: Campus Radio 0.5-1 Units

This is a practical, hands-on experience outside the classroom directly related to the student's major, minor, or professional program that is a beneficial complement to the student's academic experience.

COM 393 Practicum: Yearbook 0.5-1 Units

This is a practical, hands-on experience outside the classroom directly related to the student's major, minor, or professional program that is a beneficial complement to the student's academic experience.

COM 394 Practicum: Forensics 0.5-4 Units

This is a practical, hands-on experience outside the classroom directly related to the student's major, minor, or professional program that is a beneficial complement to the student's academic experience.

COM 412 Writing for the Broadcast Media 3 Units

This course will examine script writing for radio, television and film with projects including announcements, commercials, news, features, documentaries, comedy, and game and music shows.

COM 422 Studies in Public Relations 3 Units

Public relations (PR) as a communication discipline will be examined in this course with an emphasis on developing and implementing campaigns including presentations by PR professionals and in-class projects/exercises on topics such as public relations in nonprofit organizations, corporate and social responsibility, media relations, technology, and ethical issues.

COM 431 Newspaper V 1 Unit

This course represents the highest level of journalistic expertise and is reserved for members of The Concordia Courier editorial staff. Prerequisite: consent of the instructor.

COM 432 Newspaper VI 1 Unit

This course represents the highest level of journalistic expertise and is reserved for members of The Concordia Courier editorial staff. Prerequisite: consent of the instructor.

COM 451 Organizational Communication 3 Units

The role of communication in achieving organizational goals; the theory and practice of communication in private and public organizations; and techniques to enhance understanding in organizations will be examined in this course.

COM 471 Advanced Strategies in Social Media 3 Units

This course will utilize the practical tools and strategies required to successfully leverage social networks to develop and understand core concepts that can be applied to various applications. Three to five (3-5) hours a week with a media company in the Southern California area learning how sales, marketing, and production integrate social media solutions to capture potential target markets are required. Prerequisite: COM 371 or consent of the instructor.

COM 485 Communication Criticism 3 Units

The history, nature, purpose, and methods of communication criticism will be studied in this course along with eight (8) critical approaches to human communication events. An article review and group presentation are required. Prerequisite: junior standing.

COM 488 Communication Research Methods 3 Units

As an introduction to the research process, this course will examine how research is planned and designed; introduce the process of data collection and analysis; explore the methodology for communication research (including sampling, questionnaire design, and introduction to statistics); and provide experiences in conducting original research.

COM 490 Internship: Communication 1-8 Units

This course is an intense, practical, full- or part-time experience outside the classroom that is an integral part of a professional program, contributing significantly to the student's preparation for entrance into a profession. Approximately forty (40) contact hours are required for each unit of credit. Each department may limit the maximum number of internship credit.

Core: Biology (CBIO)**CBIO 101 Integrated Biology 4 Units**

This interdisciplinary, topic-driven course will review relevant issues in biology (and other disciplines) as they relate to current times including biotechnology, protein synthesis, biodiversity, conservation, evolution, reproductive technology, etc. which are discussed using current scientific data and its relationship to current issues. This is a liberal arts science course and draws upon disciplines such as history, theology and philosophy. Lab time is included in the schedule. Co-requisite: CTHL 101; written permission from the Core Curriculum director is needed to take CBIO 101 as an unlinked course.

Core: English (CENG)**CENG 201 World Literature to the Renaissance 3 Units**

This course will focus on critical thinking and research-based writing through comparative and interdisciplinary analysis. Alongside lectures and class discussion, the study of representative great works of Western and non-Western literature from Antiquity, the Middle Ages, and the Renaissance will emphasize the literary, cultural, and religious significance of these texts. Co-requisite: CHST 201; written permission from the Core Curriculum director is needed to take CENG 201 as an unlinked course.

CENG 202 World Literature from the Enlightenment 3 Units

This course will focus on critical thinking and research-based writing through comparative and interdisciplinary analysis. Alongside lectures and class discussions, the study of representative great works of Western and non-Western literature from the 17th century to the present will emphasize the literary, cultural, and religious significance of these texts. Co-requisite: CHST 202; written permission from the Core Curriculum director is needed to take CENG 202 as an unlinked course.

Core: History (CHST)**CHST 201 The West and the World 3 Units**

This course will study the emergence and expansion of the major political, cultural, social, and economic developments in the East and the West from the dawn of Western civilization to the early modern era through the reading of significant texts and research-based writing, alongside lectures and class discussion. Co-requisite: CENG 201; written permission from the Core Curriculum director is needed to take CHST 201 as an unlinked course.

CHST 202 America and the World 3 Units

This course will look at the political, cultural, social, and economic developments in America and the world from the rise of the modern nation/state to the modern age through the reading of significant texts and research-based writing, alongside lectures and class discussion. Co-requisite: CENG 202; written permission from the Core Curriculum director is needed to take CHST 202 as an unlinked course.

Core: Mathematics (CMTH)**CMTH 101 The Nature of Mathematics 3 Units**

This course will guide students to gain knowledge about the nature of mathematics and develop their analytical reasoning skills to solve problems through topics such as number theory, probability and statistics, infinity, Non-Euclidean geometry, and general problem solving strategies; additional topics selected in dialog with the philosophy course. The overriding goals of this course are to develop a better perspective of mathematics and discover the power of mathematical thinking. Writing and projects, as well as traditional methods of assessment, will be used. Prerequisite: Intermediate Algebra or equivalent; co-requisite: CPHI 101; written permission from the Core Curriculum director is needed to take CMTH 101 as an unlinked course.

CMTH 101L Nature of Mathematics: Lab 0 Units

Lab for CMTH 101.

Core: Philosophy (CPHI)**CPHI 101 Introduction to Philosophy 3 Units**

This course will explore the study and practice of rational inquiry into fundamental questions about human wisdom, action, and creativity through the study of the traditions of Western philosophy through classic texts. Co-requisite: CMTH 101; written permission from the Core Curriculum director is needed to take CPHI 101 as an unlinked course.

CPHI 200 Introduction to Philosophical Inquiry 3 Units

This course will explore the study and practice of rational inquiry into fundamental questions about human wisdom, action, and creativity as students learn the elements of rational inquiry through the study of the traditions of western philosophy through classic texts. Co-requisite: CTHL 200; written permission from the Core Curriculum director is needed to take CPHI 200 as an unlinked course.

Core: Theology (CTHL)

CTHL 101 Foundations of Christian Theology 3 Units

This course will study the source of Christian theology, namely the Holy Scriptures. Drawing upon the Scriptures as well as historical and doctrinal writings by Christian theologians, students will examine major teachings of the Christian faith with differing understandings of these teachings being explored and, when appropriate, enabling them to understand and articulate the basic tenets of Christianity. Co-requisite: CBIO 101; written permission from the Core Curriculum director is needed to take CTHL 101 as an unlinked course.

CTHL 200 Introduction to Theological Thought 3 Units

This course will study the source of Christian theology, namely the Holy Scriptures by drawing upon them as well as historical and doctrinal writings by Christian theologians as students examine major teachings of the Christian faith enabling them to understand and articulate the basic tenets of Christianity. Co-requisites: CPHI 200; written permission from the Core Curriculum director is needed to take CTHL 200 as an unlinked course.

Dance (DAN)

DAN 101 Ballet I 1 Unit

This course will introduce the history, origins, various styles, basic ballet positions, movements, and combinations, as well as French ballet terms and their meanings.

DAN 102 Ballet II 1 Unit

As a continuation of DAN 101, this course will further explore the technical and expressive elements of ballet, as well as historically significant ballet schools and styles and is designed to advance the performance level of students who have mastered the basic skills and vocabulary of ballet. Students will practice and perform advanced barre exercises, demi-pointe work, and increasingly complex connecting movements.

DAN 111 Jazz Dance 1 Unit

This course will introduce the fundamentals of jazz dance including its history and styles and is designed for students with no dance experience and experienced dancers wishing to perfect basic jazz dance skills. Jazz dance techniques will be presented and practiced in class, with an emphasis on combinations using a variety of rhythms and styles. Class participation is intended to develop an appreciation for the physical demands of jazz dancing.

DAN 112 Modern Dance 1 Unit

This course introduces the fundamentals of modern dance and its history, and is designed for both students with no dance experience as well as experienced dance students. Students will participate in movement studies and improvisations that deal with shape, space, time, and energy, along with four main dance principles that will encourage creativity and individuality. Emphasis will be on developing axial and locomotor skills, performing movement combinations, conditioning the body, and solving creative problems.

DAN 131 Social Dance 0.5 Units

All activity courses examine techniques, rules, strategies, and skill development.

DAN 141 Tap Dance 1 Unit

This course will introduce beginning tap dance techniques, history, and performance with a focus on the rhythm tap style with other styles included. Students will practice fundamental tap dance skills; rhythms including swing and Latin; syncopation; time steps; short combinations; and stylings.

Economics (ECO)

ECO 201 Macroeconomics 3 Units

This course will survey the scope and methods of the study of economics; the principles underlying the production, exchange, distribution and consumption of wealth along with various economic problems. The systematic investigation of the market structure of American capitalism, encompassing the production and distribution of income, welfare economics and current domestic problems.

ECO 202 Microeconomics 3 Units

This introductory course will look at specific aspects of the economy such as households, firms, and markets, including the investigation of supply and demand in the product market, the perfectly competitive market, monopoly and imperfect competition, and the role of government in private economy. Emphasis will be given to economic challenges of the future.

ECO 221 History of Economic Thought 3 Units

This is a survey course of the history of economic thought from 1600 to 2000, focusing on primary works and discussion of their historical context. Major authors covered will include Smith, Marx, Marshall, and Keynes. Specific policy areas surveyed include internal improvements, money and banking, tariffs, trade, antitrust, and regulation. Recommended prerequisite: ECO 201.

ECO 321 Econometrics 3 Units

This course will teach descriptive statistics, probability, random variables and their distributions, sampling, statistical inference including confidence interval estimation, hypothesis testing, game theory, and regression analysis. Prerequisites: fulfillment of the general education math requirement, ECO 201, ECO 202 and MTH 252.

ECO 323 Money and Financial Markets 3 Units

This course is an overview of financial markets and institutions including stock and bond markets, money markets, derivatives, financial intermediaries, monetary policy, and international currency markets. Prerequisite: ECO 201.

ECO 340 Economics of Sin 3 Units

This course will consider the relationship between economic and moral systems by examining markets for goods and services that are private "goods" and social "bads," such as transplantable organs, cigarettes, alcohol, sex, pornography, and illegal drugs. This course considers the foundations of ethical beliefs and the moral grounds for different forms of market intervention; reviews the economics of prohibition and regulation; and analyzes the impact of different forms of social policy on market and social outcomes. Prerequisites: ECO 201 and ECO 202.

ECO 421 Managerial Economics 3 Units

This course uses principals of economic and statistical analysis in management decision making and practical problem solving; demand evaluation and sales forecasting; cost and profitability analysis; pricing policy; extensive use of case studies. Prerequisites: ECO 321.

ECO 428 Economic Analysis of Public Policy 3 Units

This course uses economic methodology to evaluate important social policy issues in the U.S. on the role of government in shaping social policy and its impact on individuals. Students will complete an in-depth economic evaluation on one (1) of the following three (3) topics: Environmental and Natural Resource Economics; Economics of Health; or Economics of Education. Prerequisites: ECO 201 and ECO 202.

ECO 429 Environmental Economics, Law and Policy 3 Units

This course will give an overview of environmental law on business organizations and their behavior, focusing on state and federal statutory and case law dealing with analysis of environmental impacts; control of air and water pollution; regulation of toxic substances; preservation of natural areas, habitat, and endangered species; and with a special emphasis on the impact of various governmental policies and environmental laws on industry, business, real estate development, and conservation programs. Prerequisite: BUS 201, BUS 251, ECO 201 or ECO 202.

ECO 485 Economic Major Thesis 3 Units

This capstone course will integrate and apply key economic theory and models through the student's original choice of research; evaluation of the thesis will be by committee. Prerequisite: ECO 321.

ECO 490 Internship: Economics 1-8 Units

Education (EDU)

EDU 435 Linguistic Development and Second Language Acquisition 3 Units

This course will provide an overview of child language development and second language acquisition for language-minority students as methods and materials that enhance language acquisition are presented, studied, and developed.

EDU 466 Helping Children Cope with Violence 3 Units

As children are impacted by the reality of violence in aspects of their daily lives or by the subjective fear of impending dangers, this course will explore the developmental consequences and strategies to cope with man-made and natural disasters. Books, toys, music, and media to foster communication and positive resolutions will be identified.

EDU 467 Emergent Literacy 3 Units

Examines the development of literacy skills in young children, ages 0-8. Topics include the reading/writing connection, use of trade books and thematic literature and current research in the field of literacy development. Prerequisite: Edu 460 or 470. 200630.

EDU 468 Observation/Assessment of Young Children 3 Units

This course will examine the strategies and tools for appropriate assessment of development in young children, ages 0-8 by focusing on the teacher's role in guiding and supporting the development of behavior and social skills in young children. Current research will be emphasized and formal and informal assessment tools will be examined.

EDU 491 Early Childhood Field Experience 3 Units

This practicum course provides a first-hand opportunity for the early childhood program student to experience young children in an early childhood classroom. Opportunities will be provided to work with children, parents, and staff, including participation in staff meetings, parent conferences, and special events. Students will journal all experiences with particular focus on child development, curriculum content, and developmentally appropriate instructional approaches.

Education: Credential (EDUC)

EDUC 098 Technology Literacy for Teachers 0 Units

This non-credit online seminar course, taken in conjunction with the credential coursework sequence, fulfills the Level I technology competencies required by the California Commission on Teacher Credentialing (CCTC). Undergraduate students will take this class in their last semester with block two courses or during their student teaching semester. Registration for this class is with the credential analyst in the School of Education.

EDUC 101 Introduction to Teaching Careers I 1 Unit

This introductory course to the field of education and the professional career of the teacher will include the following topics: characteristics of today's learners and of effective teachers and schools; California teacher credentialing procedures; and the university's teacher education program. Fifteen (15) hours of community service in a school or other educational organization serving children are required. Students must arrange their own transportation to the school or educational organization.

EDUC 201 Introduction to Teaching Careers II 1 Unit

This course will focus on a broad picture of teaching with an emphasis on the California Teaching Performance Expectations (TPEs). Through course activities, students will develop awareness of the TPEs and what to look for to see evidence of these expectations in their assigned field experience. A minimum of fifteen (15) hours of field work is required in a university-assigned placement during K-12 public school hours. Students must arrange their own transportation to the school site. Prerequisites: certificate of clearance; current TB (tuberculosis) test.

EDUC 301 Typical and Atypical Development of Diverse Learners 3 Units

This course will present the major concepts, principles, theories, research, and applications related to the typical and atypical cognitive, social, emotional, physical, and moral development of children and adolescent pupils in inclusive classrooms. Students will learn the major concepts, principles, and research associated with human learning, achievement, motivation, conduct, and attitude as they examine the characteristics of exceptional persons with mild to moderate disabilities.

EDUC 401 Planning and Assessment for Inclusive Classrooms 3 Units

Students will learn a variety of approaches to planning, managing, delivering, and assessing instruction in inclusive classrooms as they examine both formal and informal pupil assessment, including curriculum-based assessment in this course. Students will also learn and apply principles and strategies of differentiated instruction to assessment and instructional planning for diverse pupils. Prerequisites: admission to the teacher education program; concurrent enrollment in EDUC 451.

EDUC 402 Creating Positive and Inclusive Learning Environments 3 Units

This course will examine strategies for the inclusive classroom and the development of individual behavior management plans through an examination of the Individual Educational Program/ Individualized Family Service Plan (IEP/IFSP) processes, legal requirements, and responsibilities, along with the effects of pupil health and safety on learning. Students will learn skills for communicating, collaborating, and working with families, and supporting professionals and school personnel. Prerequisites: admission to the teacher education program; EDUC 401 or concurrent enrollment.

EDUC 422 Math and Science Methods 2 Units

Students will learn approaches to planning, managing, delivering, and assessing instruction in science and mathematics as they draw upon social, cultural, and historical foundations and learning theories as they plan instruction in this course. Prerequisites: admission to the teacher education program; EDUC 401 and EDUC 451; and CSET (California Subject Examination for Teachers) verification.

EDUC 423 Integrated Curriculum Methods: Elementary 2 Units

Students will learn approaches to planning, managing, delivering, and assessing instruction in history, arts, and physical education as they drawing upon social, cultural, and historical foundations, and learning theories in this course. Prerequisites: admission to the teacher education program, EDUC 401 and EDUC 451; CSET (California Subject Examination for Teachers) verification.

EDUC 424 Secondary Curriculum and Methods 4 Units

Students preparing to teach in secondary classrooms will gain an understanding of the secondary school curriculum through the examination of recent research, use the California Frameworks, and K-12 Content Standards to explore their subject areas and evaluate curriculum materials in this course. Emphasis will be given to preparing lesson plans that meet the diverse needs of pupils. Prerequisites: admission to the teacher education program, EDUC 401 and EDUC 451; CSET (California Subject Examination for Teachers) verification.

EDUC 451 Language and Culture 3 Units

This course will address the impact of cultural, socio-economic status, religion, and gender on the education of elementary and secondary pupils as students examine theories of first and second language acquisition along with effective strategies for teaching English learners. Students will apply these strategies to course activities and assignments. Prerequisites: admission to the teacher education program; concurrent enrollment in EDUC 401.

EDUC 460 Literacy Development in Diverse Classrooms 4 Units

This course will focus on preparing students to teach reading and language arts in diverse classrooms, following the guidelines set forth by the California Commission on Teacher Credentialing (CCTC) in 2008, the California Common Core State Standards, and the Reading Instruction Competence Assessment (RICA) Content Specifications. Prerequisites: admission to the teacher education program, EDUC 401/EDSP 401 and EDUC 451/EDSP 451; CSET (California Subject Examination for Teachers) verification.

EDUC 470 Literacy Development in Diverse Content-Area Classrooms 4 Units

Using the guidelines sent forth by the California Commission on Teacher Credentialing (CCTC) and the California and Common Core State Standards as the basis of this course, students will examine the theory and practice of reading instruction as applied to the content areas of middle and secondary schools with an emphasis on the development of reading techniques ranging from assessment of individual skills, selection of appropriate materials, and strategies for instruction in subject areas for diverse classrooms. Prerequisites: admission to the teacher education program, EDUC 401 and EDUC 451; CSET (California Subject Examination for Teachers) verification.

EDUC 480 Teacher Performance Assessment (TPA) Practicum: Student Teaching I: Elementary 1 Unit

This is the last course taken before EDUC 482 and consist of thirty (30) hours of field experience during K-12 public school hours and class seminars and will prepare students to teach in elementary classrooms as they develop an understanding of instructional planning, delivery, and how to meet the needs of diverse learners. Through the activities of this course, students will complete the first two (2) tasks of the California Teaching Performance Assessment (CalTPA). Students must arrange their own transportation to the university-assigned school site. Minimum grade of B- required. Prerequisites: current certificate of clearance; current TB (tuberculosis) test; completion of or concurrent enrollment in EDUC 422, EDUC 423 and EDUC 460; CSET (California Subject Examination for Teachers) verification.

EDUC 481 Teacher Performance Assessment (TPA) Practicum: Student Teaching I: Secondary 1 Unit

This is the last course taken before EDUC 482 and consisting of thirty (30) hours of field experience during K-12 public school hours and class seminars and will prepare students to teach in secondary classrooms as they develop an understanding of grades 7-12 curriculum, how to meet the needs of diverse learners, and instructional planning and delivery. Through the activities of this course, students will complete the first two tasks of the California Teaching Performance Assessment (CalTPA). Minimum grade of B- required. Students must arrange their own transportation to the university-assigned school site. Prerequisites: current certificate of clearance; current TB (tuberculosis) test; completion of or concurrent enrollment in EDUC 424 and EDUC 470; CSET (California Subject Examination for Teachers) verification.

EDUC 482 Student Teaching II: Elementary 6,12 Units

Student teaching is a full semester, all day experience at a qualified school site under the supervision of a cooperating teacher and university supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher's career choice. Prerequisites: completion of all program courses; acceptance into the student teaching program; passing scores on the CSET (California Subject Examination for Teachers) examination.

EDUC 483 Student Teaching II: Secondary 6,12 Units

Student teaching is a full semester, all day experience at a qualified school site under the supervision of a cooperating teacher and university supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher's career choice. Prerequisites: completion of all program courses; acceptance into the student teaching program; passing scores on the CSET (California Subject Examination for Teachers) examination.

Education: Specialist Cred (EDSP)

EDSP 202 Introduction to Teaching Special Populations 1 Unit

This course will present the historical and philosophical foundations of teaching special populations in California schools through the examination of the California Teaching Performance Expectations (TPEs) for Education Specialists. Students will observe the broad range of service delivery options for pupils with mild to moderate disabilities with all course observations and activities being viewed through the lens of the TPEs for the Education Specialist. A minimum of twenty (20) hours of fieldwork in a university-assigned placement during K-12 public school hours is required. Students must arrange their own transportation to the school site. Minimum grade of B- is required for those students applying to the School of Education. Prerequisites: certificate of clearance; current TB (tuberculosis) test.

EDSP 301 Typical and Atypical Development of Diverse Learners 3 Units

This course will present the major concepts, principles, theories, research, and applications related to the typical and atypical cognitive, social, emotional, physical, and moral development of children and adolescent pupils in inclusive classrooms. Students will learn the major concepts, principles, and research associated with human learning, achievement, motivation, conduct, and attitude as they examine the characteristics of exceptional persons with mild to moderate disabilities.

EDSP 400 Early Childhood Fieldwork Seminar 3 Units

This seminar course will provide an opportunity for Early Childhood Program and Early Childhood Special Education Added Authorization candidates to experience working with children, parents, and staff in an early childhood special education setting and will include participation in staff meetings, parent conferences, and special events. Additionally, students will journal and reflect on all experiences with a particular focus on child development, holistic multi-disciplinary and developmentally appropriate instructional approaches, and interventions for a broad spectrum of early childhood special education student needs. Five (5) seminar meetings will be held on the university's campus or at a professional development school site.

EDSP 401 Planning and Assessment for Inclusive Classrooms 3 Units

Students will learn a variety of approaches to planning, managing, delivering, and assessing instruction in inclusive classrooms as they examine both formal and informal pupil assessment, including curriculum-based assessment in this course. Students will learn and apply principles and strategies of differentiated instruction to assessment and instructional planning for diverse pupils. Prerequisites: admission to the teacher education program; concurrent enrollment in EDSP 451.

EDSP 402 Creating Positive and Inclusive Learning Environments 3 Units

This course will examine strategies for the inclusive classroom and the development of individual behavior management plans through an examination of the Individual Educational Program/Individualized Family Service Plan (IEP/IFSP) processes, legal requirements, and responsibilities, along with the effects of pupil health and safety on learning. Students will learn skills for communicating, collaborating, and working with families, and supporting professionals and school personnel. Prerequisites: admission to the teacher education program; EDSP 401 or concurrent enrollment.

EDSP 422 Autism I: Edu Strategies for Teaching Students with Autism and Social Communication Disorders 3 Units

This course will offer in-depth coverage of characteristics of both Autism Spectrum Disorders (ASD) and Social Communication Disorders (SCD) as found in the DSM V. Current research will be reviewed and analyzed to determine how ASD and SCD relate to brain development, learning styles, and executive functioning. Students will learn and apply principles of formal and informal assessment procedures, early identification and intervention, individualization, and intervention environments for a person from birth through 22 years of age.

EDSP 425 Advanced Curriculum Methods for Special Populations 3 Units

In this course students will examine informal, formal, and standardized assessments appropriate for pupils with mild to moderate disabilities as they learn to interpret assessment data, write assessment reports, and use the data to determine eligibility, monitoring of progress, and designing individual pupil instructional plans. Students will also plan and deliver focused instruction in mathematics, writing conventions, speaking, and listening. Up to ten (10) hours of fieldwork in a university-assigned placement is required. Prerequisites: admission to the teacher education program; EDSP 401 and EDSP 451; CSET (California Subject Examination for Teachers) verification.

EDSP 426 Case Management, Assessment and Collaboration 3 Units

Students will learn how to manage and implement all elements of the IEP/ITP (Individual Educational Program/Individualized Family Service Plan) processes, including implementation of all legal requirements in this course. Strategies for developing effective communication, collaboration, and consultation skills with teachers, school personnel, parents, and community agencies will be presented. Up to ten (10) hours of fieldwork in a university-assigned placement is required or concurrent enrollment in EDSP 480. Prerequisites: admission to the teacher education program, EDSP 401 and EDSP 451; CSET (California Subject Examination for Teachers) verification.

EDSP 448 Early Childhood Development and Curriculum Planning 3 Units

As early childhood programs offer a variety of philosophies and activities to meet the physical, social, emotional, and spiritual needs of young children, this course will explore and contrast elements of curriculum planning and approaches such as an emergent curriculum and constructivist classrooms. Undergraduate students do not need to be admitted to School of Education credential program to take this course.

EDSP 451 Language and Culture 3 Units

This course will address the impact of culture, language, socio-economic status, religion, and gender on the education of elementary and secondary pupils as students examine theories of first and second language acquisition and effective strategies for teaching English learners. Students will apply these strategies to course activities and assignments. Prerequisites: admission to the teacher education program; concurrent enrollment in EDSP 401/EDUC 401.

EDSP 460 Literacy Development in Diverse Classrooms 4 Units

As it follows the guidelines set forth by the California Commission on Teacher Credentialing (CCTC) in 2008, the California Common Core State Standards, and the Reading Instruction Competence Assessment (RICA) Content Specifications, this course will focus on preparing students to instruct reading and language arts in diverse classrooms. Prerequisites: admission to the teacher education program, EDUC 401/EDSP 401 and EDUC 451/EDSP 451; CSET (California Subject Examination for Teachers) verification.

EDSP 468 Observation and Assessment of the Young Child 3 Units

This course will examine the strategies and tools for appropriate assessment of development in young children, ages 0-8 by focusing on the teacher's role in guiding and supporting the development of behavior and social skills in young children. Current research will be emphasized and formal and informal assessment tools will be examined.

EDSP 480 Teacher Performance Assessment Practicum: Student**Teaching I: Education Specialist 1 Unit**

Consisting of at least forty (40) hours of field experience in a university-assigned placement during K-12 public school hours and seminars, this course will prepare students to teach in mild/moderate special education classrooms. Students will develop an understanding of instructional planning, delivery, and how to meet the needs of diverse learners. Through the activities of this course, students will complete the first two (2) tasks of the California Teaching Performance Assessment (CalTPA). Minimum grade of B- required. Students must arrange their own transportation to the school site. Prerequisites: current Certificate of Clearance; current TB (tuberculosis) test; CSET (California Subject Examination for Teachers) verification; completion of or concurrent enrollment in EDSP 425 and EDSP 426.

EDSP 484 Student Teaching: Special Education 6,12 Units

Student teaching is a full semester, all day experience at a qualified school site under the supervision of a cooperating teacher and university supervisor as students practice strategies and classroom management at grade levels and in subject areas that represent the student teacher's career choice. Prerequisites: completion of all program courses; acceptance into the student teaching program; CSET (California Subject Examination for Teachers) verification.

English (ENG)

ENG 201 Themes in Literature 3 Units

This is an introductory course to various literary themes and several critical approaches with a focus on verbal and written interpretation and personal application of the following literary themes: innocence and experience; conformity and rebellion; love and hate; and the presence of death.

ENG 271 Literary Criticism 3 Units

This course will introduce the major critical schools and controversies of the 20th century including New Criticism, Deconstruction, New Historicism, Psychological, and Feminist Criticisms. Lectures, readings, and workshops will focus on the critical writing process and developing a strong written command of the variety of papers appropriate for an English major.

ENG 341 American Literature I 3 Units

This course will survey American literature from its beginning to 1850 including journals, diaries, sermons, and pamphlets with an emphasis on the writings of Irving, Hawthorne, Poe, and Melville. Prerequisite: ENG 201 or CENG 201 or CENG 202.

ENG 342 American Literature II 3 Units

This course will survey American literature from 1850 to 1945 emphasizing the literary movements of Realism, Naturalism, and the roots of modern American literature. Prerequisite: ENG 201 or CENG 201 or CENG 202.

ENG 361 English Literature I 3 Units

This course will survey representative English prose, poetry, and drama from the Anglo-Saxon period to 1800 and look at the readings from such writers as the Beowulf, Chaucer, Shakespeare, Donne, Swift, Pope, and Johnson. Students will also become acquainted with the literary heritage of the English-speaking world. Prerequisite: ENG 201 or CENG 201 or CENG 202.

ENG 362 English Literature II 3 Units

This course will survey British literature from the late 18th through the 19th century considering the Romantic and Victorian approaches to life through the study and critical discussion of such writers as Blake, Wordsworth, Coleridge, Mary Shelley, Keats, Tennyson, Elizabeth Barrett Browning, and Robert Browning. Prerequisite: ENG 201 or CENG 201 or CENG 202.

ENG 380 Women's Literature 3 Units

An intensive study of literature written by women, this course will emphasize representations of gender in different cultural and aesthetic contexts and explore the unique contributions and genres particular to women's writing. Prerequisite: ENG 201 or CENG 201 or CENG 202. Offered alternate years.

ENG 382 Postcolonial Literature 3 Units

This course will provide an in-depth study of postcolonial theory and literature from South Asia, Africa, and the Caribbean with readings and discussions focusing on postcolonial theory, common themes, literary technique, the role of religion, and the question of personal and national identity. Prerequisite: ENG 201 or CENG 201 or CENG 202. Offered alternate years.

ENG 383 Modern and Contemporary Poetry 3 Units

This course will survey 20th and 21st century poetry, poets, and literary movements. Prerequisite: ENG 201 or CENG 201 or CENG 202. Offered alternate years.

ENG 385 Modern and Contemporary Novel 3 Units

This advanced survey course that will look at the development of literary modernism as represented in major European and American novels including such novelists as Proust, Joyce, Woolf, Faulkner, and Ellison. Prerequisite: ENG 201 or CENG 201 or CENG 202. Offered alternate years.

ENG 386 Postmodern Novel 3 Units

This survey course will look at the transition from Modern to Postmodern literature in South Korea, Armenia, and Greece as well as postcolonial theory from Ethiopia, Ghana, and Bolivia, including readings, lectures, discussions, and assessments on postcolonial theory, postmodernism, literary technique, the role of religion, and the question of personal and national identity.

ENG 387 Modern and Contemporary Drama 3 Units

In this course students will read, critically analyze, discuss, and evaluate selected plays from 1890 through the 21st century, including such dramatists as Ibsen, O'Neill, Pirandello, Lorca, Miller, Williams, and Albee. Attending a performance may be required. Prerequisite: ENG 201 or CENG 201 or CENG 202. Offered alternate years.

ENG 389 Film as Literature 3 Units

An intensive study of films and screenplays as literature, this course will emphasize the elements unique to the genre within the context of the modern literary world. Prerequisite: ENG 201 or CENG 201 or CENG 202.

ENG 390 Practicum: English 4 Units

This course is a practical, hands-on experience outside the classroom directly related to the student's major, minor or professional program that is a beneficial complement to the student's academic experience.

ENG 391 Children's Literature 3 Units

As a survey of the history of children's literature, this course will examine a wide variety of children's books and related media and strategies for use in the preschool and elementary classroom. Prerequisite: ENG 201 or CENG 201 or CENG 202.

ENG 392 Epic Literature 3 Units

This course will study the literary and sacred masterpieces from the countries visited during the Around-the-World semester and examine these texts in light of their historical context, literary technique, the role of religion, and the question of personal and national identity.

ENG 441 Major American Writers 3 Units

Extensive reading and in-depth study of one or more significant American authors with special attention to their themes, literary techniques, and traditions will be the focus of this course. Prerequisites: ENG 201 or CENG 201 or CENG 202, ENG 271, ENG 341, or ENG 342. Offered alternate years.

ENG 451 Senior Seminar in English 3 Units

This course will take an intensive look at a literary topic or writer with attention to intellectual and literary milieu through which students refine techniques of literary research and scholarship. Prerequisites: ENG 201 or CENG 201 or CENG 202; ENG 271; senior status or permission of instructor or division chair.

ENG 461 Major English Writers 3 Units

This course will include extensive reading and in-depth study of significant longer works by several English authors with special attention to their themes and literary techniques. Prerequisites: ENG 201 or CENG 201 or CENG 202, ENG 271, ENG 361 or ENG 362. Offered alternate years.

ENG 466 Shakespeare 3 Units

Critical reading and analysis of selected examples of Shakespeare's histories, comedies, and tragedies will be the focus of this course. Prerequisites: ENG 201 or CENG 201 or CENG 202; ENG 271.

ENG 471 Literary Theory 3 Units

As an advanced study of primary texts from the history of literary criticism and the major critical schools of the 20th century, this course will include formalism, deconstruction, psychoanalysis, feminism, new historicism, and post-colonialism. Readings will focus on essays and criticism from Plato to Plotinus to Foucault and Stanley Fish. Prerequisites: ENG 201 or CENG 201 or CENG 202, ENG 271. Offered alternate years.

ENG 477 History and Development of the English Language 3 Units

An overview of the history of English and an examination of the development of the language through its linguistic elements, this course will include traditional and contemporary grammar, phonetics, syntax, semantics, patterns of language change, dialects, orthography, etymology, representative oral and written communication, and other related issues. Prerequisites: ENG 201 or CENG 201 or CENG 202, and ENG 271.

ENG 490 Internship: English 1-8 Units**ENG 499 Honors Course 1-3 Units**

Exercise Sport Science (ESS)

ESS 101 Education for Healthful Living 2 Units

Students will explore the values and benefits derived from the maintenance of a physically active life style and its contribution to the individual's physical and mental well-being in this course including instruction and laboratory experiences in physical fitness.

ESS 110 CPR/First Aid 1 Unit

This course will cover the theory and practice for prevention and care of accidents and sudden illness including the requirements for Red Cross Standard First Aid and CPR (cardiopulmonary resuscitation) certification. Nominal fee.

ESS 111 Intercollegiate: Tennis 0.5 Units

This course will introduce the official singles and doubles games at the beginning level for those striving for a healthy lifetime activity. Students practice forehand and backhand strokes, serves, basic strategies, footwork, scoring, and court etiquette.

ESS 112 Intercollegiate: Volleyball 0.5 Units

Intercollegiate volleyball.

ESS 113 Intercollegiate: Cheer 0.5 Units

Intercollegiate Cheer.

ESS 114 Lifetime Fitness: Badminton 0.5 Units

This course will introduce the official singles and doubles games of badminton at the beginning level as students practice basic strokes, footwork, strategies, rules, scoring, and court etiquette.

ESS 116 Intercollegiate: Basketball 0.5 Units

Intercollegiate basketball.

ESS 117 Intercollegiate: Soccer 0.5 Units

Intercollegiate soccer.

ESS 118 Intercollegiate: Lacrosse 0.5 Units**ESS 119 Lifetime Fitness: Bowling 0.5 Units**

This course will introduce the official rules, techniques, and strategies, as students practice basic skills. A nominal fee will be charged.

ESS 120 Intercollegiate: Baseball 0.5 Units

Intercollegiate baseball.

ESS 121 Intercollegiate: Softball 0.5 Units

Intercollegiate softball.

ESS 122 Lifetime Fitness: Weight Training 0.5 Units

This course will provide an exercise program for those striving for a healthy lifetime activity. Students will be introduced to official rules, holds, and strategies at the beginning level.

ESS 123 Intercollegiate: Cross Country 0.5 Units

Intercollegiate cross country.

ESS 124 Intercollegiate: Track 0.5 Units

Intercollegiate track.

ESS 125 Lifetime Fitness: Zumba 0.5 Units**ESS 126 Lifetime Fitness: Aerobics 0.5 Units**

This course will provide an exercise program for those striving for a healthy lifetime activity.

ESS 127 Lifetime Fitness: Cross Training 0.5 Units

This course will provide an exercise program for those striving for a healthy lifetime activity.

ESS 128 Lifetime Fitness: Tae Kwon Do 0.5 Units

This course will provide an exercise program for those striving for a healthy lifetime activity. A nominal fee will be charged.

ESS 131 Lifetime Fitness: Tennis 0.5 Units

This course will introduce the official singles and doubles games at the beginning level and provide an exercise program for those striving for a healthy lifetime activity. Students will practice forehand and backhand strokes, serves, basic strategies, footwork, scoring, and court etiquette.

ESS 132 Lifetime Fitness: Volleyball 0.5 Units

This course will introduce the techniques, rules, and etiquette as students serve, set, score, learn other volleyball strategies, and incorporate these skills in playing volleyball.

ESS 136 Lifetime Fitness: Basketball 0.5 Units

This course will introduce students to the basic practice skills, footwork, strategies, rules, scoring, and court etiquette while also providing an exercise program for those striving for a healthy lifetime activity.

ESS 138 Intermediate Tae Kwon Do 0.5 Units

Intermediate Tae Kwon Do (Nominal fee)

ESS 140 Lifetime Fitness: Golf 0.5 Units

This course will introduce the techniques, rules, and etiquette as students practice chipping, putting, and golfing strategies, incorporating these skills in playing a round of golf. Students are responsible for balls, green fees, and clubs.

ESS 141 Lifetime Fitness: Scuba Diving 0.5 Units

This course will introduce the rules and procedures for safe scuba diving.

ESS 142 Lifetime Fitness: Beach Volleyball 0.5 Units

Intercollegiate beach volleyball.

ESS 143 Lifetime Fitness: Open Water Paddling 0.5 Units

This course will provide an exercise program for those striving for a healthy lifetime activity.

ESS 144 Lifetime Fitness: Rock Climbing 0.5 Units

This course will provide an exercise program for those striving for a healthy lifetime activity.

ESS 145 Lifetime Fitness: Fitness Walking 0.5 Units

This course will provide an exercise program for those striving for a healthy lifetime activity.

ESS 146 Intercollegiate: Swimming and Diving 0.5 Units

Intercollegiate swimming and diving.

ESS 147 Intercollegiate: Water Polo 0.5 Units

Intercollegiate water polo.

ESS 178 Beginning Taekwondo I 1 Unit**ESS 179 Beginning Taekwondo II 1 Unit****ESS 225 Principles of Weight Training and Cross Training 3 Units**

A theory to practice approach to strength training and aerobic cross training methods will be examined in this course as students learn how to test, design, and implement strength training and aerobic cross training programs for sport and fitness. Prerequisite: ESS majors only; non-ESS majors must have consent of division chair.

ESS 238 Observational Clinical Coursework I 1 Unit

A non-classroom experiential course where students will be introduced to the principles of athletic training and the practical aspects of daily athletic training room activity, designed to correspond with the first semester of the observation phase of the Athletic Training Program and will require fifty (50) on- and off- campus lab hours for the clinical component. A lab fee may be required. Prerequisite: consent of Athletic Training Program (ATP).

ESS 239 Observational Clinical Coursework II 1 Unit

A non-classroom experiential course where the student will be introduced to the principles of athletic training and the practical aspects of daily athletic training room activity, designed to correspond with the second semester of the observation phase of the Athletic Training Program and will require fifty (50) on- and off- campus lab hours for the clinical component. A lab fee may be required. Prerequisites: ESS 238 and consent of ATP director.

ESS 303 Health Education 3 Units

In this course students will learn how to provide comprehensive school health education programs that incorporate concepts of maintaining balance in the physical, emotional, social, intellectual, economic, vocational, and spiritual components of life. Offered alternate years.

ESS 304 Motor Learning and Control 3 Units

This course will give an overview of significant factors which influence and determine the learning of motor skills including basic principles of learning theory and motor control as they apply to motor performance.

ESS 305 Motor Development 3 Units

This course will study motor skills and physical development from birth to adulthood with an emphasis on infancy, childhood, and adolescence including neurological, physiological, intellectual, social, and emotional factors that influence gross and fine movement activities.

ESS 306 Nutritional Sciences 3 Units

This course will explore issues pertinent to the study of health and nutrition for the active individual and will analyze concepts and controversies by illustrating the importance of research and clinical studies in the current nutritional literature. Students will also examine and discuss key concepts concerning the role of nutrition in overall health and well-being for a healthy lifestyle. Prerequisites: BIO 101 and sophomore standing.

ESS 307 Functional Exercise for the Older Adult 3 Units

This course will familiarize students with the effects of aging on the different physiological functions of the body and introduce fitness assessment and exercise prescription of aging. Chronic diseases associated with aging such as hypertension, coronary heart disease, diabetes mellitus, and arthritis will also be studied. A familiarity of body systems is necessary.

ESS 308 Care and Prevention of Athletic Injuries 3 Units

The theory and practice of the principles and techniques pertaining to the prevention and treatment of athletic injuries will be covered in this course along with the techniques of preventative athletic taping and strapping being incorporated into the laboratory component. A lab fee may be required. Prerequisite: BIO 246 or concurrent enrollment.

ESS 310 General Medicine and Pharmacology 3 Units

This course will incorporate the knowledge, skills, and values that entry-level certified athletic trainers or similar health professionals must possess to recognize, treat, and refer, when appropriate, general medical conditions and disabilities. Students will also look at the skills and knowledge of pharmacologic applications for athletes and others involved in physical activity. Prerequisites: BIO 246, BIO 247 and ESS 308 or consent of division chair.

ESS 320 Historical, Social, Cultural Foundations of Sport and P.E. 3 Units

This course will present and discuss the historical, sociological, and philosophical analyses of sport and physical education, including current challenges, relevant issues, controversies, and career opportunities in sport and physical education.

ESS 323 Sport Marketing and Sponsorship 3 Units

This course will study the multidimensional field of sport marketing and sponsorship including a survey of current research, theories, and strategies for sport marketing in profit and non-profit venues. Additional emphasis will be focused on the growing area of sport sponsorship. Prerequisite: ESS 222.

ESS 325 Advanced Personal Training 3 Units

This is a National Council of Strength and Fitness (NCSF) approved course for those who want advanced personal training certification. Topics will include functional anatomy; health and fitness screening and assessment; cardiovascular assessment and prescription; strength and power assessment and prescription; nutrition and weight management. A lab fee is required. Prerequisites: ESS 225 or consent of division chair.

ESS 326 Sport Operations and Facility Management 3 Units

Through a study in the management of facilities and sport business, this course will incorporate the development of a new sport business and the management of existing sport businesses including current strategic planning models, sport finance, business leadership, and facility management. Prerequisite: ESS 222.

ESS 338 Beginning Clinical Coursework I 2 Units

This course is designed to allow athletic training students to develop and practice clinical skills under the direct supervision of a preceptor. Students will be assigned to clinical sites at Concordia University, university-approved junior colleges, or high schools. A Lab fee is required. Prerequisites: acceptance into ATP and consent of the program director.

ESS 339 Beginning Clinical Coursework II 2 Units

This course is designed to allow athletic training students to develop and practice clinical skills under the direct supervision of a preceptor. Students will be assigned to clinical sites at Concordia University, university-approved junior colleges, or high schools. A Lab fee is required. Prerequisites: ESS 338 and consent of the ATP director.

ESS 340 Elementary Physical Education 3 Units

This is an instructional strategies course that will introduce students to movement and fitness education for children, including topics on the development and use of games and music to aid in children's motor development, and the integration of the principles of motor learning, motor development, and physiology of movement.

ESS 344 Group Fitness Programs 2 Units

This course will teach the methods, techniques, and skills that enable students to provide safe aerobic and group fitness activities as instructors in schools, clubs, and corporate environments.

ESS 346 Adventure Activities 2 Units

This course will teach the methods, techniques, and skills that enable students to provide safe outdoor and adventure-based activities as part of recreational and leisure programs.

ESS 348 Recognizing and Evaluating Athletic Injuries I 3 Units

A theoretical and practical approach to injury assessment for the lower body, this course will use the systematic evaluation format, as governed by the National Athletic Trainers Association (NATA), is utilized with an emphasis placed on the evaluation of the lumbar spine, hip, thigh, knee, lower leg, ankle, foot, and gait analysis. Lab time is included in the schedule. Prerequisites: BIO 246, BIO 247, ESS 308, or consent of division chair.

ESS 349 Recognizing and Evaluating Athletic Injuries II 3 Units

A theoretical and practical approach to injury assessment for the upper body, this course will use the systematic evaluation format, as governed by the NATA, is utilized with an emphasis placed on the evaluation of the head/face, cervical/thoracic spine, shoulder, elbow, forearm, wrist, hand, and abdominal viscera. Lab time is included in the schedule. Prerequisites: BIO 246, BIO 247, ESS 308 or consent of division chair.

ESS 350 Sport Law 3 Units

This course will examine the legal issues in sport and physical education and provide an explanation of key areas of the law such as negligence, contracts, civil rights, battery, and defamation.

ESS 355 Individual Activities 3 Units

Sports and individual activities commonly taught in physical education are analyzed in this course with theory and laboratory experiences designed to acquaint students with teaching progression, practice techniques, selection and care of equipment, history, rules, and strategy for these activities. Prerequisite: ESS 376 or consent of division chair. Offered alternate years.

ESS 357 Team Activities 3 Units

Sports and team activities commonly taught in physical education are analyzed in this course with theory and laboratory experiences designed to acquaint students with teaching progression, practice techniques, selection and care of equipment, history, rules, and strategy for these activities. Prerequisite: ESS 376 or consent of division chair. Offered alternate years.

ESS 358 Therapeutic Exercise 3 Units

This course will present a theoretical and practical approach to therapeutic exercise and rehabilitation techniques for the injured athlete or those who engage in physical activity. Lab time is included in the schedule. Prerequisite: BIO 246, BIO 247, ESS 308, or consent of division chair.

ESS 360 Principles of Coaching 3 Units

An analysis of the factors in coaching such as motivation; attitude formation and behavior; leadership and techniques of coaching will be covered in this course. Purchase of American Coaching Effectiveness Program (ACEP) material and certification is part of course.

ESS 364 Exercise Psychology 3 Units

This course will focus on the psychological understanding of exercise behavior through the examination of both new psychological and social factors that influence physical activity participation and performance; how participating in physical activity and exercise affect psychological well-being; and the theoretical, methodological, and applied approaches to a variety of topics related to exercise.

ESS 365 Sport Psychology 3 Units

The role of psychomotor and cognitive factors in human movement settings are discussed in this course along with selected topics of arousal, attribution theory, achievement motivation, anxiety, interventions, goal setting, attention styles, aggression, social facilitation, social reinforcement, and imagery.

ESS 368 Therapeutic Modalities 3 Units

A theoretical and practical approach for therapeutic modalities in exercise and rehabilitation are discussed and explored in this course. Lab time is included in the schedule. Prerequisite: BIO 246, ESS 308, or consent of division chair.

ESS 370 Adaptive Physical Education 3 Units

An analysis of how physical education, sport, and physical activities can be adapted to meet students' special and unique needs will be examined in this course including an analysis of motor and intellectual development, appropriate skill progressions, and an examination of various diseases and genetic conditions that lead to adaptation needs. Offered alternate years.

ESS 376 Physical Education Management 3 Units

An evaluation of how to develop physical education lesson plans and curriculums will be examined in this course including practical tips for creating effective teaching environments and teaching developmentally appropriate skills and activities. Offered alternate years.

ESS 388 Intermediate Clinical Coursework I 2 Units

This course is designed to allow athletic training students to develop and practice clinical skills with equipment-intensive sports under the direct supervision of a preceptor. Students will be assigned to clinical sites at Concordia University, university-approved junior colleges, or high schools. A lab fee is required. Prerequisites: ESS 338, ESS 339, and consent of the ATP director.

ESS 389 Intermediate Clinical Coursework II 2 Units

This course is designed to allow athletic training students develop and practice clinical skills with equipment-intensive sports under the direct supervision of a preceptor. Students will be assigned to clinical sites at Concordia University, university-approved junior colleges, or high schools. A Lab fee is required. Prerequisites: ESS 338, ESS 339, and consent of the ATP director.

ESS 390 Practicum: ESS Sport Management 1-4 Units

This course is designed to allow athletic training students develop and practice clinical skills under the direct supervision of a preceptor. Students will be assigned to clinical sites at Concordia University, university-approved junior colleges, or high schools. A Lab fee is required. Prerequisites: ESS 388 and consent of the ATP director.

ESS 391 Practicum: ESS Sport Management 1-4 Units

A practical experience outside the classroom this is directly related to the student's major, minor or professional program. It typically involves "hands-on" experience that is beneficial complement to the student's academic experience.

ESS 392 Practicum: ESS Teacher Education 1-4 Units

This course is a practical, hands-on experience outside the classroom directly related to the student's major, minor or professional program that is a beneficial complement to the student's academic experience.

ESS 393 Practicum: ESS Exercise Science 1-4 Units

This course is a practical, hands-on experience outside the classroom directly related to the student's major, minor or professional program that is a beneficial complement to the student's academic experience.

ESS 394 Practicum: ESS Coaching 1-4 Units

This course is a practical, hands-on experience outside the classroom directly related to the student's major, minor or professional program that is a beneficial complement to the student's academic experience.

ESS 395 Practicum: ESS Rehabilitation 3 Units

This course is a practical, hands-on experience outside the classroom directly related to the student's major, minor or professional program that is a beneficial complement to the student's academic experience.

ESS 403 Biomechanics 4 Units

This introductory course will look at the basic principles of anatomical mechanics and their applications to human movement including an analysis of efficient movement. Lab time is included in the schedule.

ESS 405 Advanced Physiology of Exercise 4 Units

As a continuation of ESS 406, this course will survey and evaluate current concepts and literature regarding physiological regulatory mechanisms of oxygen transport and muscle metabolism including the examination of both acute and chronic effects of exercise with an emphasis placed on physiological limitations. Lab time is included in the schedule. Prerequisite: ESS 406.

ESS 406 Physiology of Exercise 4 Units

This course applies the physiological principles to the study of human performance in exercise. A lab fee is required. Prerequisites: BIO 246 and BIO 247.

ESS 407 Kinesiology (Structural) 4 Units

This course will study human movement with an emphasis on the biomechanics, structure and function of the skeletal, muscular, and nervous systems. A lab fee is required. Prerequisite: BIO 246.

ESS 408 Advanced Athletic Training 3 Units

The theory and practice of advanced principles and techniques pertaining to prevention and treatment of athletic injuries. Advanced techniques of preventative taping and strapping are also incorporated with the lecture as a laboratory component. A lab fee may be required. Prerequisites: BIO 246, BIO 247 and ESS 308 or consent of division chair.

ESS 409 Research in Kinesiology 4 Units

Through practical experience and an understanding of general measurement issues, this course will prepare students to read and critique scientific research and develop the skills and knowledge to conduct research through practical experience using a range of different measurements of human movement.

ESS 410 Measurement and Evaluation of Exercise 4 Units

The development, evaluation, and administration of tests in exercise science will be explored through lecture and practical settings in this course along with basic statistical analyses and its application in interpreting tests and measurements. A lab fee is required.

ESS 428 Athletic Training Administration 3 Units

This course will incorporate the professional administrative and management components of operating an athletic training room through the investigation of human resource management, financial resource management, information management, facility design and planning, athletic insurance and legal/ethical practice.

ESS 438 Advanced Clinical Coursework I 2 Units

This course is designed to allow athletic training students to develop and practice clinical skills during the student's assignment with an athletic team under the direct supervision of a preceptor. Students will be assigned clinical rotations at Concordia University, university-approved junior colleges, or high schools. A lab fee is required. Prerequisites: ESS 388, ESS 389, and consent of the ATP director.

ESS 439 Advanced Clinical Coursework II 2 Units

This course is designed to allow athletic training students to develop and practice clinical skills during the student's assignment with an athletic team under the direct supervision of a preceptor. Students will be assigned clinical rotations at Concordia University, university-approved junior colleges, or high schools. A lab fee is required. Prerequisites: ESS 438 and consent of the ATP director.

ESS 490 Internship: ESS Sport Management 0.5-8 Units

This course is an intense practical part- or full-time experience outside the classroom that is integral part of a professional program that contributes significantly to the preparation of a student for entrance into a profession. Approximately forty (40) contact hours are required for each unit of credit. Each department may limited the maximum number of internship credit. Offered as a Pass/No Pass course.

ESS 492 Internship: ESS Teacher Education 1-8 Units

This course is an intense practical part- or full-time experience outside the classroom that is an integral part of a professional program that contributes significantly to the preparation of a student for entrance into a profession. Approximately forty (40) contact hours are required for each unit of credit. Each department may limited the maximum number of internship credit.

ESS 493 Internship: ESS Exercise Science 1-8 Units

This course is an intense practical part- or full-time experience outside the classroom that is an integral part of a professional program that contributes significantly to the preparation of a student for entrance into a profession. Approximately forty (40) contact hours are required for each unit of credit. Each department may limit the maximum number of internship credit.

ESS 494 Internship: ESS Coaching 0.5-8 Units

This course is an intense practical part- or full-time experience outside the classroom that is an integral part of a professional program that contributes significantly to the preparation of a student for entrance into a profession. Approximately forty (40) contact hours are required for each unit of credit. Each department may limit the maximum number of internship credit.

ESS 495 Internship: ESS Rehabilitation 1-8 Units

This course is an intense practical part- or full-time experience outside the classroom that is an integral part of a professional program that contributes significantly to the preparation of a student for entrance into a profession. Approximately forty (40) contact hours are required for each unit of credit. Each department may limit the maximum number of internship credit.

Finance (FIN)

FIN 211 Personal Finance 3 Units

This course will prepare students to make appropriate decisions regarding financial planning in career choices, investment, savings, income taxes, credit cards, loans, car and home purchases, asset protection, health expenses, insurance, and real estate.

FIN 331 Finance 3 Units

This is an introductory course to the principles and practices of managerial finance, sources and methods of raising capital, cash flow analysis, financial statement analysis, financial markets, and stockholder equity concerns. Additional concepts will include decision making with risk and use of operating and financial leverage. Prerequisites: general education math requirements and ACT 212.

FIN 332 Financial Statement Analysis 3 Units

This course will examine the analysis of financial statements for business valuation and strategic considerations; the ratio analysis and time value of money concepts used in order to analyze the financial conditions of a business organization; and credit analysis; and corporate finance issues. Prerequisite: ACT 211.

FIN 333 Investments 3 Units

Building upon FIN 331, this course will help students learn more about the strategic deployment of equities, debt and derivative instruments, diversification with appropriate levels of risk, time horizon, collateralization, and active investment portfolio management. Prerequisite: FIN 331.

FIN 335 Real Estate Finance 3 Units

In this course students will learn methods for analysis, acquisition, development, operation, financing, selling, and other investment strategies applied to residential, commercial, and institutional properties. Prerequisite: ACT 211.

FIN 445 International Finance 3 Units

This course will explain corporate strategies, opportunities, and processes for raising funds, investing, and developing financial relationships with global partners including a review of global stock markets, money exchanges, and foreign financial institutions. Prerequisite: FIN 331.

FIN 490 Internship: Finance 1-8 Units

This course is a practical working experience where students meet with their internship director before beginning their internship for advice and approval on placement. Regular student reports and written feedback from the sponsoring business are required and must demonstrate the skills acquired during the internship. Offered as a Pass/No Pass course.

French (FRE)

FRE 101 French I 4 Units

Through a natural approach to French this course, designed for students with little or no prior study of French, will emphasize speaking, listening, reading, and writing in French.

German (GER)

GER 101 German I 4 Units

Through a natural approach to German this course, designed for students who have had little or no prior study of German or less than two (2) years of high school German, will emphasize the development of conversational skills, speaking, listening, reading, and writing in German.

GER 102 German II 4 Units

A continuation of GER 101. Prerequisite: GER 101 or two (2) years of high school German. Fulfills foreign language requirement.

GER 201 INTERMEDIATE GERMAN III 3 Units**GER 202 INTERMEDIATE GERMAN IV 3 Units**

Global Cultural Studies (GCS)

GCS 201 Global Cultural Studies 1 Unit

This course will introduce the basic concepts of international service and development projects as it prepares students for the rigor and routines of the Around-the-World Semester and gives students the tools to begin studying, serving, and traveling for eighteen (18) weeks abroad.

GCS 202 Understanding Other Cultures Anthropologically 1 Unit

Students will study theories of cross-cultural adaptation, acclimation, and assimilation in this course. Occurring before their departure for the study-abroad country, students will be better prepared to make the transition to their new home and develop an awareness of others and self, and become more effective observers of internal (intra-personal) changes, and external (inter-personal) discovery.

GCS 203 Cross-Cultural Communication Awareness 1 Unit

The globalization of organizations, public and private, and their multicultural make-up requires today's citizens to have a solid cross-cultural competence, involving an understanding of one's own culture and communication preferences, identifying others' preferences, and having a flexible behavioral repertoire to bridge cultural differences.

GCS 301 Foundations of Language 4 Units

This course will provide specific applications for learning a new foreign language and understanding English structure and usage, including sound system, word formation, grammar, syntax, expression of meaning, variation, etymology, and/or change. Cultural and artistic uses of languages; and comparison of oral and written aspects of language will also be covered.

GCS 399 Service Learning Practicum 2 Units

This course is meant to bring the practical service experience to students as they take responsibility for a variety of service projects that will challenge them, not only as they prepare ahead of time for outreach, but also as they adapt to sharing messages of love and forgiveness.

GCS 495 Senior Capstone 3 Units

In this course students will read and discuss topics in international and comparative studies from an interdisciplinary perspective with the purpose of enhancing student learning while making connections between the local and the international learning experience. The emphasis in this course will be on independent work and completion of a research paper. This capstone course is a required seminar for International Studies seniors.

Greek (GRE)**GRE 101 Greek I 4 Units**

This course will study the fundamentals of the ancient Greek language including morphology, syntax, and vocabulary for reading simple passages of Greek prose.

GRE 102 Greek II 4 Units

A continuation of GRE 101. Prerequisite: GRE 101 or equivalent with a grade of C- or better.

GRE 211 Reading in Luke and Acts 3 Units

This course will review and strengthen the Greek acquired in introductory classes through readings from selected portions of Luke and Acts with an emphasis on both a review of basic vocabulary and grammar of the New Testament and the principles of syntax through Greek composition. Prerequisites: GRE 101 and GRE 102 or equivalent with a grade of C- or better.

GRE 225 Readings from the Pericopes 1 Unit

Following the liturgical readings of the church year, this course is designed primarily for those who wish to maintain an ability to work with the text in its original language.

GRE 331 Extra-Biblical Readings 3 Units

This course will expose students to a variety of Greek authors whose works are important for understanding the style and contents of the New Testament writers including readings of select portions of the Apostolic Fathers, the Septuagint, the Apocrypha, and Josephus. Prerequisite: GRE 102. Offered alternate years.

GRE 341 Johannine Literature 3 Units

Through reading major sections of John's Gospel and Revelation, this course aims to increase the student's ability to read large sections of the Greek text in a small amount of time so that they can make the transition from the slow analysis of a sentence to the rapid comprehension of paragraphs and major sections. Prerequisite: GRE 102. Offered alternate years.

GRE 399 Greek Independent Study 1 Unit**GRE 451 Pauline Literature 3 Units**

This capstone course will combine the student's skills in both Greek and Hebrew with an emphasis on reading sections of Paul's letter which derive significant theological conclusions from Old Testament texts. These passages will be analyzed in the original Hebrew text and then compared with the Greek vocabulary and syntax used by the Septuagint and Paul. Prerequisites: HEB 102 and GRE 102. Offered alternate years.

Healthcare Management (HCM)**HCM 201 Healthcare Orientation 0.5 Units**

This course, required for all Healthcare Management students, is designed to enhance student success by outlining specific program requirements (see HCM Standards Manual etc.), familiarizing students with program processes, completion requirements, and various resources available both on and off campus. Offered as a Pass/No Pass course. This course must be completed before students can begin the HCM course work.

HCM 305 Christianity and Contemporary Culture 3 Units

Christianity and Contemporary Culture will make students aware of the Christian worldview and will assist students in evaluating sources of information for culture and theology, enabling them to better answer questions concerning life issues (e.g., sexuality, marriage, family, creation, evil, death, and life after life) and life choices in the Christian context. Students will examine their own beliefs and compare these to that which Scripture teaches.

HCM 312 Introduction to Healthcare Management 3 Units

This course will serve as an introduction to and provide the foundation for a better understanding of the relevant theories, tools, and applications, recent trends, and issues needed to address operational issues that healthcare managers face.

HCM 314 Healthcare Quality Management 3 Units

This course will explore healthcare applications of quality improvement including governmental and regulatory influences, standards and guidelines, programs and methods, and process redesign.

HCM 315 Organizational Behavior, Theory and Design in Healthcare Management 3 Units

This course will provide students with an in-depth analysis of the theories and concepts of organizational behavior and theory while embracing the uniqueness and complexities of healthcare.

HCM 413 Leadership in Health Management 3 Units

This course will introduce students to the basic principles of leadership and direction in healthcare organizations.

HCM 414 Legal Aspects of Healthcare 3 Units

This course will familiarize students with significant legal principles and theories relevant to healthcare administration; provide examples of context in which potential legal problems arise; develop the ability to identify and evaluate potential legal risks related to healthcare administrative and management decisions; and to appropriately utilize legal counsel in the decision-making process.

HCM 415 Health Information Systems 3 Units

This course will examine the use of information systems in healthcare organizations as students are introduced to the types of healthcare data and information, the various systems used throughout the healthcare industry, the technology utilized by these systems, and the IT challenges facing healthcare administrators.

HCM 416 Human Resource Management in Healthcare 3 Units

This course will look at human resource management in healthcare including the principles, methods, and procedures used in the utilization and management of professional and allied health personnel.

HCM 419 Topics in Public Health Administration 3 Units

This course will identify and explore historical, theoretical, and practical issues in the field of public health as students identify and analyze important public health issues within various health settings.

HCM 422 Introduction to Gerontology and Mental Health**Management 3 Units**

This course will introduce and give an overview of the field of gerontology and mental health including current theories, ethical issues, public policy, legal issues, and careers along with the exploration of problems in planning, financing, delivering, and evaluating health services. Administrative structures and public and private delivery systems will also be compared and critiqued.

HCM 424 Marketing and Strategic Planning for Healthcare**Organizations 3 Units**

This course will study the management of the marketing process, strategy formulation, strategic planning, organizing, budgeting, implementation, and performance assessment specific for healthcare organizations to assist institutions in fulfilling their mission, vision and goals and in helping to define strategies to improve market position and financial performance.

HCM 425 Financial Management of Healthcare Organizations 3 Units

This course will cover selected topics in both the financial and managerial aspects of the U.S. healthcare industry, both philosophically and theologically, with issues being evaluated and presented from the perspective of all key stakeholders including the consumer, providers, provider-organizations, payers, and government.

HCM 494 Internship: Healthcare Administration 3 Units

This course will provide a structured, supervised internship in the healthcare industry consisting of a clinical, community, and project-based component. Offered as a Credit/No Credit course.

HCM 494E Internship: Healthcare Administration Extension 3 Units

If it is needed, this course will provide students additional time for the completion of their internship.

HCM 495 Senior Seminar in Healthcare 3 Units

This course will be a culminating demonstration of the student's academic ability and knowledge of the healthcare environment through a comprehensive analytical paper and oral presentation to a professional panel of healthcare professionals. Prerequisite: senior standing.

Hebrew (HEB)

HEB 101 Hebrew I 4 Units

This course will study the morphology, vocabulary, and syntax of biblical Hebrew for reading simple passages of the Hebrew Bible.

HEB 102 Hebrew II 4 Units

A continuation of HEB 101. Prerequisite: HEB 101 or equivalent with a grade of C- or better.

HEB 201 Readings in the Hebrew Bible 3 Units

Through the reading of selected narrative, legal, and poetic passages of the Hebrew Bible, students will advance their translation skills through review and inductive study of morphology, vocabulary, and syntax with attention paid to genre analysis and textual criticism. Prerequisites: HEB 101 and HEB 102 or equivalent with a grade of C- or better.

HEB 225 Readings from the Pericopes 1 Unit

Following the liturgical readings of the church year, this course is designed primarily for those students who wish to maintain the ability to work with the text in its original language.

History (HST)

HST 201 Western Civilization I: Beginning to 1648 3 Units

In this course students will study the emergence of the major political, cultural, social, and economic developments of the Western world from the earliest times through the 17th century including the Ancient, Medieval, and Early Modern periods.

HST 202 Western Civilization II: 1500 to the Present 3 Units

The emergence of the modern Western world from the early modern period to the present will be covered in this course, including major political, cultural, intellectual, social, and economic developments.

HST 226 United States History 3 Units

This survey course of U.S. history from colonial times to the present will include the political, economic, social, and cultural development at each phase of the country's growth and progress through the study of colonization, independence, early nationhood, sectional strife culminating in the Civil War, reconstruction, economic expansion, prosperity, depression, imperialism, reforms, two world wars, and contemporary tensions.

HST 301 Eastern Civilization 3 Units

This survey course of the major themes of the political and cultural history of the Eastern world from its origins until modern times will focus on the Chinese and Japanese cultural traditions with some attention to other Asian motifs and an emphasis on an understanding and appreciation of the Eastern worldview and ethos.

HST 321 A History of Popular Culture 3 Units

Basic theories and approaches to the scholarly study of significant popular movements and customs in modern Western civilization will be presented in this course with special attention paid to the evolution of media and its effect on group identity, especially American popular culture in the 20th century. Offered alternate years.

HST 332 Ancient Greece and Rome 3 Units

The history of ancient Greece and Rome from the time of Homer to the fall of the Roman Empire will be examined in this course with particular emphasis on Greek and Roman politics, socio-economic life and structures, classical culture and philosophy, and the rise of Christianity. Prerequisite: HST 201 or HST 202 or CHST 201 or CHST 202.

HST 334 Medieval History 3 Units

The emergence of Europe from the early Middle Ages to the Italian Renaissance will be examined in this course including the feudal society, the Christian church, cities and commerce, art and learning, and the rise of kings and nation states. Particular attention will be given to Europe's Greek and Roman legacy as transmitted by the Byzantine and Islamic civilizations. Prerequisite: HST 201 or HST 202 or CHST 201 or CHST 202. Offered alternate years.

HST 336 The Renaissance and the Reformation 3 Units

Europe from the 14th to the 17th century, the transitional period between medieval and modern history, will be examined in this course including the Italian Renaissance, the Northern Renaissance, the Lutheran Reformation, the Calvinist and Anglican Reformation, and the Roman Catholic Counter Reformation. Prerequisite: HST 201 or HST 202 or CHST 201 or CHST 202. Offered alternate years.

HST 338 Modern European History 3 Units

This course will integrate various political, social, economic, and cultural phases of Europe's history from the 18th century to the present including the French Revolution; industrialization; imperialism; the unification of Italy and Germany; the major scientific, literary, and artistic developments; Communism and Fascism; the two world wars; and the Cold War. Prerequisite: HST 201 or HST 202 or CHST 201 or CHST 202. Offered alternate years.

HST 341 Early Modern England 3 Units

This course will present a thematic study of English culture and life from the reign of King Henry VIII through the war for American Independence with attention being paid to culture, governance, and factors that led to the expansion of the British Empire and the conflicts in North America. Offered alternate years.

HST 361 History of Propaganda and Persuasion 3 Units

This course will provide an academic approach to the decidedly non-academic and pervasive modes of communication that have shaped the modern world with attention being paid to wartime propaganda in the two world wars, political campaigns in America, and product advertising in market economics. Offered alternate years.

HST 371 Islamic Civilization 3 Units

This introductory course into the lands, peoples, and cultures of the Middle East from antiquity to modern times, will include the role of religion in shaping social and political institutions, and the influence of Islamic thought on the Arab world and conflicts in the contemporary Middle East. Offered alternate years.

HST 410 Mythology, Theology and Philosophy 3 Units

This course will begin with the mythology of the Ancient Egyptians, the theology of the Hebrews, and the philosophy of the Greeks, and trace the legacy of each strand of thought throughout the world with attention being paid to both the primary leaders and significant texts and how they shape divergent world views today. Recommended: HST 201 and 202 have been taken prior to this course. Offered alternate years.

HST 412 Origins of American Political Systems 3 Units

This course will look at the origins of the American political system from the end of the Seven Years' War through the Louisiana Purchase and Marbury vs. Madison, with a focusing on government under the Articles of Confederation, the Constitutional Convention, ratification controversies, the first political party system, and Jeffersonian vs. Hamiltonian approaches to government. Offered alternate years.

HST 416A Contemporary Global Issues 3 Units

This seminar course will be devoted to an in-depth examination of a major issue affecting the global community; exact topic to be determined by the instructor each semester.

HST 416B Contemporary Global Issues 3 Units

This seminar course will be devoted to an in-depth examination of a major issue affecting the global community; exact topic to be determined by the instructor each semester.

HST 431 Women's History 3 Units

This course will begin with the early modern era in Europe and will look at the intense interaction between the peoples of many continents and nations over women, the West, and the culture which have their roots in this period of exchange, colonization, and struggle. Offered alternate years.

HST 437 Great Cities 3 Units

This course will survey the history of one of the "great cities" of the world (culturally and intellectually significant urban centers of the past and/or present), with an emphasis on the record of development of urban space from literary, architectural, and other visual artifacts. Prerequisite: Spring course with travel component.

HST 451 The Enlightenment 3 Units

This course will focus on the 18th century Europe and America from the French Revolution to the fall of Napoleon; the expansion of education, science, and philosophy; the growth of the middle class; and the beginnings of industrialism. Offered alternate years.

HST 478 History of California 3 Units

The history of California from earliest times to the present with an emphasis on its Hispanic heritage will be the focus of this course.

HST 490 Internship: History 1-8 Units**HST 491 Advanced Topics in Social History 3 Units**

This research-oriented course will allow advanced students to study one aspect of history in depth with a view towards either graduate study or a project for the President's Academic Showcase for Undergraduate Research.

Humanities (HUM)

HUM 495 Senior Project 1-3 Units

In this capstone course students will meet with an instructor once per week in order to formulate, research, and discuss an appropriate topic for their written project. Topics must be interdisciplinary, combining their emphasis within the major with another discipline within the major. Prerequisite: Humanities and Fine Arts majors and senior standing.

HUM 499 Cultural Expressions in France 3 Units

In this course students will develop skills and perspectives that will enable them to get the most out of an international experience including primary and secondary research on France, French culture, and global cultural competencies as they employ intercultural communication techniques.

Interdisciplinary (INT)

INT 100 Freshman Seminar 2 Units

Seminars, workshops, and presentations designed to assist freshmen with the adjustment to college life in general and its social, interpersonal, and academic demands in particular will be the focus of this course including life-long learning, student development, communication skills, computer skills, and multicultural awareness. Students will attend various campus events/activities and skill/career workshops. Prerequisite: students entering Concordia with fewer than twenty-four (24) semester units of college credit are required to take this course.

INT 103 Leadership Development 1 Unit

This course is designed to be an interactive exploration of personal and team leadership development and to create a synergistic effect between various student leadership groups. Open only to students who have a student leadership position, i.e., PAL (Peer Advising Leader), abbeywest (campus church), ASCUI (student government), LEAD (Leadership, Education, and Development program), and /or resident assistants.

INT 390 Student Senate 0.5,1 Units

International Business (INB)

INB 445 Seminar: International Business 2 Units

This course will investigate, compare, and contrast emerging topics, practices, and regulations in the field of international business. Prerequisite: senior standing.

INB 475 International Business Strategy 3 Units

This capstone course will integrate the numerous business management courses as students learn to conduct a strategic analysis and make sound strategic decisions using a real company. Prerequisites: business major with senior standing and ACT 212, MGT 321, and MKT 341.

Korean (KOR)

KOR 101 Korean I 4 Units

This course is designed for students with little or no prior study of Korean language. It focuses first on reading and writing the Hangul script, and then emphasizes basic speaking and listening in conversational Korean.

KOR 102 Korean II 4 Units

A continuation of KOR 101. Focuses on conversational and basic academic Korean, including an introduction to Sino-Korean characters. Prerequisite: KOR 101.

Latin (LAT)

LAT 101 Fundamentals of Latin I 4 Units

This course will study the fundamentals of the Latin language including morphology, syntax, and vocabulary for reading simple passages of Latin prose and poetry. Offered alternate years.

LAT 102 Fundamentals of Latin II 4 Units

A continuation of LAT 101. Prerequisite: LAT 101 or equivalent. Offered alternate years.

LAT 499 Honors Course 3 Units

Management (MGT)

MGT 321 Management 3 Units

This introductory course will look at the areas of planning, organizing, staffing, and controlling with an emphasis on responsibility and authority, delegation and decentralization, line-staff relationship organization charting, communication, and reaction to change. Interpersonal skills, motivation, leadership, and organizational resource management will also be studied. Prerequisites: BUS 201 and BUS 224. Recommended prerequisite: ECO 201 or ECO 202.

MGT 323 Global Enterprise 3 Units

Through an overview of world trade and investment patterns, international sourcing, marketing, and management for global businesses, this course will emphasize international trade theory, the world financial environment, and the role of multinational corporations including international sourcing, marketing, and management for global business. Prerequisite: MGT 321.

MGT 324 Global Enterprise Experience 3 Units

This course will look at the application and experience of world trade, investment patterns, international sourcing, marketing, and management for global business. A group travel component, at an additional cost to the student, is an integral part of this course providing out-of-the classroom experiential learning opportunities supplemented by face-to-face and online readings and assignments with areas of special emphasis and locales being rotated. Prerequisite: MGT 321.

MGT 326 New Ventures and Entrepreneurship 3 Units

This course will explore the methods of business ownership including startup, franchise, and firm acquisition with a practical emphasis on screening initial business ideas, accessing information sources, defining customer benefits, developing strategic posture, analyzing markets and competitors, and creating a comprehensive business plan including the theoretical development of a new venture establishment enhanced by guest lecturers experienced in startup ventures. Prerequisite: MGT 321.

MGT 327 Organizational Behavior 3 Units

MGT 343 Operations 3 Units

This course will use applied quantitative methods to optimize cash flow; reduce material and inventory costs; create efficiencies; enhance quality and mitigate risks in the manufacture, distribution, servicing, and retirement of both tangible goods and intangible services. Prerequisite: MGT 321.

MGT 351 Diversity in Organizations 3 Units

This course will examine the impact of diversity, culture, and ethnic origin on the work experience while preparing individuals to meet the challenge of cultural diversity in organizations with an emphasis on how race, religion, age, gender, sexual orientation, physical and mental ability, work and family, weight and appearance, international diversity, theories, legislation, and organizational philosophy interact to create a set of rules for acceptable behaviors in complex organizations. Prerequisite: BUS 201.

MGT 424 Human Resource Management 3 Units

As a study on how organizations obtain, maintain, and retain their human resources, this course will examine current organizational theory, research, and practice regarding variables that influence human behavior in organizations. Prerequisite: MGT 321.

MGT 490 Internship: Management 1-8 Units

This course is a practical working experience where students meet with their internship director before beginning their internship for advice and approval on placement. Regular student reports and written feedback from the sponsoring business are required and must demonstrate the skills acquired during the internship. Offered as a Pass/No Pass course.

Marketing (MKT)

MKT 341 Marketing 3 Units

This is an introductory course to the basic elements of modern marketing including market research, identifying target customers, developing product offers, branding, pricing, marketing communications, and distribution channels. Prerequisite: BUS 201. Recommended prerequisite: ECO 201 or ECO 202.

MKT 344 The Advertising Agency 3 Units

A managerial approach to promotional campaign development with an emphasis on advertising strategy as a component of the total market mix will be presented in this course. Students will apply research techniques to target audience identification, message development, creative executive, and media planning as they design a complete campaign for a specified client. Prerequisite: MKT 341 or concurrent enrollment.

MKT 353 Professional Selling 3 Units

Through the examination of a wide variety of services this course will look at the marketing implications of the differences between goods and services including the unique characteristics of services marketing, the relationship between the service provider and customer, the management of services, the evaluation of service quality, and techniques for service improvement. Prerequisite: MKT 341.

MKT 355 Services Marketing 3 Units

This course will present a practical approach to understanding and implementing marketing strategies applicable to the business and service sectors, addressing their application to health care, financial, and hospitality industries. Prerequisite: MKT 341.

MKT 363 Computer Graphics 3 Units

This course will use Adobe Photoshop or similar product to develop student skills in the creation and execution of computer graphics for advertising, illustration, or enhancement of business products.

MKT 365 Computer Graphics with Motion 3 Units

This course will use Adobe Premier or similar product to develop student skills in the creation and execution of animated computer graphics for advertising, illustration, or enhancement of business products.

MKT 371 Internet Marketing 3 Units

This course will provide a broad overview of digital media including effective web design, SEO (search engine optimization) strategies, social media tools, mobile marketing, metrics, and analytics with a focus on business strategies and trends while using the appropriate digital tools for maximum effectiveness. Prerequisite: MKT 341.

MKT 442 Marketing Research 3 Units

This course will provide a comprehensive overview of marketing research, providing information for marketing decision making, problem identification, and problem solving research as students develop competence in survey methods and learn to apply analysis techniques including frequency distributions, cross tabulations, and correlation analysis. Prerequisites: general education math requirements and MKT 341.

MKT 445 International Marketing 3 Units

As a study of the marketing concepts and analytical processes used in the development of programs in international markets, this course will include international trade concepts, cultural dynamics, business customs, multinational and developing markets, and the influence of political, legal, and geographic factors on international marketing. Students will prepare marketing reports for products and services in a specific country. Prerequisite: MKT 341.

MKT 475 Marketing Strategy 3 Units

This course is designed to give students the opportunity to utilize the managerial and analytical tools they have acquired as they look at a framework for developing marketing strategies that yield a distinctive competitive advantage based on customer and competitor analysis. Case studies will require a realistic diagnosis of company problems, development of alternative courses of action, and the formulation of specific recommendations. Prerequisites: MKT 371, MKT 442, and MKT 445.

MKT 490 Internship: Business Marketing 1-8 Units

This course is a practical working experience where students meet with their internship director before beginning their internship for advice and approval on placement. Regular student reports and written feedback from the sponsoring business are required and must demonstrate the skills acquired during the internship. Offered as a Pass/No Pass course.

Mathematics (MTH)

MTH 201 Principles of Mathematics 3 Units

Through a study of mathematics competencies required for the liberal studies major, this course will include logic, algebra, functions, counting, probability, and statistics with problem solving being emphasized throughout the course. Prerequisite: Intermediate Algebra or equivalent.

MTH 252 Introduction to Calculus 3 Units

This course, for non-math majors, will study the limits and the foundations of differential and integral calculus with an emphasis on applications. The use of technology (graphing calculator, websites, Maple) will be used. Prerequisite: Intermediate Algebra is required for successful completion of this course.

MTH 265 Introduction to Statistics 3 Units

As a basic statistics course applicable to education, business, and the hard sciences, this course will include topics such as descriptive statistics, the normal, binomial, F-, and Chi-squared distributions, and hypothesis testing. Optional topics might include additional non-parametric tests and ANOVA. A TI-83 graphing calculator or Microsoft Excel is required.

MTH 271 Calculus I 5 Units

This course will study differential and integral calculus with applications including an emphasis on using calculus to solve problems. Lab time is included in the schedule. A graphing calculator is expected.

MTH 272 Calculus II 5 Units

A continuation of MTH 271, this course will include a study of integral calculus with an emphasis on the definite integral, transcendental, parametric, and polar-functions along with their derivatives and integrals, series, and sequences, and an introduction to differential equations. A graphing calculator is expected along with the ability to use appropriate computer software. Lab time is included in the schedule. Prerequisite: MTH 271 or acceptable AP examination credit.

MTH 295 Mathematical Notation and Proof 3 Units

This course will introduce standard mathematical notation, methods, truth tables, and principles of symbolic logic for use in determining the validity of arguments, dealing with proper notation and structure in mathematical proofs including direct and indirect proofs, mathematical induction, and construction of counter-examples. Application will be made to a field of mathematics such as set theory, algebra, or geometry.

MTH 301 Mathematics for Teachers 3 Units

This course is designed to meet the California Commission on Teacher Credentialing (CCTC) criteria for students studying to become elementary teachers and will include review of the topics within most elementary mathematics curriculum. The content areas covered will be set theory, pre-operational skills, whole number operations, estimations and mental calculation, number theory, fractions, decimals and integers, rational and real numbers, statistics, measurement, and geometry including terminology, polygons, similarity, congruence, coordinate geometry, symmetry, reflections, and notations with problem solving being emphasized throughout. Topics will be presented with appropriate styles of mathematical methodology and hands-on classroom activities. Prerequisites: junior or senior standing.

MTH 371 Linear Algebra 3 Units

This course will study properties of matrix arithmetic, systems of linear equations, determinants, vector spaces, linear transformations, diagonalization, inner products, and applications of these topics. Prerequisite: MTH 272 or appropriate advanced placement examination grade.

MTH 373 Calculus III 4 Units

As a continuation of MTH 272, this course will include the study of vector calculus, three-dimensional calculus, partial derivatives, multiple integrals, differential calculus, and other selected topics in vector calculus. Prerequisite: MTH 272 or appropriate advanced placement (AP) examination grade.

MTH 376 Discrete Mathematics 3 Units

This course will include the study of relations and functions, graph theory, counting principles and combinatorics, set theory, Boolean algebra, code theory, linear programming, and other selected topics. Offered alternate years.

MTH 380 Modern Geometry 3 Units

This course will provide a general study of deductive systems of geometry including Euclidean, projective, finite, and other non-Euclidean geometries. Offered alternate years.

MTH 387 Theory of Probability 3 Units

This course will look at the probability and combinatorics; discrete and continuous random variables; the normal, gamma, Chi-square, Poisson, and binomial distributions with applications. Offered alternate years.

MTH 388 Mathematical Statistics 3 Units

A continuation of MTH 387, this course will cover various multivariate probability distributions, bias and unbiased estimators, Least Square estimation, ANOVA, Block Designs, and a revisit of hypothesis testing and a study of nonparametric statistics. Prerequisite: MTH 387. Offered alternate years.

MTH 390 Practicum: Math 1-3 Units**MTH 420 Number Theory 3 Units**

This course will provide a developmental study of natural numbers and the integers including mathematical induction, prime numbers, divisibility, congruence, and Diophantine along with selected theorems and applications of Fermat, Euler, and Gauss as well as modern applications of number theory. Prerequisite: MTH 295 or approval of instructor. Offered alternate years.

MTH 473 Modern Algebra 3 Units

This course will study the properties and operations within groups, rings, integral domains, fields, normal subgroups, quotient groups, homomorphism's, and isomorphism's. Prerequisite: MTH 373. Offered alternate years.

MTH 484 Differential Equations 3 Units

This course will cover the classification of differential equations along with first order equations, exact differentials, integrating factors, higher order differential equations, method of undetermined coefficients, variation of parameters, operator methods, solution by infinite series, and Laplace transformations. Prerequisite: MTH 373 or approval of instructor. Offered alternate years.

MTH 489 Real Analysis 3 Units

This course will introduce the topics of real analysis by studying the topology of \mathbb{R}^n , continuity, differentiability, integration, and how these topics are related. Included will be proofs of the Heine-Borel and Bolzano-Weierstrass theorems, the intermediate value and mean value theorem, as well as the fundamental theorem of calculus. Prerequisites: MTH 295 and MTH 373. Offered alternate years.

MTH 490 Internship: Mathematics 8 Units**MTH 495 Topics in Mathematics - Review 1.5 Unit**

As the first of two (2) capstone courses for all mathematics majors, students will meet as a group once per week to review competencies in the major, take group-wide assessments, and complete a preliminary research abstract on a topic of their choice as they work with a faculty mentor followed by a short presentation to their peers and faculty regarding their preliminary findings for reaction and feedback. Prerequisite: senior standing.

MTH 496 Topics in Mathematics - Final 1.5 Unit

As the second of two (2) capstone courses for all mathematics majors, students, working with a faculty mentor, will complete their research from MTH 495 on a written project and present their findings to a committee of peers and faculty. Inclusion of the research project in the President's Academic Showcase for Undergraduate Research is encouraged.

Prerequisite: senior standing.

Music (MUS)

MUS 102 Music Fundamentals 3 Units

This entry-level course is intended for general education students or those considering a music major and will provide an opportunity to develop skills in sight reading, music theory, and aspects of basic musical analysis.

MUS 111 Experiences in Music 3 Units

Through integrated reading, listening, discussion, musical participation, and concert attendance students will identify, experience, and understand the elements of music and basic notation and will apply active listening skills to the study of global and Western music from the Middle Ages to the present day in this course. A class fee is required to cover the cost of concert attendance.

MUS 112 Music in the Liberal Arts 3 Units

Through integrated reading, multimedia presentations, listening, writing, and concert attendance, students will engage with music in this online course in the context of history, style, literature, science, faith, sociology, and philosophy. A class fee is required to cover the cost of concert attendance.

MUS 176 Opera Workshop I 2 Units

In this course students will learn basic concepts of communication and character development through reading, research, writing, and develop performance skills by singing in the opera chorus.

MUS 201 Music Theory I 3 Units

As a beginning study of the craft of music for music majors and minors or general students with considerable musical experience, this course will include the study and application of scales, intervals, triads, rhythms, and elementary chord progression through analysis and writing. Co-requisites: normally taken concurrently with MUS 211. Recommended MUS 102 or other training in the fundamentals of musical notation.

MUS 202 Music Theory II 3 Units

Continuation of MUS 201, this course will study seventh chords, modulation and basic musical forms through analysis and composition of four-part textures. Prerequisite: should be taken concurrently with MUS 212.

MUS 211 Aural Skills I 1 Unit

This course will provide students with the training and tools that will aid in the development of sight-singing, dictation, and basic keyboard skills that support basic concepts as they learn to hear and identify basic harmonic (intervals, triads, and chord progressions) and rhythmic and melodic materials using the moveable-do solfège system.

MUS 212 Aural Skills II 1 Unit

A continuation of MUS 211. Prerequisite: should be taken concurrently with MUS 202.

MUS 215 Music Technology 1 Unit

This course will introduce the electronic tools for music making including CD mastering, sequencing, recording, and score production. Offered alternate years.

MUS 221 Beginning Conducting 2 Units

As a beginning study in the craft of conducting, this course will include the basic beat patterns, preparatory and release gestures, and simple non-verbal stylistic cues. Students will conduct a musical ensemble composed of class members.

MUS 222 Intermediate Conducting 2 Units

As a continuation of MUS 221, students will build upon their conducting skills with more advanced study in expressive gestures, left-hand independence, cueing, psychological conducting, and score preparation. Prerequisite: MUS 221.

MUS 261 Introduction to Music Teaching 1 Unit

This course will explore career opportunities in music education including elementary, middle, and high school as well as studio pedagogy through readings, seminar discussions, and field experience in area schools and studios. Prerequisites: at least sophomore standing, MUS 102, MUS 111, MUS 112, or MUS 201 (or concurrent registration), or permission of instructor.

MUS 276 Opera Workshop II 2 Units

In this course students will learn basic concepts of communication and character development through reading, research, and writing as they develop performing skills through singing in the opera chorus and learning small solo roles.

MUS 281 Introduction to Worship Band 0.5 Units

This course is a focused classroom and rehearsal experience teaching standard concepts and worship band ensemble methods that are applied in the preparation and performance of much of today's modern worship repertoire. It is open to all students but specifically required for all incoming freshmen or transfer students that are new to our worship band program. All ensembles may be repeated for credit, but only two (2) units will apply toward graduation except in the case of students in a music major/minor where additional units are required.

MUS 303 Music Theory III 3 Units

As a continuation of MUS 202, this course will include analysis of counterpoint, classical forms, and chromatic alteration of melody and chord progression, as well as further development of composition skills. Prerequisite: MUS 202.

MUS 304 Music Theory IV 3 Units

As a continuation of MUS 303, this course will study extended forms and melodic-harmonic formula characteristic of the 19th century; introduce techniques of the 20th century; and cultivate related compositional skills. Prerequisite: MUS 303.

MUS 312 Brass Techniques 1 Unit

Basic techniques for playing, teaching, and maintaining brass instruments along with curricular concepts and materials for teaching beginning instrumentalists will be covered in this course. Prerequisites: considerable musical experience, preferably instrumental, and consent of instructor. Offered alternate years.

MUS 313 Percussion Techniques 1 Unit

Basic techniques for playing, teaching, and maintaining percussion instruments will be covered in this course. Prerequisites: considerable musical experience, preferably instrumental, and consent of instructor. Offered alternate years.

MUS 314 Woodwind Techniques 1 Unit

Basic techniques for playing, teaching, and maintaining woodwind instruments will be covered in this course. Prerequisites: considerable musical experience, preferably instrumental, and consent of instructor. Offered alternate years.

MUS 315 String Techniques 1 Unit

Basic techniques for playing, teaching, and maintaining string instruments will be covered in this course. Prerequisites: considerable musical experience, preferably instrumental, and consent of instructor. Offered alternate years.

MUS 323 Aural Skills III 1 Unit

A continuation of MUS 212. Prerequisites: MUS 212; should be taken concurrently with MUS 303.

MUS 324 Aural Skills IV 1 Unit

A continuation of MUS 323. Prerequisites: MUS 323; should be taken concurrently with MUS 304.

MUS 331 Music History: Antiquity to Bach 3 Units

This survey course will examine the development of Western art music in Western history from ancient Greece antiquity to the time of J.S. Bach including the relationship between secular and ecclesiastical music, vocal and instrumental music, and the trends, genres, and composer; questions of social function; and the relationship between secular and ecclesiastical music. Prerequisite: MUS 202 or consent of instructor approval. Offered alternate years.

MUS 332 Music History: Classical Period to Modernity 3 Units

This survey course will look at the development of art music in Western history from the early classical period to the present, including the social functions of music, the relationship between secular and ecclesiastical music, and vocal and instrumental music. Prerequisite: MUS 202 or instructor approval. Offered alternate years.

MUS 376 Opera Workshop III 2 Units

In this course students will learn concepts of communication and character development through reading, research, and writing as they develop performance skills by participating in the opera chorus and singing solo roles.

MUS 381 Contemporary Issues in Church Music 3 Units

This course will look at the theology, methods, and principles for leading a worship arts ministry including the evaluation and development of working definitions for 'contemporary' worship; planning worship services for varied congregational settings; worship ministry in the context of congregational change; values that shape worship ministry programming; the role of technology; and the application of a theology of worship in cultivating a character of leadership. Prerequisite: MUS 281 or consent of instructor. Offered alternate years.

MUS 382 Contemporary Worship Ensemble Leadership 3 Units

This course will study and apply worship band ensemble leadership principles including the development of an intentional leadership team; the audition process; rehearsal techniques for band and vocal teams; arranging and writing lead sheets and rhythm charts; and the role and direction of a praise choir, organization, and spiritual leadership. Prerequisites: THL 281 and THL 381 or consent of instructor. Offered alternate years.

MUS 390 Practicum: Music Leadership 1-2 Units

As a closely supervised introductory experience in directing musical ensembles, this course will assist students in classroom teaching or other approved music leadership activity. Prerequisites: junior standing, completion of at least fifteen (15) units in music, an appropriate methods course, demonstrated music leadership ability, and consent of instructor.

MUS 391 Practicum: Church Music 0.5-2 Units

This is a supervised experience in leadership of campus worship music or preliminary field work in a Christian congregation. Taken in .5 unit increments.

MUS 398 Junior Recital 1-3 Units**MUS 401 Advanced Studies in Music 3 Units**

This course will be scheduled when there is adequate student interest in particular topics such as jazz, counterpoint, arranging for instrumental, choral or handbell groups, electronic music, music in particular cultures, a period of music history, or topics in music education. Prerequisites: depends on the topic selected, but normally MUS 202 and one (1) music history course.

MUS 402 Orchestration 2 Units

As a study of instrumental timbre and the application of instrument combinations to achieve artistic sonority in music, this course will emphasize the study of orchestral scores and will culminate with a final project consisting of a full orchestration of a short organ prelude. This course will also help students become familiar with music notation software. Prerequisites: MUS 202, one (1) history course, and one (1) instrumental techniques course or equivalent experience. Offered alternate years.

MUS 412 Instrumental Methods and Repertoire 2,3 Units

This advanced instrumental music methods course will focus on repertoire, rehearsal management, advanced conducting issues and techniques, pedagogy, planning, and administration. Prerequisites: MUS 202 and MUS 222 or consent of the instructor. Offered alternate years.

MUS 441 Handbell Methods and Repertoire 1-3 Units

This course will study the organization and directing of handbell programs: · the one (1)-unit course includes a philosophy of handbell ringing, methods for beginning ringers, materials and equipment, recruitment, and handbell literature for school and church. · The two (2)-unit course adds literature, curriculum, and methods for more advanced ringers, small ensembles, and solos. · The three (3)-unit course adds work in composition and arranging for handbells as well as advanced conducting. Prerequisites for one (1) or two (2) units: experience with handbell ringing and familiarity with musical notation; for the three (3)-unit course: MUS 202 and MUS 221.

MUS 451 Music Cultures of the World I 3 Units

This course will introduce students to the study of music as a universal cultural phenomenon and the discipline of ethnomusicology with exposure to the musical and social aspects of folk, traditional, and art music of Latin America, Africa, India, North America, Southeast Asia, and contemporary mass media. Prerequisite: MUS 102, MUS 111, MUS 112, MUS 201 or equivalent knowledge and experience in music strongly encouraged. Offered alternate years.

MUS 452 Music Cultures of the World II 3 Units

This course will introduce students to the study of music as a universal cultural phenomenon and the discipline of ethnomusicology with exposure to the musical and social aspects of folk, traditional, and art music of regions from Eastern Europe to Asia including the Middle East, Oceania, China, Japan, and Korea, as well as Mexico and the Caribbean. Prerequisite: MUS 102, MUS 111, MUS 112, MUS 201, or equivalent knowledge; experience in music encouraged. Offered alternate years.

MUS 461 Music for Children 2,3 Units

This course will allow students to identify, understand, and work with the music capabilities of children, including the following: · The three (3)-unit course is required for music education and liberal studies majors and others interested in developing school music curricula and/or other special skills and projects. · The two (2)-unit course is available to others primarily interested in preparing musical activities and cultivating classroom teaching skills. Prerequisites: MUS 111, MUS 112, MUS 201, or equivalent; basic music reading ability and musical experience recommended.

MUS 462 Music in Secondary Schools 2 Units

This course will study the principles and practices for teaching music in secondary (middle and high) schools including philosophy, organization, curriculum development, and lesson-planning for general music. It will also prepare students to take the CSET (California Subject Examination for Teachers) in music. Prerequisites: MUS 261 and MUS 461 or concurrent registration. Offered alternate years.

MUS 471 Choral Methods and Repertoire 3 Units

This advanced choral music methods course will focus on repertoire, rehearsal management, advanced conducting techniques, vocal pedagogy, planning, and administration. Prerequisites: MUS 202 and MUS 222 or consent of instructor. Offered alternate years.

MUS 476 Opera Workshop IV 2 Units

In this course students will learn concepts of communication and character development through reading, research, and writing as they develop performance skills by participating in the opera chorus and singing solo roles and writing program notes related to their role.

MUS 481 Contemporary Issues in Church Music 2 Units

The historical and theological foundation and preparation of contemporary Christian music for the worship service. Course activities may include various methods and materials for music teams, arranging for contemporary worship ensemble, modern music theory and instruction in the use of MIDI-based devices and software. Prerequisite: MUS 221 or experience in leading church music activities. Keyboard experience recommended.

MUS 482 Musical Heritage of the Church 3 Units

This course will survey of the role, development, and function of music in the Christian church from its roots in the Old Testament to the present day, with attention given to biblical, theological, social, and cultural considerations. Offered alternate years.

MUS 483 A Survey of Christian Hymnody 3 Units

This is an historical survey course of Christian hymnody which will develop an awareness of the poetic, musical, theological, and spiritual aspects of hymnody for both congregational and devotional use. Offered alternate years.

MUS 484 Planning Music in Christian Worship 2 Units

A practical study of planning music within the worship service will be presented in this course as students draw upon their experiences in theology, worship, history, arranging, performance, and repertoire courses to create and evaluate worship forms in today's church.

Prerequisites: THL 382; MUS 331, MUS 471, MUS 481, and MUS 482/THL 482, MUS 483/THL 483, and MUS 485/THL 485 are also suggested. Offered alternate years.

MUS 485 Contemporary Christian Song 2 Units

This survey course that will look at the development and function of contemporary Christian music appropriate for use within both liturgical and non-liturgical worship services as students draw upon their experiences in theology, music, and worship courses and learn to select and evaluate contemporary music appropriate for a Lutheran-Christian worship context. Prerequisites: THL 382; MUS 482/THL 482 and MUS 483/THL 483 are also suggested.

MUS 490 Internship: Music 1-6 Units

This is a culminating field experience course for students preparing for a professional career in music. Prerequisites: music major with senior standing and all core courses completed.

MUS 491 Fieldwork in Church Music I 3 Units

This is an extended supervised field work course in musical leadership in a Christian congregation. Prerequisites: fingerprint clearance and approval of the DPM program director.

MUS 492 Senior Field Work in Church Music II 3 Units

A continuation of MUS 491. Prerequisites: MUS 491 and approval of DPM director.

MUS 498 Senior Project in Music 2,3 Units

This course is the final requirement for students in the music major when church music, music theory, music history, ethnomusicology, or music education is their primary interest (see MU_498). Prerequisite: approval of senior project application by the music faculty. See also Senior Project Guidelines available in the Music Office.

Music: Applied

MUBB 101 Private Lessons: Trombone/Euphonium 1,2 Unit

MUBB 301 Advanced Trombone 1,2 Unit

MUBB 398 JR RECITAL: TROMBONE 1-2 Units

MUBB 401 CNSV Trombone 1,2 Unit

MUBB 498 SR RECITAL: TROMBONE 1-2 Units

MUBF 101 Private Lessons: French Horn 1,2 Unit

MUBF 201 Intermediate French Horn 1,2 Unit

MUBF 301 Advanced French Horn 1,2 Unit

MUBF 398 JR RECITAL: FRENCH HORN 1-2 Units

MUBF 401 CNSV French Horn 1,2 Unit

MUBF 498 Senior Recital: French Horn 2 Units

MUBT 101 Private Lessons: Trumpet 1,2 Unit

MUBT 201 Intermediate Private Trumpet/Cornet 2 Units

MUBT 301 Advanced Private Trumpet/Cornet 2 Units

MUBT 398 Junior Recital: Trumpet 1-2 Units

MUBT 401 CNSV Private Trumpet/Cornet 2 Units

MUBT 498 Senior Recital: Trumpet 2 Units

MUBU 101 Private Lessons: Tuba/Euphonium 1,2 Unit

MUBU 201 Intermediate Private Baritone/Tuba 1,2 Unit

MUBU 301 Advanced Private: Baritone/Tuba 1,2 Unit

MUBU 398 JR RECITAL: BARITONE/TUBA 1-2 Units

MUBU 401 CNSV Private Baritone/Tuba 1,2 Unit

MUBU 498 SR RECITAL: BARITONE/TUBA 1-2 Units

MUCO 101 Private Lessons: Composition 1,2 Unit

MUCO 201 Intermediate Private Composition 1,2 Unit

MUCO 301 Advanced Private Composition 1,2 Unit

MUCO 398 JR RECITAL: COMPOSITION 1-2 Units

MUCO 401 CNSV Private Composition 1,2 Unit

MUCO 498 Senior Recital: Composition 1-2 Units

MUGB 101 Private Lessons: Guitar-Bass 1,2 Unit

MUGB 301 Advanced Bass Guitar 1,2 Unit

MUGB 398 JR RECITAL: BASS GUITAR 1-2 Units

MUGB 401 CNSV Bass Guitar 1,2 Unit

MUGU 100 Guitar Class 1 Unit

MUGU 100A Guitar Class I 1 Unit

This course will teach basic skills to the beginning guitarist.

MUGU 100B Guitar Class II 1 Unit

This course will build upon the skills gained in MUGU 100A as students continue to develop basic guitar skills. Prerequisite: MUGU 100A or instructor's permission.

MUGU 101 Private Lessons: Bass Guitar 1,2 Unit

MUGU 201 Intermediate Private Guitar 1,2 Unit

MUGU 301 Advanced Private Guitar 1,2 Unit

MUGU 401 CNSV Private Guitar 1,2 Unit

MUGU 498 Senior Recital: Guitar 1-2 Units

MUHA 101 Private Lessons: Handbells 1,2 Unit

MUHA 201 Intermediate Private Handbells 2 Units

MUHA 301 Advanced Private Handbells 2 Units

MUHA 398 JR RECITAL: HANDBELLS 1-2 Units

MUHA 401 CNSV Private Handbells 1,2 Unit

MUHA 498 Senior Recital: Handbells 2 Units

MUKO 100 Organ Class 1 Unit

This course will introduce basic organ techniques and repertoire to students with limited or no prior organ experience. As students become comfortable with combining hands and feet, the class will address topics such as organ repertoire, mechanics of the instrument, practical applications (hymn playing in particular), touch, articulation, and registration. Practice times is required and the student will need to obtain organ shoes and purchase a textbook. The course may be repeated.

MUKO 101 Private Lessons: Keyboard-Organ 1,2 Unit

MUKO 201 Intermediate Organ 1,2 Unit

MUKO 301 Advanced Organ Lessons 1,2 Unit

MUKO 398 Junior Recital: Organ 1-2 Units

MUKO 401 CNSV Organ Lessons 1,2 Unit

MUKO 498 Senior Recital: Organ 2 Units

MUKP 100 Piano Class 1 1 Unit

MUKP 100A Piano Class I 1 Unit

This course will offer students basic keyboard playing skills and concepts including the ability to read and play music by recognizing rhythms, intervals, chords, scales, and other musical patterns. Students will become familiar with the tools and terms of music and begin to read music.

MUKP 100B Piano Class II 1 Unit

This course will build upon the skills gained in MUKP 100A as students continue to develop basic keyboard skills. Prerequisite: MUKP 100A or instructor's permission.

MUKP 101 Private Lessons: Keyboard-Piano 2 Units

MUKP 201 Intermediate Piano 1,2 Unit

MUKP 211 Piano Competency 0 Units

Students in a music major must register for MUKP 211 the semester in which they plan to take the examination. A fee will be assessed.

MUKP 301 Advanced Piano Lessons 1-2 Units

MUKP 398 Junior Recital: Piano 1-2 Units

MUKP 401 CNSV Piano Lessons 1,2 Unit

MUKP 498 Senior Recital: Piano 1-2 Units

MUPD 101 Private Lessons: Percussion-Drum Set 1,2 Unit

MUPD 201 Intermediate Percussion Drum Set 1,2 Unit

MUPD 301 Private Lesson: Percussion Drum Set 1,2 Unit

MUPD 398 JR RECITAL: PERCUSS-DRUM 1-2 Units

MUPD 401 Private Lessons: Percussion-Drum Set 1-2 Units

MUPD 498 SR RECITAL: PERCUSS-DRUM 1-2 Units

MUPE 101 Private Lessons: Percussion-Concert 1,2 Unit

MUPE 201 Intermediate Private Percussion 1,2 Unit

MUPE 301 Advanced Private Percussion 1,2 Unit

MUPE 398 JR RECITAL: PERCUSSION 1-2 Units

MUPE 401 CNSV Private Percussion 1,2 Unit

MUPE 498 Senior Recital: Percussion 2 Units

MUVA 101 Private Lessons: Viola 1,2 Unit

MUVA 201 Intermediate Viola 1,2 Unit

MUVA 301 Advanced Viola Lessons 1,2 Unit

MUVA 398 JR RECITAL: VIOLA 1-2 Units

MUVA 401 CNSV Viola Lessons 1,2 Unit

MUVA 498 Senior Recital: Viola 2 Units

MUVB 101 Private Lessons: Viola-Bass 1,2 Unit

MUVB 301 Advanced Contra/Bass Viola Lessons 1,2 Unit

MUVB 398 JR RECITAL: CONTRA/BASS VIOLA 1-2 Units

MUVB 401 CNSV Contra/Bass Viola Lessons 1,2 Unit

MUVB 498 Senior Recital: Contra/Bass 1-2 Units

MUVC 201 Intermediate Violin Cello 1,2 Unit

MUVC 301 Advanced Violin Cello Lessons 1,2 Unit

MUVC 398 JR RECITAL: VIOLIN CELLO 1-2 Units

MUVC 401 CNSV Violin Cello Lessons 1,2 Unit

MUVC 498 SR RECITAL: VIOLIN CELLO 1-2 Units

MUVH 101 Private Lessons: Harp 1,2 Unit

MUVH 201 Intermediate Harp 1,2 Unit

MUVH 301 Advanced Harp Lessons 1,2 Unit

MUVH 398 Junior Recital Harp 1,2 Unit

MUVH 401 CHSV Harp Lessons 1,2 Unit

MUVH 498 Senior Recital: Harp 1-2 Units

MUVN 101 Private Lessons: Violin 1,2 Unit

MUVN 201 Intermediate Violin 1-2 Units

MUVN 301 Advanced Violin Lessons 1,2 Unit

MUVN 398 Junior Recital: Violin 1,2 Unit

MUVN 401 CNSV Violin Lessons 1,2 Unit

MUVN 498 Senior Recital: Violin 1,2 Unit

MUVO 100 Voice Class 1 Unit

This interactive course will introduce students to fundamental aspects of the singing process including alignment, breath support and management, resonance, vowels and consonants, and interpretation and performance techniques.

MUVO 201 Intermediate Voice 1,2 Unit**MUVO 301 Advanced Voice Lessons 1,2 Unit****MUVO 398 Junior Recital: Voice 1-2 Units****MUVO 401 CNSV Voice Lessons 1,2 Unit****MUVO 498 Senior Recital: Voice 2 Units****MUWB 201 Intermediate Private Bassoon 1,2 Unit****MUWB 301 Advanced Private Bassoon 1,2 Unit****MUWB 398 Junior Recital: Bassoon 2 Units****MUWB 401 CNSV Private Bassoon 1,2 Unit****MUWB 498 SR RECITAL: BASSOON 1-2 Units****MUWC 201 Intermediate Private Clarinet 1,2 Unit****MUWC 301 Advanced Private Clarinet 1,2 Unit****MUWC 398 Junior Recital: Clarinet 1-2 Units****MUWC 401 CNSV Private Clarinet 1,2 Unit****MUWC 498 Senior Recital: Clarinet 2 Units****MUWF 201 Intermediate Private Flute/Piccolo 1,2 Unit****MUWF 301 Advanced Private Flute/Piccolo 1,2 Unit****MUWF 398 JR RECITAL: FLUTE/PICCOLO 1-2 Units****MUWF 401 CNSV Private Flute/Piccolo 1,2 Unit****MUWF 498 SR RECITAL: FLUTE/PICCOLO 1-2 Units****MUWO 201 Intermediate Private Oboe/English Horn 1,2 Unit****MUWO 301 Advanced Private Oboe/English Horn 1,2 Unit****MUWO 398 Junior Recital: Oboe 2 Units****MUWO 401 CNSV Private Oboe/English Horn 1,2 Unit****MUWO 498 Senior Recital: Oboe/English Horn 2 Units****MUWS 201 Intermediate Private Saxophone 1,2 Unit****MUWS 301 Advanced Private Saxophone 1,2 Unit****MUWS 398 Junior Recital: Saxophone 2 Units****MUWS 401 CNSV Saxophone Lessons 1,2 Unit****MUWS 498 SR RECITAL: SAXOPHONE 1-2 Units**

Music: Ensemble (MUE)

MUE 239 Concordia Men's Chorus 1 Unit

This select men's choir performs choral music of all eras in concerts and church services both on and off campus and works on the development of advanced vocal techniques and musical skills. There may be an additional charge for required field trips or tours. All ensembles may be repeated for credit but only two (2) units will apply toward graduation except in the case of students in a music major/minor where additional units are required. Membership is by audition.

MUE 242 Spirit Bells 1 Unit

This course will focus on intermediate and advanced handbell techniques for performing advanced literature in concerts, area churches, on campus, and on tour. All ensembles may be repeated for credit but only two (2) units will apply toward graduation except in the case of students in a music major/minor where additional units are required. There may be an additional charge for required field trips or tour. Membership is by audition; previous handbell experience is expected.

MUE 244 Handbell Quartet 0.5 Units

This quartet will provide an intensive experience in small-ensemble handbell performance with possible off-campus travel. Membership is selected from ringers in one of the touring handbell ensembles.

MUE 248 Handbell Workshop 1 Unit**MUE 258 Flute Ensemble 0.5 Units**

This chamber music outreach ensemble will perform music for recitals and worship services or pedagogical ensemble to assist with musician development. All ensembles may be repeated for credit, but only two (2) units will apply toward graduation except in the case of students in a music major/minor where additional units are required. Membership is by appointment.

MUE 259 Concordia Sinfonietta 1 Unit

This orchestra of string, woodwinds, brass, and percussion that performs significant literature in concerts, tours, and worship services with an emphasis on the development of advanced ensemble playing techniques, musical perception, and music ministry. All ensembles may be repeated for credit, but only two (2) units will apply toward graduation except in the case of students in a music major/minor where additional units are required. There may be an additional charge for required field trips or tours. Membership is by audition/selection.

MUE 260 Piano Ensemble 0.5 Units

This is a performance laboratory that explores and develops repertoire for 4 or more hands on both one piano and two pianos, with a focus on providing ensemble opportunity to students through a variety of musical styles and their interpretation. The course is open to all students with the permission of the instructor. Students will improve rehearsal skills, develop stronger musicianship, and improve interpretive skills.

MUE 262 Chamber Music Ensemble 0.5 Units

Chamber Music Ensemble is designed to give singers and instrumentalists an introduction to working in chamber music settings which can include duos, trios, and quartets. It is a hands-on laboratory that will include meetings as a group with the instructor to discuss topics related to the field of chamber music as well as individual and group coaching sessions, and performances. Participants will be assigned musical partners to work with throughout the semester and will be expected to practice assigned music on their own and with their partners outside of class.

MUE 282 Worship Band 0.5 Units

In this course band members will rehearse basic contemporary worship repertoire for use in campus chapel and worship services. Worship ensembles meet on a weekly basis and personnel can vary depending on schedule availability. All ensembles may be repeated for credit, but only two (2) units will apply toward graduation except in the case of students in a music major/minor where additional units are required. Worship ensembles meet on a weekly basis and personnel can vary depending on schedule availability. There may be an additional charge for required field trips or tours. Membership Placement into a worship ensemble is by audition and/or invitation only.

MUE 284 Guitar Ensemble 0.5 Units

This ensemble is made up of select guitar students for special performances on and off campus. All ensembles may be repeated for credit, but only two (2) units will apply toward graduation except in the case of students in a music major/minor where additional units are required. There may be an additional charge for required field trips or tours. Membership is by invitation from the guitar studio.

Philosophy (PHI)

PHI 211 Philosophical Ethics 3 Units

This introductory course to philosophy through the examination of major traditions of ethical reflection in the history of philosophy such as Socrates, Plato, Aristotle, Kant, and Mill. Offered alternate years.

PHI 433 Philosophy of Religion 3 Units

This introductory course to the issues of the philosophy of religion including epistemological method, the classical proofs for God's existence, determinism, free will, religious experience, faith and reason, and the problem of evil. Prerequisites: CTHL 101 or CTHL 200; CPHI 101 or CPHI 200; or consent of instructor. Offered alternate years.

PHI 439 Analytic Philosophy 3 Units

This course will introduce contemporary Western philosophy including 19th century background, the "early" and "later" Wittgenstein, G.E. Moore, B. Russell, and the "ordinary language" movement. References to Christian respondents to the practitioners of this style of philosophy will also be examined. Prerequisite: CPHI 101, CPHI 200, or PHI 211. Offered alternate years.

PHI 467 Bioethics and Healthcare Professions 3 Units

This course will examine the ethical issues raised by modern advances in health care and biological research as students study both the philosophical and theological approaches to health ethics. Special attention will be given to contemporary developments in both religious and philosophical ethics and the possibilities for dialog between philosophical theories, religious voices, and biblical ethics and will be closely tied to a range of concrete cases and narratives likely to be encountered by today's health care professionals.

PHI 491 Special Topics 3 Units

This seminar course will focus on philosophical topics which will vary with each offering.

Physics (PHY)

PHY 211 Physics I 4 Units

This introductory course will emphasize classical mechanics, wave motion, and thermodynamics. Lab time is included in the schedule. A lab fee is required. Prerequisite: consent of division chair.

PHY 212 Physics II 4 Units

As a continuation of PHY 211, this course will emphasize electricity, magnetism, light, optics, and modern physics. Lab time is included in the schedule. A lab fee is required. Prerequisite: PHY 211.

PHY 221 Calculus-based Physics I 4 Units

This course will study Newtonian mechanics: vectors and scalars, kinematics and dynamics of translational and rotational motion, Newton's laws, speed, velocity, acceleration, force, torque, work, energy, linear and angular momentum, wave and harmonic motion, gravitation, friction, conservation of energy and momentum, thermodynamics. A lab fee is required. Co-requisite: MTH 271 or consent of instructor.

PHY 222 Calculus-based Physics II 4 Units

As a continuation of PHY 221, this course will cover thermodynamics, Maxwell's equations of electricity and magnetism, current, voltage, resistance, inductance, reactance, power, optics and optical systems, interference, diffraction, polarization, dispersion, and coherence. Lab time is included in the schedule. A lab fee is required. Prerequisites: PHY 221; co-requisite: MTH 272 or consent of instructor.

PHY 231 Astronomy I 4 Units

This course will provide a comprehensive introduction to planetary astronomy with a brief exposure to stellar astronomy including the solar system, sun, planets, moons, asteroids, comets, meteors, meteorites, stars, galaxies, origins of the universe, telescopes, spectra, and space exploration.

PHY 232 Astronomy II 4 Units

This course will provide a comprehensive introduction to stellar astronomy and cosmology including star and galaxy formation, origins of the universe, black holes, dark matter, and dark energy. Lab time is included in the schedule.

PHY 311 Modern Physics 4 Units

This course will provide a rigorous introduction to the relationship between relativity, quantum mechanics, molecular, atomic, and nuclear physics, and cosmology. Lab time is included in the schedule. A lab fee is required. Prerequisite: PHY 221 or consent of instructor.

PHY 315 Electronics I: Analog Electronics 3 Units

This hands-on course will focus on the design, fabrication, and testing of analog electronic circuits, circuit components, and devices with special emphasis on the use of electronic test equipment. Lab time is included in the schedule. A lab fee is required. Prerequisite: PHY 221 or consent of instructor.

PHY 316 Electronics II: Digital Electronics 3 Units

This hands-on course will focus on the design, fabrication, and testing of digital electronic circuits, circuit components, and devices with special emphasis on programming and computer control of digital circuits and devices. Lab time is included in the schedule. A lab fee is required. Prerequisites: PHY 221 and PHY 315 or consent of instructor.

PHY 325 Scientific Equipment Design and Fabrication 3 Units

This hands-on course will focus on the design of scientific equipment, the use of scientific glassblowing, and machine shop tools, particularly the lathe and the knee-type mill, to fabricate, repair, and modify scientific equipment; also included will be a comprehensive introduction to vacuum technology. Lab time is included in the schedule. A lab fee is required. Prerequisite: PHY 221 or consent of instructor.

PHY 340 Optics 4 Units

This course will cover classical and quantum descriptions of electromagnetic radiation, lenses, mirrors, polarizers, dispersion, refraction, diffraction, scattering, image formation, optical systems, aberrations, optical sources and detectors, spectroscopy, and matrix and Fourier transform methods in optics. Lab time is included in the schedule. A lab fee is required. Prerequisite: PHY 221 or consent of instructor.

PHY 350 Mechanics and Lab 4 Units

This course will cover advanced formulations of Newton's laws of motion, conservation laws, Hamilton's and Lagrange's equations, least action principle, conservative and dissipative systems, domain of applicability, and limitations of classical mechanics. Lab time is included in the schedule. A lab fee is required. Prerequisite: PHY 221 or consent of instructor.

PHY 405 Math and Computational Physics 3 Units

This course will provide a rigorous introduction to the mathematical and computational methods that underlie physics including multivariable calculus, differential equations, matrix methods, expansions in complete sets of orthonormal functions, complex variables, eigenvalue/eigenvector problems, and variational methods. Prerequisites: PHY 221 and MTH 373 or consent of the instructor.

PHY 410 Electrodynamics 3 Units

This course will focus on electrical charge, Coulomb's law, electric fields associated with stationary charge distributions, moving charges, currents, magnetic fields, Lorentz force law, Faraday's law of induction, Maxwell's equations, generation, propagation, polarization, and detection of electromagnetic radiation, and basic antenna theory. Prerequisites: PHY 405 and MTH 373 or consent of instructor.

PHY 420 Quantum Mechanics 3 Units

This course will address key concepts and methods in quantum physics with special emphasis on setting up, solving, and approximating solutions of the Schrodinger equation by perturbational or variational methods, and describing spectroscopy in terms of transitions between quantum states. Prerequisites: PHY 405 and MTH 373 or consent of instructor.

PHY 425 Thermodynamics 3 Units

This course will address key concepts in thermodynamics including the 0th, 1st, 2nd, and 3rd laws, Maxwell's equations of thermodynamics, heat capacities, state functions, heat, work, heat engines, thermodynamic cycles, and an introduction to statistical thermodynamics. Prerequisite: PHY 221 or consent of instructor.

PHY 435 Solid State Physics and Chemistry 3 Units

This course will provide a comprehensive overview of the fundamental concepts of the structure, bonding, and chemical/physical properties of solid systems: metals, semiconductors, superconductors, insulators, and glasses. Prerequisites: PHY 221 and CHE 222 or consent of the instructor.

PHY 445 Advanced Topics in Physics 3 Units

This course will provide an in-depth exposure to an advanced physics topic or set of related physics topics in an upper-division class setting in areas not covered by the regular curricular offerings in physics. Prerequisites: junior or senior standing in physics and consent of instructor.

PHY 455 Relativity and Cosmology 3 Units

This course will provide a rigorous introduction to special and general relativity and the applications of relativity in both its special and general forms to problems in cosmology. Prerequisites: junior or senior standing in physics and consent of instructor.

PHY 465 Advanced Astronomy 4 Units

This course will focus on cutting-edge problems in stellar, galactic, and extra-galactic astronomy with an emphasis on techniques for experimental measurements in astronomical photometry and spectroscopy. Lab time is included in the schedule. A lab fee is required. Prerequisites: PHY 221 and either PHY 231 or PHY 232 or consent of instructor.

PHY 475 Medical Imaging Physics 4 Units

This course will provide an in-depth theoretical and experimental elucidation of the physics of various modern medical imaging technologies including X-rays, ultrasound, CAT scans, and MRI. Lab time is included in the schedule. A lab fee is required. Prerequisites: PHY 221 and CHE 222 or consent of instructor.

PHY 496 Research in Physics 0.5-2 Units

As a hands-on introduction to physics research, this course will emphasize research process, skills, and methods including laboratory and library research, peer-reviewed physics abstracts and journals, electronic chemical databases, professional journal manuscript style guides, and statistical analysis used in writing research manuscripts and making research presentations. Lab time is included in the schedule. A lab fee is required. Prerequisite: SCI 495.

Political Science (POL)

POL 304 International Relations 3 Units

This course will explore the basic background and methods for analysis of current issues in international affairs such as the arms race, detente, human rights and the role of multinational corporations.

POL 312 Constitutional Law 3 Units

The development of judicial interpretation of the U.S. Constitution from 1789 to the present will be examined in this course with an emphasis on the political, social, cultural, and economic context for key Supreme Court decisions. The case study method will be used to introduce students to legal reasoning, including controversial court decisions involving race, religion, gender, and limits of government authority.

POL 321 Political Thought I: Ancient to Early Modern 3 Units

This course will analyze the nuances and trace the development of Western political thought from classical Greece to 17th century northern Europe with attention given to the questions facing every generation concerning the nature of political association and the good society. Students will become familiar with each major political thinker, the context in which they wrote, and influence upon the history of ideas.

POL 322 Political Thought II: The Enlightenment 3 Units

This course will analyze the nuances and trace the development of Western political thought from the early Enlightenment (17th century) to the present with attention given to the questions facing every generation concerning the nature of political association and the good society. Students will become familiar with each major political thinker, the context in which they wrote, and their influence upon the history of ideas.

POL 341 Early Modern England 3 Units

This course will present a thematic study of English culture and life from the reign of King Henry VIII through the war for American Independence with attention being paid to culture, governance, and factors that led to the expansion of the British Empire and the conflicts in North America. Offered alternate years.

POL 390 Practicum: Political Science 3 Units**POL 412 Origins of the American Political System 1763-1803 3 Units**

This course will look at the origins of the American political system from the end of the Seven Years' War through the Louisiana Purchase and Marbury vs. Madison, focusing on government under the Articles of Confederation, the Constitutional Convention, ratification controversies, the first political party system, and Jeffersonian vs. Hamiltonian approaches to government. Offered alternate years.

POL 413 Religion and Politics in America 3 Units

The role of religion in American public life will be examined in this course with an emphasis on the interpretation and impact of the First Amendment and the concept of "separation of church and state" on religious and political life in the United States. Offered alternate years.

POL 490 Internship: Political Thought 1-8 Units

This course is an intense part- or full-time practical experience outside the classroom that is an integral part of a professional program and contributes significantly to the preparation of a student for entrance into a profession. Approximately forty (40) contact hours are required for each unit of credit. Each department may limit the maximum number of internship credit. Offered alternate years.

Psychology (PSY)

PSY 101 Introduction to Psychology 3 Units

Concepts and principles pertinent to psychological processes of social behavior, development, motivation, sensation, perception, cognition and memory, learning, personality, psychological disorders and their treatment, as well as the biological perspective will be examined in this course.

PSY 202 Human Sexuality 3 Units

This survey course will look at the topic of human sexuality with a foundation in Christian ethics guiding sexual conduct and the development of sexual behavior including gender identity, sexual orientation, sexual anatomy, contraception, reproduction and birthing, sexually transmitted diseases, sexual dysfunctions, and the paraphilic.

PSY 261 Chemical Dependency and Addiction 3 Units

This introductory course to the addictive behavior connected with alcoholism and drug use will teach students to understand the biological and psychological processes of addiction and the use of various interventive strategies in treatment.

PSY 313 Developmental Psychology: Childhood 3 Units

The development of physiological and psychological aspects of human growth will be traced from birth through childhood in this course through an examination of the theories and research evidence as well as methodological problems as they relate to the growth process.

Prerequisite: sophomore standing or above.

PSY 314 Developmental Psychology: Adolescence 3 Units

This course will study human development during the adolescent period with an emphasis on an examination of theories and research data as they relate to adolescent development including problems and adjustment patterns in the context of the family, peer groups, school, and society.

PSY 315 Developmental Psychology: Adulthood and Aging 3 Units

This introductory course to the major psychological and developmental issues concerning adulthood, aging, and the aging process; will examine the issues associated with the physical, psychological, cultural, and social aspects of aging; give students a better understanding of the grief process as it relates to the issues of adulthood and aging; and dispel many of the myths and stereotypes about aging. Offered alternate years.

PSY 320 Developmental Psychology: Lifespan 3 Units

This course will focus on the development and change through the human life-span including childhood, adolescence, adulthood, and aging. Physical, social, communicative, emotional, and cognitive issues will be covered along with the expected milestones during each phase of development while looking at each individual's unique and multifaceted physiological, psychological, sociological, and spiritual dimensions.

PSY 340 Introduction to Biopsychology 3 Units

This introductory course to the biological basis of behavior will include topics on the structure and function of the nervous system, brain-behavior relationships, and hormonal and genetic effects on behavior. Prerequisites: PSY 101; limited to psychology and behavioral science majors or consent of instructor.

PSY 345 Social Psychology 3 Units

The effect of social influences upon the development of personality and behavior patterns will be examined in this course including socialization, attitude formation and change, communication, propaganda, roles and stereotypes, leadership, and collective behavior.

PSY 351 Personality Theory 3 Units

This course will study personality through the examination of the psychological systems which determine an individuals unique adjustments to their environment including the major issues and the variety of personality theories and underlying research. (Alternate prerequisite for all upper-level psychology courses.)

PSY 361 Abnormal Psychology 3 Units

This introductory course will look at the symptoms, causes, treatment, and prevention of psychopathology including topics in anxiety, personality, and psychophysiological disorders; psychoses; addictions; sexual deviations; and organic disorders. Prerequisite: PSY 101 or its equivalent or consent of instructor.

PSY 371 Cognition 3 Units

This theoretical and research-based course will investigate the mental processes that underlie perception, imagery, attention, memory, language, reading, reasoning, decision making, and problem solving.

PSY 381 Advanced Research Methods I 3 Units

In this course students will conduct original, empirical, and/or literature review-only research under the direct supervision of and/or collaboration with an assigned faculty member with the express intent of having the resulting manuscript published in a reputable psychological outlet (e.g. professional journals, monographs, book chapters, etc.) and presentation at a professional conference. Prerequisites: research methods and statistics courses, junior or senior standing, expressed interest in applying to graduate school in psychology or kindred fields, commitment to a year-long sequence of PSY 381 and PSY 382, and consent of instructor.

PSY 382 Advanced Research Methods II 3 Units

A continuation of PSY 381. Prerequisite: PSY 381.

PSY 390 Practicum: Psychology 1-4 Units

This course is a practical, hands-on experience outside the classroom directly related to the student's major, minor or professional program that is a beneficial complement to the student's academic experience.

PSY 403 Health Psychology 3 Units

Unlike traditional models and schools of thought that see diseases solely as malfunctions of organs or breakdowns of body systems, this course will present the approach that health and illness are parts of a complex interplay among biological, psychological, and social factors.

PSY 441 Clinical and Forensic Psychology 3 Units

This course will cover clinical psychology's history and current professional issues, psychological assessment, training, and ethical issues with an emphasis on the role of the psychologist as an expert witness in court. Prerequisite: PSY 361 or its equivalent, or consent of instructor.

PSY 466 Principles of Counseling 3 Units

This foundation course will provide an understanding of the content and process of counseling including basic skills, legal and ethical issues, crisis intervention, cultural sensitivity, how and when to refer, control-mastery theory, and the integration of psychology and theology.

PSY 490 Internship: Psychology 1-8 Units

This course is an intense, practical, full- or part-time experience outside the classroom that is an integral part of a professional program, contributing significantly to the student's preparation for entrance into a profession. Approximately forty (40) contact hours are required for each unit of credit. Each department may limit the maximum number of internship credit.

Science (SCI)

SCI 115 Physical Science 4 Units

This is an introductory course to position, motion, and properties of the solar system and cosmos including a survey of spatial concepts of the earth's crust, materials, structure, and the effects on the land forms, soil, vegetation, and natural resources. An overview of the atmosphere, its composition, and the processes that make the earth's surface so dynamic will also be considered. Lab time is included in the schedule. A lab fee is required. Prerequisite: BIO 101 or CBIO 101.

SCI 118 Physical Oceanography 4 Units

This course will provide an introduction to the physical sciences in the context of physical oceanography along with the basic concepts of physics and chemistry including properties of water, ocean currents, heat budget, nutrient cycling, ocean-atmosphere interaction, El Niño-Southern Oscillation, oceanic waves, and tidal cycles. Lab time is included in the schedule along with field trips during lab time and up to two (2) weekend field trips.

SCI 211 Geology 3 Units

This course will present a study of the origin and composition of rocks and minerals; landscape development by water, ice, and wind; earthquakes; the earth's interior; the nature of mountains and their development; the drift of continental and oceanic plates; and environmental aspects of geology. One to two (1-2) weekend field trips may be required. Lab time is included in the schedule. A lab fee is required. Offered alternate years.

SCI 301 Earth Science 3 Units

This is an introductory course to the position, motion, and properties of the solar system and cosmos including a survey of spatial concepts of the earth's crust, materials, structure, and the effects on the land forms, soil, vegetation, and natural resources. An overview of the atmosphere, its composition, and the processes that make the earth's surface so dynamic will be included. Prerequisites: BIO 101 or CBIO 101; SCI 115.

SCI 318 Ocean Science 4 Units

This course will provide an interdisciplinary introduction to the biological, physical, and chemical processes, as well as the human activities that influence the presence, distribution, form, and function of marine life across a variety of marine habitats. The use of traditional lectures; peer-led, problem-based learning; and time in the lab will be included. Field trips during lab time should be expected, as well as up to two (2) weekend field trips. Prerequisites: BIO 101, BIO 111, or CBIO 101, SCI 115.

SCI 390 Practicum: Science 1-4 Units

This course is a practical, hands-on experience outside the classroom directly related to the student's major, minor or professional program that is a beneficial complement to the student's academic experience.

SCI 455 History and Philosophy of Science 3 Units

This is a historical overview course of the development of science and its philosophy, concentrating on Western thought from Augustine and the Greek influence through today's cosmology (the Big Bang) and evolutionary synthesis. Emphasis will be placed on the evolutionary synthesis, its development and controversies including the distinction between material naturalist, philosophical naturalist, and the philosophical problems of consciousness, rationality, and reductionism.

SCI 490 Internship: Science 1-6 Units

SCI 495 Research Methods 1 Unit

This course will introduce scientific research with an emphasis on process, skills, and methods. Basic techniques in laboratory, library database, peer-reviewed abstracts and journals and statistical analysis research will be used to write papers and presentations. Prerequisite: sixteen (16) units of major courses or consent of instructor.

Sociology (SOC)

SOC 101 Introduction to Sociology 3 Units

This course will analyze the topics of socialization; social interaction, relationships, deviance, control, institutions, processes, and change; family and educational problems; child abuse; crime and delinquency; and drug, alcohol, and tobacco abuse.

SOC 229 Criminology 3 Units

This introductory course to the scientific study of crime as a social phenomenon focus on how crime in our society is related to the collective aspects of human life.

SOC 316 Ethnic and Minority Relations 3 Units

This course will analyze ethnicity in contemporary urban society including the relationship between sub-cultural communities and the larger society; examining the factors and processes in the formation of minority groups; and looking at strategies for changing dominant-minority patterns.

SOC 320 Social Stratification 3 Units

This course will introduce the sources, functions, and dynamics of the unequal distribution of wealth, power, knowledge, and prestige in an historical, comparative perspective.

SOC 321 Social Problems 3 Units

As an introduction to the major problems in contemporary America, this course will focus on the causes, theoretical explanations, and social policy solutions including economic, political, urbanization, environmental, family and educational problems; child abuse; social deviance; crime; delinquency; and drug, alcohol, and tobacco abuse.

SOC 325 Women and Gender Issues 3 Units

This course will offer a multidisciplinary perspective to understanding women's roles along with an analysis of the status of women in Western society from a cross-cultural perspective including gender stereotypes, the theories of male domination, male-female relationships, women's liberation, and the role of women in the church.

SOC 331 Marriage and the Family 3 Units

Using a Christian approach to marriage, this course will study the family and its intimate environment including a discussion of courtship and role relationships within the family as a social institution. An emphasis will be placed on the changing nature of the family, family problems, and family strengths.

SOC 332 Child, Family and Community 3 Units

With an overview of the socialization process involving the young child in the larger cultural setting, this course will focus on social institutions as social agents including the family, school, peer groups, mass media, and community structures. Prerequisite: sophomore standing or above.

SOC 355 Social Gerontology 3 Units

This course will look at aging from a sociological perspective with attention given to current research, problems faced by the elderly, the impact of an increasingly aging population on society, and the resulting implications for policy and social intervention. Offered alternate years.

SOC 365 Sociology of Globalization 3 Units

This course will investigate globalization and its impact on the political, social, and cultural arrangements around the world. Students will investigate the various definitions and interpretations of globalization; analyze how globalization is experienced in different countries; and examine the various reactions to globalization - both for and against.

SOC 390 Practicum: Sociology 1-4 Units**SOC 461 Social Theory 3 Units**

This course will examine selected social theories and theorists and the history and development of social theory including the following: the formulation and evaluation of social theories such as social systems, evolutionary, formal, phenomenological, symbolic interaction, social action, and exchange theories; sociology of knowledge; and functionalism. Offered alternate years.

SOC 490 Internship: Sociology 1-8 Units

Spanish (SPA)

SPA 101 Spanish I 4 Units

Through a natural approach to Spanish this course, which will be taught in Spanish, is for students who have had no or less than two (2) years of high school instruction and will emphasize speaking, listening, reading, and writing.

SPA 102 Spanish II 4 Units

A continuation of SPA 101. Fulfills foreign language requirement. Prerequisite: SPA 101 or two (2) years of high school Spanish.

SPA 201 Intermediate Spanish I 3 Units

This course will provide a systematic review of grammar including readings that will provide an introduction to Spanish culture and literature. Prerequisite: SPA 102 or equivalent.

SPA 202 Intermediate Spanish II 3 Units

A continuation of SPA 201. Prerequisite: SPA 201 or equivalent.

SPA 301 Advanced Conversation 3,4 Units

This course will help students develop an increased mastery of the spoken language through extensive text and periodical readings with an emphasis on small-group discussion. Prerequisite: SPA 202 or equivalent.

SPA 302 Advanced Grammar/Reading 3 Units

Through extensive reading of Spanish writings, this course will review grammatical principles and require regular composition work based on these readings. Prerequisite: SPA 202 or equivalent.

SPA 311 Survey of Spanish Literature 3,4 Units

This course will study representative works of Spanish literature from the Middle Ages to the present. Prerequisite: SPA 202. Offered in alternate years.

SPA 312 Survey of Spanish American Literature 3 Units

This course will study representative works of Spanish-American literature from the Conquest to the present. Prerequisite: SPA 202. Offered alternate years.

Sport Management (SPMT)

SPMT 222 Introduction to Sport Management 3 Units

This course will provide knowledge about the broad field of sport management and the elements of managing people, operations, finance, and the work environment in a variety of occupational settings with insight into strategies for professional preparation and career opportunities being discussed. Special topics will include public relations, marketing, legal issues, interviewing, leadership, effective communication, sport ethics, and perspectives on international sports.

SPMT 323 Sport Marketing and Sponsorship 3 Units

This course will study the multidimensional field of sport marketing and sponsorship including a survey of current research, theories, and strategies for sport marketing in profit and non-profit venues. Additional emphasis will be focused on the growing area of sport sponsorship. Prerequisite: SPMT 222.

SPMT 326 Sport Operations and Facility Management 3 Units

Through a study in the management of facilities and sport business, this course will incorporate the development of a new sport business and the management of existing sport businesses including current strategic planning models, sport finance, business leadership, and facility management. Prerequisite: SPMT 222.

SPMT 350 Sport Law 3 Units

This course will examine the legal issues in sport and physical education and provide an explanation of key areas of the law such as negligence, contracts, civil rights, battery and defamation.

SPMT 420 Finance and Economics of Sports 3 Units

This course will provide an understanding of the factors and ramifications of financial issues on sport organizations and events including economic principles, financial resource management, economic impact analysis, financing major sport events, stadium/arena financing, and grant acquisition. Prerequisites: SPMT 222 and FIN 331.

SPMT 430 The Profession of Sport Management 3 Units

This course will give students the opportunity to demonstrate synthesis of knowledge, practice, and skills developed throughout the sport management program. Special emphasis will be placed on Christian ethical leadership needed in the sports industry. It will provide opportunities for students to investigate the influence their specific sport management skills will have on the local, national and global level. Prerequisite: SPMT 420.

SPMT 475 Sport Management Strategy 3 Units

This course will serve as the capstone for the business program through the development of a signature assignment that will demonstrate the deployment of the tools, skill sets, and knowledge acquired from prior business courses in the development of strategic plans of action for an enterprise. Prerequisites: business major; senior standing; and ACT 212, MGT 321, and MKT 341.

SPMT 490 Internship: Sport Management 1-3 Units

Theatre (THR)

THR 111 Experiences in Theatre 3 Units

This activity-oriented course is designed to acquaint students with the ephemeral and experiential nature of the theatre including play-going, play-making (i.e., scene work), rudimentary play analysis, discussion, and direct participation in on-campus productions.

THR 211 Computer Aided Design 3 Units

This course will introduce students to the application of computer hardware and software for the theatre including instruction and practice in computer aided design (CAD), computer rendering, and 3D modeling. A lab fee is required. Offered alternate years.

THR 241 Voice and Movement for the Actor 3 Units

This course will provide intensive training in the integral use of the voice and body for the actor through the development of tools for communicating character and subtext including vocal and physical relaxation, flexibility, and strength and is intended for students who plan to pursue further study in acting.

THR 251 Introduction to Theatre 3 Units

This course will provide an overview of the various conventions, forms, styles, and genres of the theatre, including principles of play analysis and exploration of theatre criticism from dramaturgical, literary, and cultural perspectives through the thematic discussions of representative contemporary plays. There may be an additional charge for required field trips.

THR 261 Acting I 3 Units

As an introduction to basic acting techniques, this course will examine ways to construct the interior, physical, and vocal life of a character, teach warm-up procedures and staging principles including scene analysis, performance of monologues, and improvisations. There may be an additional charge for field trips.

THR 262 Acting II 4 Units

This course is an advanced approach to acting techniques used in contemporary realism material including an in-depth study of scene and character analysis; performance of monologues, improvisations, and scenes; exercises based on the Meisner technique and other acting approaches. Lab time is included in the schedule. There may be an additional charge for field trips. Lab time is included in the schedule. Prerequisite: THR 261 or consent of instructor.

THR 271 Acting in Musical Theatre 3 Units**THR 311 Stagecraft 3 Units**

Through hands-on experiences this course will introduce the practical application of theatrical design principles including techniques and practices of technical organization, set construction, lighting preparation, costume construction, makeup application, and sound preparation. Field trips (additional charge) and participation in on-campus productions required. A lab fee is required. Prerequisite: THR 251 or consent of instructor.

THR 321 Introduction to Theatrical Design 3 Units

As an introduction to the theories and principles of theatrical design, this course will emphasize the holistic and scenographic approach, while exploring set, lighting, costume, makeup, and sound design with director/designer collaboration. Field trips and participation in on-campus productions required. A lab fee is required. Prerequisite: THR 251 or consent of instructor.

THR 323 Period Styles of Design 3 Units

Through a survey of historical periods and design styles as they are applied to theatre, this course will include an examination of architecture, costumes, furniture, interiors, lighting, ornament, and stage scenery. A lab fee is required. Prerequisite: THR 321 or consent of instructor. Offered alternate years.

THR 325 Scenic Design 3 Units

This course will study scenography covering the design of stage settings and properties including further development of drafting skills for the theatre. A lab fee is required. Prerequisite: THR 321 or consent of instructor. Offered alternate years.

THR 327 Lighting and Sound Design 3 Units

This course will look at the designing of theatrical lighting and sound and the practical application of those designs to the stage. A lab fee is required. Prerequisite: THR 321 or consent of instructor. Offered alternate years.

THR 329 Costume Design 3 Units

Through the design of theatrical costumes and accessories expressed through color renderings, this course will include overview of the history of costume. A lab fee is required. Prerequisite: THR 321 or consent of instructor. Offered alternate years.

THR 330 Performance Studies and Readers Theatre 3 Units

This course will provide in-depth work in solo and group oral interpretation including selection, adaptation, and presentation of readers theater programs for children and adults. Intercultural issues in performance, performing for religious audiences, and performance of non-fiction will also be examined. There may be an additional charge for required field trips. Offered alternate years.

THR 351 Play Direction I 3 Units

This course will introduce students to the following techniques: play selection and analysis, auditioning, scene design and staging, actor coaching, rehearsal strategies, and production management. Both the principles for proscenium and the open stage will be discussed along with the presentation and evaluation of workshop scenes. Prerequisites: THR 251, THR 261 and THR 262 or consent of instructor.

THR 371 Acting III 4 Units

As an advanced study of theatrical performance techniques and through the use of in-class workshop experiences, this course will emphasize the acting of Shakespeare and other period styles and include exercises, analytical skills, rehearsal procedures, and methods of artistic criticism. Lab time is included in the schedule. There may be an additional charge for required field trips. Prerequisite: THR 262 or consent of instructor.

THR 381 Acting in Musical Theatre 3 Units

Exploration of the voice, movement, and acting skills necessary to perform in modern musical plays will be examined in this course as students participate in workshops, exercises, warm-ups, rehearsal procedures, and in-class solo and group performances. Prerequisite: THR 261 or consent of instructor. Offered alternate years.

THR 390 Practicum: Theatre (Theatre Major) 0.5-4 Units

This course, intended for students in the theatre major, is a practical, hands-on learning experience where student will work on one or more theatre department productions. Credit is earned in one (1)-unit increments.

THR 391 Practicum: Theatre (Non Major) 1 Unit

This course is a practical, hands-on experience where students will work on one or more theatre productions. Credit is earned in one (1)-unit increments.

THR 392 Practicum: Theatre for Music or Theatre Minor 1 Unit

This course, intended for students in the Musical Theatre minor, is a practical, hands-on learning experience where student will work on one or more theatre department productions. Credit is earned in one (1)-unit increments.

THR 441 Theatre and Culture I 3 Units

Through the study of representative plays, this course will examine the various theatre cultures from the Classical period through the Renaissance, giving consideration to the theatrical conventions, visual art, music, and significant historical events of the periods. There may be an additional charge for required field trips. Prerequisite: THR 251 or consent of instructor. Offered alternate years.

THR 442 Theatre and Culture II 3 Units

As a continuation of THR 441, this course will examine theatre cultures from the Renaissance to the present day. There may be an additional charge for required field trips. Prerequisite: THR 251 or consent of instructor. Offered alternate years.

THR 443 Contemporary Theatre and Culture 3 Units

This course will examine various theatre cultures, concentrating on theatrical texts and performances written and produced within the past 60 years including contemporary trends and styles. There may be an additional charge for required field trips. Prerequisite: THR 251 or consent of instructor. Offered alternate years.

THR 451 Play Direction II 3 Units

As a continuation of THR 351, this course will deepen students' knowledge and skills in the theory and practice of stage directing including director/designer collaboration; analysis of period style and genre with application to directors' choices; analysis of modern and contemporary theories of the stage; and artistic direction and dramaturgy in the contemporary theatre. Workshop scenes are presented and evaluated. There may be an additional charge for required field trips. Prerequisite: THR 351 or consent of instructor.

THR 452 Advanced Script Analysis 3 Units

As an advanced study of selected plays from the standpoint of the theatre artist (actor, director, designer), this course will look at the process of translating a dramatic text to theatrical production. An emphasis will be placed upon the techniques of perception, imagination, and integration used in developing a concept and determining specific performance and design choices with the application of analysis through projects and presentations. Offered alternate years.

THR 461 Creative Drama and Improvisation 3 Units

With an emphasis upon personal dramatic experience and drama as process instead of theatrical product, this course will examine the principles and procedures for utilizing creative dramatics activities in a variety of settings, as expressed through individual and group movement, sound, and improvisation. Practicum lab hours required.

THR 471 Acting IV 3-4 Units

This is an advanced experiential course that will cover performance techniques and principles through in-class scene study of Greek tragedy and Comedy of Manners theatrical styles including exercises, analytical skills, and rehearsal procedures. There may be an additional charge for required field trips. Lab time is included in the schedule. Prerequisites: THR 251 and THR 261 or consent of instructor.

THR 489 Theatre: Professional Preparation 1 Unit

This course will explore the skills and materials needed for the professional theatre artist as students create a portfolio, résumé, and other necessary items to prepare for a career in the arts. A Lab fee is required.

THR 490 Internship: Theatre 1-8 Units**THR 498 Theatre Showcase 3 Units**

This advanced, thesis-style course will require intensive, hands-on activity at an advanced level under the supervision of a faculty member. Prerequisites: theatre major, senior status, and application approval by the theatre faculty (also see Theatre Showcase Guidelines available in the Theatre Office).

Theology (THL)

THL 201 History and Literature of the Old Testament 3 Units

This course will investigate the literature of the Old Testament in light of its cultural and canonical contexts with an emphasis on its major theological questions and themes and their relevance for Christian faith and life.

THL 202 History and Literature of the New Testament 3 Units

Through a historical and literary survey of the New Testament, this course will emphasize theological themes and their relevance for Christian faith and life.

THL 222 Christian Witness and Evangelism 1 Unit

This course will introduce students to the theology and practice of Christian evangelism through the development of the skills needed to share the Gospel with others.

THL 281 Introduction to Worship Arts 1 Unit

This course will provide an overview of the contemporary worship arts profession and its methods and principles including the study and evaluation of worship services in churches of various sizes and denominations; technologies, equipment, and tools that support worship arts programming; common worship band principles; approaches used in service planning; and the use of dance, drama, and visual arts. Offered alternate years.

THL 304 History of the Christian Church 3 Units

This course will survey the origin and development of the Christian church through the examination of its political and cultural contexts and influences with special consideration given to theological themes which surfaced at different times and places throughout the history of the Christian church, culminating with 21st century trends in fundamentalism, evangelicalism, and ecumenism.

THL 311 Old Testament Book of the Bible 3 Units

This course will offer an in-depth study of a single book of the Old Testament or several books in their entirety which will vary from offering to offering and be selected by the instructor. Prerequisite: THL 201 or consent of instructor. This course may be repeated for credit if a different book is studied.

THL 312 New Testament Book of the Bible 3 Units

This course will offer an in-depth study of a single book of the New Testament or several smaller books in their entirety which will vary from offering to offering and be selected by the instructor. Prerequisites: THL 201 and THL 202 or consent of instructor. This course may be repeated for credit if a different book is studied.

THL 321 World Religions 3 Units

This survey course of the world's major non-Christian religions will include motifs, belief patterns, ritual and worship, ethics and social patterns, origin and development, and sacred writings.

THL 351 Patristic and Medieval Christianity 3 Units

With an emphasis on the major themes in the history of Christian thought beginning with the church fathers, this course will look at the medieval thinkers and culminate with the work of St. Thomas. Offered alternate years.

THL 355 The Reformation 3 Units

This course will introduce students to the social, political, and intellectual context of the various 16th century reformations of the church in Europe as well as the events, ideas, and implications of these reform movements with attention given to both the "magisterial" and "radical" Protestant and Catholic reformations. Offered alternate years.

THL 358 Contemporary Church History 3 Units

After a survey of the 18th and 19th century, this course will focus on theological thought after Protestant liberalism and up to the present day with some time devoted to conservative responses. Offered alternate years.

THL 371 Christian Doctrine I 3 Units

This introductory course in systematic and confessional theology will cover theological method, revelation and Scripture, Law and Gospel, the Triune God and His attributes, humanity and sin, and the person and work of Jesus Christ as the God/man, with an emphasis on key biblical material and its expression in the Lutheran Confessions.

THL 372 Christian Doctrine II 3 Units

This introductory course in systematic and confessional theology will cover the work of Christ, the person and the work of the Holy Spirit, the church and eschatology with an emphasis on key biblical materials and its expression in the Lutheran Confessions. Prerequisite: THL 371.

THL 375 Contemporary Religious Bodies 3 Units

This introductory survey course of several major Western theological positions is organized around the systems of Roman Catholicism, Luther, Calvin and Wesley. Prerequisites: CTHL 101, CTHL 200, or equivalent.

THL 381 Worship Arts Ministry 3 Units

This course will look at the theology, methods, and principles for leading a worship arts ministry including the evaluation and development of working definitions for 'contemporary' worship; planning worship services for varied congregational settings; worship ministry in the context of congregational change; values that shape worship ministry programming; the role of technology; and the application of a theology of worship in cultivating a character of leadership. Prerequisite: MUS 281 or consent of instructor. Offered alternate years.

THL 382 Corporate Worship 3 Units

Through an examination of the theology of corporate worship as it is taught in Scripture, the Lutheran Confessions, and how it has developed throughout the history of the church, this course will look at the criteria for preparing and evaluating worship services in today's church. Prerequisite: CTHL 101, CTHL 200, or equivalent.

THL 390 Practicum: Theology 1-4 Units**THL 395 Preparing for Mission and Service 1 Unit**

This course will prepare students for mission and service work by focusing on the tasks of Christian witness, service, and discipleship. Students will be required to investigate the history of local and global mission and service efforts; the socio-cultural make-up of other cultures and regions; and the vocations of evangelist and missionary.

THL 429 Biblical Theology and Exegesis 3 Units

Through an intensive study of the major themes of the Old and New Testaments, this course will introduce and apply the tools and principles of exegesis and hermeneutics with special emphasis on deriving Law and Gospel principles for use in congregational ministry. Prerequisite: THL 201 and THL 202 or concurrent enrollment.

THL 430 Christian Apologetics 3 Units

The relationship of the Christian faith to the major philosophies and ideologies that conflict with Christianity will be evaluated from the 2nd century to the present in this course. Prerequisite: junior or senior standing or consent of instructor.

THL 463 Readings in Classical Christian Thought 3 Units

Selected primary source readings in Western Christianity including Augustine (Confessions), Life of St. Antony, selected Western mystics, St. Anselm, St. Thomas Aquinas, Luther, Calvin and Wesley will be studied in this course. Prerequisite: CTHL 101, CTHL 200, junior standing, or consent of instructor.

THL 465 Christians and Ethics 3 Units

Through an exploration of morality and ethics in light of what Scripture teaches, this course will orient students to the main approaches, both traditional and contemporary, of non-biblical philosophical ethics as they learn how the Christian faith interacts with these approaches. The significance of the Lutheran confessional distinction between God's left and right hand rule will also be explored. Student research and presentations on contemporary ethical issues are usually included. Prerequisite: junior or senior standing or consent of instructor.

THL 467 Bioethics and Healthcare Professions 3 Units

This course will examine both the philosophical and theological approaches to ethics in light of the issues raised by modern advances in health care and biological research that will be closely tied to a range of concrete cases and narratives likely to be encountered by today's health care professions. Special attention will be given to the possibilities for dialog between philosophical theories, religious voices, and biblical ethics.

THL 481 The Mission of Christ's Church 3 Units

This course will provide an overview of the theology and practice of Christian missions including the historical development, missionary methods, evangelism programs, and paradigm shifts including the skills needed to share the Gospel to others. Offered alternate years.

THL 482 Musical Heritage of the Church 3 Units

This course will survey the role, development, and function of music in the Christian church from its roots in the Old Testament to the present day, with attention given to biblical, theological, social, and cultural considerations. Offered alternate years.

THL 483 A Survey of Christian Hymnody 3 Units

This is an historical survey course of Christian hymnody which will develop an awareness of the poetic, musical, theological, and spiritual aspects of hymnody for both congregational and devotional use. Offered alternate years.

THL 484 Planning Music for Christian Worship 2 Units

A practical study of planning music within the worship service will be presented in this course as students draw upon their experiences in theology, worship, history, arranging, performance, and repertoire courses to create and evaluate worship forms in today's church. Prerequisites: THL 382; MUS 331, MUS 471, MUS 481, and MUS 482/THL 482, MUS 483/THL 483, and MUS 485/THL 485 are also suggested. Offered alternate years.

THL 485 Contemporary Christian Song 2 Units

This survey course will look at the development and function of contemporary Christian music appropriate for use within both liturgical and non-liturgical worship services as students draw upon their experiences in theology, music, and worship courses and learn to select and evaluate contemporary music appropriate for a Lutheran-Christian worship context. Prerequisites: THL 382; MUS 482/THL 482, and MUS 483/THL 483 are also suggested.

THL 490 Primary Source Readings 1-3 Units**THL 497 Honors Investigation 1-3 Units**

Writing (WRT)

WRT 099 Introduction to College Writing 3 Units

In this course students will strengthen their writing skills so they become comfortable and competent writing essays on the college level. Class meetings will be dedicated to reading and analyzing essays and articles; reviewing functional grammar and sentence skills; writing coherent, well-developed paragraphs and essays; and learning essential research and documentation techniques. Placement by SAT or ACT score. Units do not count toward graduation.

WRT 102 Writing and Research 3 Units

In this course students will practice research methods and a variety of writing strategies such as narration, description, exposition, argumentation, and develop skills as critical thinkers, readers, and writers through research, reading, writing, and writer workshops.

WRT 201 The Art of the Essay 3 Units

In this course students will explore the aesthetic range of the essay by reading selected works from a variety of authors examining them not only as objects for analysis, but also as models for stylistic experiments as students practice the art of the essay. Freshman placement by SAT or ACT scores.

WRT 323 Introduction to Genre and Craft in Creative Writing 3 Units

As a multi-genre introduction to the craft of creative writing, this course will examine literary conventions as well as the writing techniques and tools essential to effective writing and editing. Prerequisite: WRT 102 or WRT 201.

WRT 324 Writing for Children and Teenagers 3 Units

As an introductory course to the art and craft of writing for young audiences, students will read, analyze, and write both fiction and nonfiction pieces and include market analysis techniques and the submission of work for publication. Prerequisite: WRT 102 or WRT 201.

WRT 327 Creative Writing: Fiction 3 Units

This course will involve a sustained exploration of the creative process in writing fiction as students complete several short stories, perform close analysis of published works, and participate in writing workshops. Prerequisite: WRT 102 or WRT 201. Offered alternate years.

WRT 328 Creative Writing: Poetry 3 Units

This course is designed to sharpen students' awareness of and skill in using the elements of poetry, as they complete a number of original poems in a variety of traditional and contemporary forms and styles including class discussions of its own creative work and a wide variety of anthologized poetry in a workshop setting. Prerequisite: WRT 102 or WRT 201. Offered alternate years.

WRT 329 Creative Nonfiction 3 Units

This course will examine and discuss the art and craft of contemporary nonfiction with practice in a variety of genres including markets analysis techniques and the submission of work for publication. Prerequisite: WRT 102 or WRT 201.

WRT 330 Travel Writing 3 Units

This intense, creative, nonfiction writing course will combine with ethnographic research, blogging, and backpack journalism as students write about thirty-five (35) pages of essays, profiles, literary journalism, and reviews that will be published weekly on a blog together with photos and video content. Assignments will require students to observe and engage with people in various countries where they are volunteering and studying.

WRT 333 Topics in Literature and Creative Writing 3 Units

As a focused exploration of genre and subject matter in a workshop setting, this course will include nature, travel, and experimental writing. Course may be repeated for elective credit. Prerequisite: WRT 102 or WRT 201. Offered alternate years.

WRT 390 Practicum: Journalism Writing 1-4 Units

This course is a practical, hands-on experience outside the classroom directly related to the student's major, minor, or professional program that is a beneficial complement to the student's academic experience.

WRT 427 Advanced Creative Writing 3 Units

This capstone course will provide students with an opportunity to write more intensively and extensively through the creation of new work and revising previously written work in a workshop setting. Prerequisites: students in the creative writing minor need to have taken three (3) of the following courses - WRT 323, WRT 327, WRT 328, and WRT 329. Offered alternate years.

WRT 490 Internship: Journalism Writing 1-8 Units

This is an intense, practical, full- or part-time experience outside the classroom that is an integral part of a professional program, contributing significantly to the student's preparation for entrance into a profession. Approximately forty (40) contact hours are required for each unit of credit. Each department may limit the maximum number of internship credit.

ADULT, GRADUATE AND NON-TRADITIONAL DEGREES

Welcome to the CUI Online Catalog

Concordia is a Lutheran university which seeks to develop wise, honorable and cultivated citizens through the liberal arts and professional studies. We are dedicated to the Great Commission of Jesus Christ to share the Gospel, and we encourage and equip our students to give witness to the love of Christ in word and deed on campus, in the local community and throughout the world.

The theme chosen by this year's senior class is "Renewed in Christ," based on Colossians 3:10-17." In those verses we are encouraged to put on compassionate hearts, practice kindness, humility and patience, and bear with one another in love, as people renewed in Christ.

We invite you to use this catalog to learn more about what a Concordia education has to offer and then to consider becoming a part of the Concordia family, a family whose members seek and experience renewal in Christ who is our Lord and Savior.

Kurt J. Krueger, PhD
President
Concordia University Irvine

Fortieth Academic Year 2015 - 2016

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

The statements made in this General Catalog constitute official policies of Concordia University. These policies are subject to change by the president, the Board of Regents, and the faculty. Publications which reflect additional policies include the university's student handbook/Code of Conduct, policy manual, and the schedule of classes. Students are expected to confer with their academic advisor for precise information concerning academic programs.

Correspondence regarding these policies should be addressed to:

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

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

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

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

An individual may contact the Bureau for private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capital Oaks Drive, Suite 400, Sacramento CA 95833.

Concordia University Catalog Contract Disclaimer

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

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

Direct correspondence to departments listed in the information directory.

Outcomes

Graduate Learning Outcomes

Concordia University graduates will be able to demonstrate the following:

Scholarly Research

- Generate scholarly research on problems and issues in their field of study.

Integrated Learning

- Integrate knowledge and skills from current research, scholarship, and/or techniques in their field with other disciplines.

Ethical Leadership

- Apply standards of ethics informed by Christian teachings as they fulfill their vocations as leaders within society.

Effective Communication

- Elucidate disciplinary knowledge and findings in professional and academic contexts through written, oral, and digital media.

Reflective Practice

- Balance evidence-based decision making, logical thinking, and consideration of human potential to take appropriate actions that advance their field.

Community Engagement

- Assess and develop cogent positions on significant issues in their field to respond to diverse needs in their respective communities.

Degrees

Undergraduate Degrees

Adult and Non-Traditional Degrees (p.)

Associate of Arts General Education

Business Administration and Leadership

Healthcare Management

Liberal Arts

Nonprofit Leadership

Organizational Psychology

Nursing Degrees (p. 126)

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Registered Nurse to Bachelor of Science in Nursing (RN to BSN)

Master of Science in Nursing (MSN)

Graduate Degrees

Christ College (p. 107)

Master of Arts in Theology (MA)

- Theology and Culture
- Theology in Research
- Christian Education Leadership
- Youth Ministry

School of Arts and Sciences (p. 109)

Master of Arts in Coaching and Athletic Administration (MCAA)

School of Business (p.)

Master of Arts in Business Administration (MBA)

School of Education (p. 112)

Master of Education (MEd)

Master of Arts in Education (MAEd)

Doctor of Education (EdD)

School of Professional Studies

Master of Healthcare Management (MHA.) (p. 134)

Master of Arts in International Studies: Africa (MAIA) (p.)

Master of Arts in International Studies: China (MAIS) (p.)

- Business
- Development
- Education

Master of Arts in International Studies and Master of Business Administration (MAIS / MBA) (p.)

Master of Science in Nursing (MSN) (p. 130)

Christ College

Dean: Dr. Steven P. Mueller, MDiv

Purpose Statement

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

church work in their chosen field. The school guides students interested in receiving certification for ministerial vocations in The Lutheran Church –Missouri Synod.

Master of Arts in Theology (MA)

The **Masters of Arts in Theology** offers a core curriculum in advanced theological study for students who desire to be well prepared biblically and theologically and require flexibility for specific student emphases. Students can pursue goals including acquisition of advanced skills for Christian ministry. The Master of Arts (MA) in Theology degree is designed to stand alone for research and education or prepare students for doctoral programs at other major universities or graduate schools in the United States and Europe. The MA in Theology degree requires 31 semester units for completion.

Master of Arts in Theology: Christian Education Leadership

The **Christian Education Leadership** emphasis engages students in theology, biblical education methodology and principles of leadership to prepare students to equip Christians for the work of ministry (Ephesians 14:12) within a variety of church-related ministries.

Master of Arts in Theology: Research in Theology

The **Research in Theology** emphasis invites students into an ongoing life of theological research and scholarship in a wide range of theological issues and topics and is designed to engage students in research and dialogue with distinguished scholars. Throughout the program students are taught and mentored by scholar/teachers committed to the Christian church's creeds, to life in Christ's Church, and to the life of the intellect with the goal of achieving faithful excellence in the church and in society.

Master of Arts in Theology: Theology and Culture

The **Theology and Culture** emphasis invites students into an engagement with the diverse and rich ethnic and cultural heritages so evident in the Pacific Southwest. Students study alongside intercultural colleagues from Latino, African, Pacific Rim, Middle Eastern, and Anglo backgrounds. The curriculum also serves as part of the Pastor Certification program.

Master of Arts in Theology: Youth Ministry

The **Youth Ministry** emphasis invites students into a dialog between theology and the practice of youth ministry. Students will engage in the interplay between the doctrines of the church and their expression in the cultural context and discipleship of youth in the church and is designed for the youth ministry practitioner desiring deeper theological reflection along with a deeper reflection upon the practice of youth ministry.

Cross-cultural Ministry Center

Director: Dr. Glenn Fluegge

The **Cross-cultural Ministry Center (CMC)** oversees the preparation, training and formation of candidates for pastoral ministry in The Lutheran Church—Missouri Synod (LCMS). The CMC specializes in forming missionary pastors to launch and develop culture-crossing ministries. Students graduate with a master of arts degree (MA) in theology and full certification for ordination as a pastor in the LCMS.

Program Learning Outcomes

Spiritual Service

Graduates will develop a proper spiritual attitude through

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

Scriptural Vision

Graduates will develop

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

Ministerial Competencies

Graduates will develop

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

Ministry within Today's Cultural-Linguistic Diversity

Graduates will display

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

Commitment to the Church

Graduates will display

- a heartfelt appreciation for the LCMS.
- a commitment to receiving a call within the LCMS.
- an increased desire to encourage others to consider and apply for the Ethnic Pastor Certification Program within the Cross-cultural Ministry Center.

Graduate Degrees

Master of Arts in Theology (MA)

Emphases:

- Christian Education Leadership and Administration
- Research in Theology
- Theology and Culture
- Youth Ministry

Master of Arts in Theology

Core Curriculum

THL 501	Intro to Theological Research	2
THL 504	Survey of Historical Theology	3
THL 511	Creeds and Confessions *	3
THL 528	Seminar in Biblical Theology and Exegesis **	3
THL 565	Christianity, Ethics and Contemporary Culture	3
THL 573	Systematic Doctrinal Theology ***	3

Emphasis

Choose 1 of the following emphases	15-21
Total Units	32-38

* Students in the CMC or seeking ministerial certification in the LCMS will complete THL 510 instead of THL 511.

** Students in the CMC or seeking ministerial certification in the LCMS will complete THL 529 instead of THL 528.

*** Students in the CMC or seeking ministerial certification in the LCMS will complete 1 course in TSYS 511, TSYS 512 or TSYS 513 instead of THL 573.

Emphases

Christian Education Leadership and Administration

CED 502	Church Leadership and Administration	3
CED 532	Method of Christian Teaching	3
CED 550	Counseling in Ministry	3
Choose 1 of the following courses:		3
CED 560	Adult Ministry	3
CED 570	Children's and Family Ministry	3
CED 580	Youth Ministry	3
THL 595	Thesis I	3
THL 596	Thesis II	3

Total Units 18

Research in Theology

THL 590	Guided Readings *	3
THL 591	Colloquium in Theology *	3
THL 595	Thesis I	3
THL 596	Thesis II	3
Elective course is chosen from the theology graduate offerings to be announced in consultation with the faculty advisor		3

Total Units 15

* Subject to be announced, may be repeated.

Theology and Culture

THL 502	Ministry in Cultural Context	3
THL 503	Multicultural Ministry in Urban Context	3
THL 505	Polity, Leadership and Team Ministry	3
THL 521	World Religions	3
THL 530	The Reformation Era I	3
THL 595	Thesis I *	3
THL 596	Thesis II *	3

Total Units 21

- * Students in CMC will complete vicarage instead of thesis.

Youth Ministry

THL 591	Colloquium in Theology *	3
THL 591	Colloquium in Theology *	3
THL 591	Colloquium in Theology *	3
THL 595	Thesis I	3
THL 596	Thesis II	3
Total Units		15

- * One Colloquium in Theology each in Theologies of Youth Ministry, Missional Youth Ministry, and Global Youth Ministry.

Admission Info

Application and Admission Information

To complete your admission file, we will need:

- Completed Application (<http://app.cui.edu/application/theology>). International Students, please see below (p. 109).
- \$50 non-refundable application fee
- Official copies of all college/university transcripts

If you are applying for the Master of Arts in Theology, we will also need:

- Two completed Reference Forms (http://www.cui.edu/uploadedfiles/academicprograms/graduate/theology/MA_Theo_Reference.pdf)
- Completed Statement of Intent (http://www.cui.edu/Portals/0/uploadedfiles/AcademicPrograms/Graduate/MBA/Graduate_Adult_Statement_of_Intent.pdf)

If you are applying for the Master of Arts in Theology with DCE Certification, we will also need:

- Two completed Reference Forms (http://www.cui.edu/uploadedfiles/academicprograms/graduate/theology/MA_Theo_Reference.pdf)
- Completed Statement of Intent (http://www.cui.edu/Portals/0/uploadedfiles/AcademicPrograms/Graduate/MBA/Graduate_Adult_Statement_of_Intent.pdf)
- Completed Supplemental Application (<http://www.cui.edu/uploadedfiles/academicprograms/graduate/theology/supplemental-dce-certification-application.pdf>)
- Completed Statement of Theological Agreement (<http://www.cui.edu/uploadedfiles/academicprograms/graduate/theology/theological-agreement.pdf>)

If you are applying for the Cross-cultural Ministry Center (Pastoral Certification), we will also need:

- Completed Supplemental Application (<http://www.cui.edu/uploadedfiles/academicprograms/graduate/cmc/supplemental-application.pdf>)
- Completed Cover Letter (<http://www.cui.edu/uploadedfiles/academicprograms/graduate/cmc/cover-letter.pdf>)
- Completed Statement of Intent (http://www.cui.edu/Portals/0/uploadedfiles/AcademicPrograms/Graduate/MBA/Graduate_Adult_Statement_of_Intent.pdf)
- Completed Statement of Theological Agreement (<http://www.cui.edu/uploadedfiles/academicprograms/graduate/cmc/theological-agreement.pdf>)
- Three completed Reference Forms (<http://www.cui.edu/uploadedfiles/academicprograms/graduate/cmc/reference.pdf>). One of those forms should come from the pastor of your congregation, but the others can come from other Christians who can speak in

support of your character and abilities as a future missionary pastor in The Lutheran Church—Missouri Synod.

Files must be completed prior to acceptance to the program and registration for classes. Admission may be granted for any semester of the year, including summer.

Admission Requirements

To be eligible for admission, you must have:

- A bachelor's degree from a regionally accredited institution, or an international evaluation showing the equivalent of a regionally accredited U.S. bachelor's degree
- Evidence of ability to achieve success in a graduate program, shown by the following:
 - For full admission: a cumulative GPA of 3.0 or better (4.0 scale) in all previous college work
 - For provisional admission: a cumulative GPA of 2.70-2.99 in all previous college work. Students admitted with provisional status may enroll for a maximum of nine graduate units (three courses). If a minimum GPA of 3.25 is earned in the three graduate courses (9 units), candidates may be granted regular status in a graduate program

International Applicants

Students applying from outside the United States must submit the International Application (http://www.cui.edu/Portals/0/uploadedfiles/AcademicPrograms/Graduate/Theology/App_Intl_Theology.pdf) and will be required to provide other information as necessary for preparation of the I-20 to obtain a Visa.

School of Arts and Sciences

Master of Arts in Coaching and Athletic Administration (MCAA)

Director: Prof. Tom White

Purpose Statement

The School of Arts and Sciences strives to educate its students in the multi-faceted context of the liberal arts. Using both the riches of the past and the knowledge of today, the university instills in its students a disciplined and coherent worldview to prepare them to be active and effective leaders in today's world of athletics.

Critical elements of the curriculum include:

- Coaching philosophy
- Ethics in sport
- Christian values
- Sport psychology
- Legal issues pertaining to sport
- Sport pedagogy
- Leadership training and application
- Effective utilization of technology in sport
- Injury prevention, care, and management
- Professional growth and development
- Application of sound administrative principles

Graduation Information

All masters degree students are encouraged to celebrate the completion of their program by participating in the annual graduation ceremony held each May. However, students need to plan ahead for this event and be in good academic standing (3.0 cumulative GPA on a 4.0 scale).

Each student must apply for graduation by the specified deadline and pay the requisite fee (see Tuition and Fees). Please contact your academic advisor for an application. Applications for graduation and deadline dates for filing the application are available on the university's website and must be completed even if the student does not plan to participate in the graduation ceremonies.

Grades are processed at the end of each term and it normally takes four to six weeks for the degree to be posted upon the completion of the term.

Outcomes

Master of Arts in Coaching and Athletic Administration Program Learning Outcomes

Graduates of the Master of Arts in Coaching and Athletic Administration (MCAA) will be able to:

- Create an athlete-centered leadership philosophy.
- Apply ethical values to issues encountered in sport.
- Apply research methods to acquire and analyze pertinent data that develops excellence in coaching and administration.
- Analyze legal principles unique to leadership in athletics.
- Design a personalized comprehensive athletic leadership portfolio.

Graduate Degree

Master of Arts in Coaching and Athletic Administration (MCAA)

Core Requirements

MCAA 510	Principles of Coaching and Leadership	4
MCAA 530	Ethics And Sport	4
MCAA 550	Research Methods and Analysis	4
MCAA 580	Legal Aspect of Sport	4
MCAA 595	Culminating Project	4
Electives *		
Choose 4 of the following courses:		16
MCAA 520	Psychology of Coaching	4
MCAA 540	Sport Technologies	4
or MCAA 541 Advanced Sport Technologies		
MCAA 560	Leadership and Administration	4
or MCAA 563 Intercollegiate Athletics in America		
MCAA 561	Athletic Finance	4
MCAA 562	Facility Planning and Event Management	4
MCAA 567	Advanced Theories and Strategies for Coaching for Track and Field	4
MCAA 568	Advanced Theories and Strategies for Coaching Soccer	4
MCAA 569	Advanced Theories and Strategies for Coaching Lacrosse	4
MCAA 570	Sport Medicine and Performance	4

MCAA 571	Advanced Theories and Strategies for Coaching Golf	4
MCAA 572	Advanced Theories and Strategies for Coaching Cross Country	4
MCAA 573	Advanced Theories and Strategies for Coaching Basketball	4
MCAA 574	Advanced Theories and Strategies for Coaching Football	4
MCAA 575	Advanced Theories and Strategies for Coaching Softball	4
MCAA 576	Advanced Theories and Strategies for Coaching Volleyball	4
MCAA 577	Advanced Theories and Strategies for Coaching Baseball	4
MCAA 578	Advanced Theories and Strategies for Coaching Water Polo	4
MCAA 579	Advanced Theories and Strategies for Coaching Wrestling	4
MCAA 582	Women in Sport	4
MCAA 585	Strength, Speed and Conditioning	4
MCAA 586	Advanced Strength, Speed and Conditioning	4
MCAA 590	Coaching Academy	4
MCAA 591	Athletic Director Institute	4
MCAA 592	MCAA: Internship	4

Total Units 36

* A maximum of 2 sport-specific courses may be taken as electives. Most sport-specific courses are offered during the summer term.

Admission Info

Application and Admission Information

Go to CUI's website (<http://www.cui.edu/admissions/graduate/index.aspx?id=12630>) for a list of application deadlines for each term.

1. Submit an online application to the graduate admission office with a non-refundable application fee (see Tuition and Fees (p. 21)) (see www.cui.edu for form).
2. Provide **one** official transcript from the accredited college or university that shows your confirmed bachelor's degree. (Transcripts must be received in an official **sealed** envelope.) If degree is from a non-U.S. institution, applicant must provide an official, detailed transcript evaluation from an approved international credential evaluation service that shows the equivalent of a regionally accredited U.S. degree.
3. A student may be conditionally accepted for one term (two course maximum) with unofficial transcripts. The condition of this registration is that the official transcript must be received before registration for subsequent term is permitted. A "hold" will be placed on a student's account if official transcripts are not received.
4. To be considered for full admission: a cumulative GPA (grade point average) of 2.75 or better (on a 4.0 scale) in all previous college work.
5. To be considered for admission with a GPA below 2.75: a cumulative GPA of 2.75 or below in all previous college work will be considered with a petition letter. The letter of petition should be sent addressed to the Admissions Committee and mailed to the Office of Graduate Admission, 1530 Concordia West Irvine, CA 92612.

6. International applicants whose first language is not English must submit a passing TOEFL (Test of English as a Foreign Language) score. TOEFL scores must meet the minimum university requirement which is 550 for the paper-based test, 213 for the computer-based test and 79-80 for IBT (internet-based test). Official test scores must be mailed to Concordia directly from the test company.

Upon completion of all admission requirements, the applicant will be notified by the graduate admission office regarding program acceptance.

List of courses is available online (p. 137).

School of Business

Master of Business Administration (MBA)

Dean: Prof. Stephen Christensen
Administration Dean: Prof. George Wright
Assistant Dean: Prof. Janet Muller

Mission Statement

Delivering leaders of character shaped by Christian faculty for the global economy

Purpose Statement

The MBA Program aims to develop skillful, wise and practical leaders who add value to the professional business community.

Program Length

All requirements of the MBA degree must be completed within 6 years of the start of the first class. The average length of the program is 16-24 months.

Graduation

All graduate students are encouraged to celebrate the completion of their program by participating in a graduation ceremony. In order to do so, students must have completed their program in its entirety by graduation including the Capstone or Business Plan project.

Concordia University holds 2 commencement ceremonies each year in December and May for undergraduate and graduate students. An application for graduation (please contact your academic advisor) **must be completed** even if the student does not plan to participate in a commencement ceremony.

Outcomes

Master of Business Administration Program Learning Outcomes

MBA graduates will be able to demonstrate the following:

- Recognize problems.
- Integrate theory and practice for the purpose of strategic analysis.
- Employ and apply quantitative techniques and methods in the analysis of real-world business situations.
- Communicate to relevant audiences.
- Compose clear, consistent, and effective written forms of communication.
- Compose and present effective oral business presentations.
- Work effectively with a team of colleagues on diverse projects.

- Identify and analyze the ethical obligations and responsibilities of business.

Graduate Degree

Master of Business Administration (MBA)

Core

MBA 603	Management	4
MBA 604	Accounting	4
MBA 605	Marketing	4
MBA 606	Finance	4
MBA 607	Strategic Research	4
MBA 695	MBA Capstone: Project	4
or MBA 696	MBA Capstone: Business Plan	

Electives *

The remaining 16 elective units will be offered in a variety of eight, 2-unit courses. These courses will be based on the skills and availability of practitioners/professors and the interest and needed skills of the students, allowing a relatively full complement of courses to be offered. The delivery mode would fit the number of enrolled students, the nature of the course, and the academic style of the professor.

Total Units	40
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* Please refer to the MBA handbook (<http://www.cui.edu/academicprograms/graduate/mba/index/id/20836>) for current elective course offerings.

Admission Info

Application and Admission Information

Application Requirements

1. **Domestic students:** Use the online (<http://www.cui.edu/academicprograms/graduate/Index/id/12630>) or paper application (<http://www.cui.edu/Portals/0/uploadedfiles/AcademicPrograms/Graduate/MBA/Application-MBA.pdf>) and include the application fee (see Tuition and Fees (p. 21)).
2. **International Students:** Use the online (<http://www.cui.edu/academicprograms/graduate/Index/id/12630>) or paper application (<http://www.cui.edu/Portals/0/uploadedfiles/AcademicPrograms/Graduate/MBA/Application-MBA.pdf>) and include the application fee (see Tuition and Fees (p. 21)).
3. Current resume or vita.
4. Two current letters of recommendation (Online Form (<http://www.cui.edu/academicprograms/graduate/mba/mba-reference-form>) or PDF (<http://www.cui.edu/uploadedFiles/Admissions/Graduate/New%20Grad%20reference%20form%28on%20ivory%29.pdf>)).
References should comment on academic proficiency, personal character and competence and effectiveness in professional work.
5. Statement of Intent (<http://www.cui.edu/uploadedFiles/Admissions/Graduate/Statement%20of%20intent%20form%20for%20graduate%20admissions%28on%20white%29%281%29.pdf>).
6. Official transcript showing bachelor's degree posted.

Admissions Eligibility

1. Hold a bachelor's degree from a regionally accredited college or university.

2. Graduate Management Admissions Test (GMAT) score is not required but will be taken into consideration if the exam has been completed.

Additional Application Information for International Students

International applicants whose first language is not English must submit a passing TOEFL (Test of English as a Foreign Language) score which must meet the minimum university requirements of 88 with no less than 22 in each section or IELTS (International English Language Testing System) of 7 with no less than 7 in each section. Official test scores must be mailed to the university directly from the test company.

Acceptance Information

The applicant is expected to provide evidence of their ability to achieve success in a graduate program based on, but not limited to, the following areas of measurement:

1. Success as an undergraduate student demonstrated by continuous improvement in academic performance including a cumulative GPA (grade point average) of 2.75 or better (based on a 4.0 scale) in all previous college work. All academic accomplishments are considered on an individual basis.
2. Success as a member of the business community demonstrated by continuous growth in job title and responsibility.
3. Success as a responsible and contributing member of society.
4. Success as demonstrated by moral and ethical leadership.

Provisional Acceptance

An applicant may be granted provisional acceptance into the program in 2 instances:

1. The applicant's GPA is lower than 2.75 in which case the candidate must complete a semester of study with a GPA of 3.0 or greater to be granted full acceptance.
2. If the applicant is not currently employed, meaningful work must be obtained within the 1st semester.

Upon acceptance into the program, a student will meet with their program adviser to prepare a course plan and pre-enroll in courses.

School of Education

Dean: Dr. Deborah Mercier

Associate Dean: Dr. Sandra Scharlemann

Purpose Statement

The **School of Education** prepares professional educators who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners.

Teacher Credential Programs

Concordia University's credential programs meet all requirements put forth by the State of California and are approved by the California Commission on Teacher Credentialing (CCTC). Additionally, the university is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and College (<http://www.wascsenior.org>) (WASC).

Students and other interested parties may review accreditation documents by visiting their website.

The **Teacher Credential Programs** prepare multiple and single subject and special education teacher candidates who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners. Candidates may apply for the preliminary credential through the School of Education. Students with this credential are certified to teach in California schools for up to 5 years.

There are 2 levels of teaching credentials in California:

1. The first level is the **Preliminary Credential**. California schools of education prepare candidates for the preliminary credential. Candidates apply for this credential through their school of education. With this credential a student is certified to teach in California schools for up to five years.

Concordia offers preliminary teacher credential programs for the following credentials:

- Multiple Subject (p. 114)
- Single Subject (p. 114)
- Education Specialist: Mild-Moderate (p. 114)

The **Multiple Subject Preliminary Credential** allows the candidate to teach all the subjects in a self-contained classroom (elementary [K-6] grade levels and middle school's core curriculum).

The **Single Subject Credential** is for teachers who desire to teach one subject to groups of students at the high school or middle school levels. The single subject credential areas Concordia offers are: Art, Biology, Chemistry, English, Foreign Language (case by case basis), Foundational Mathematics, Foundational Science, Geosciences, Mathematics, Music, Physical Education, Physics, and Social Sciences

The **Education Specialist: Mild-Moderate Preliminary Credential** authorizes the teacher candidate to teach students (K-22) with mild to moderate disabilities including students identified with specific learning disabilities, mild-moderate intellectual disabilities, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders. Please consult the Education Specialist: Mild-Moderate Credential Handbook for program information.

2. The second credential level is the **Professional Clear Credential**. To qualify for a professional clear credential, the teacher participates in an Induction Program through his/her school and school district. The professional clear credential is applied for through the teacher's school district after the induction period. Teachers teaching in private schools can obtain their professional clear credential through a school of education that offers such programs including the Clear Induction Credential Program.

Concordia also offers coursework leading to a **Lutheran teacher certificate**. Program and course requirements for this certificate are outlined and described in the herein and also in the General Undergraduate Catalog.

Additional Programs

- Early Childhood Special Education Authorization (p. 115)
- Lutheran Teaching Certificate (p. 115)
- Field Experience (p. 115)
- Master of Education with Credential (p. 115)

Masters Degrees

Master of Education (p. 116)
(combined credential/master's degree)

Master of Arts in Education (p. 116)

Curriculum and Instruction

Curriculum and Instruction (Online)

Educational Administration with Preliminary Administrative Services Credential

Educational Administration with Preliminary Administrative Services Credential (Online)

Educational Technology

Educational Technology (Online)

School Counseling Credential with Pupil Personnel Services Credential

Doctoral Degree

Doctor of Education (p. 118)

Graduation Information and Policies

All master in education students are encouraged to celebrate the completion of their program by participating in a graduation ceremony in December or May. Students need to plan ahead for this event and be in good academic standing with a cumulative GPA of 3.0 and have completed their program.

Each student must register for graduation by the specified deadline and pay the requisite fee (see Tuition and Fees (<http://www.cui.edu/studentlife/bursar/index/id/20276>)). Please contact your academic advisor for an application. This application must be completed even if the student does not plan to participate in the graduation ceremonies. Application are processed at the end of each term.

Outcomes

Credential Program Learning Outcomes

The teacher candidate plans and delivers instruction. The teacher candidate plans and delivers engaging, developmentally appropriate instruction based on the California Content Standards. The teacher candidate incorporates a variety of teaching strategies and resources to make the subject matter accessible and engaging to the needs of diverse students.

The teacher candidate uses assessment for a variety of purposes. The teacher candidate designs and interprets a variety of assessments, and also uses assessment data to plan instruction, monitor instruction, design and monitor the classroom environment, learn about and place students. In addition the teacher candidate uses reflective practice as a means of self-assessment.

The teacher candidate provides a supportive learning environment. The teacher candidate creates a positive social environment and a safe and welcoming physical environment that supports learning for all students. The teacher candidate uses instructional time wisely and efficiently.

The teacher candidate models a servant-leadership lifestyle. The teacher candidate models servant-leadership; exhibits a professional attitude;

and communicates effectively with students, families and school personnel. The teacher candidate is aware of and carries out legal and ethical responsibilities.

Master's Degree Program Learning Outcomes

Master of Education with Credential (MEd)

The combined credential and master's degree prepares teachers who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners. The M.Ed. candidate will:

- **Plan and deliver** engaging, developmentally appropriate instruction based on the California Content Standards and incorporate a variety of teaching strategies and resources to make the subject matter accessible and engaging to the needs of diverse students.
- **Design and interpret** a variety of assessments, use assessment data to plan and monitor instruction, design and monitor the classroom environment, learn about and place students, and use reflective practice as a means of self-assessment.
- **Create a positive social environment**, a safe and welcoming physical environment that supports learning for all students, and use instructional time wisely and efficiently.
- **Model servant-leadership**; exhibit a professional attitude; communicate effectively with students, families, and school personnel; and be aware of and carry out legal and ethical responsibilities.
- **Summarize, synthesize, and interpret** relevant literature; and plan and implement action research to solve problems in educational settings.

Master of Arts in Education (MAEd)

The M.A.Ed. program helps established professional educators develop skills to become exemplary educators by enhancing their teaching abilities, keeping them up-to-date with recent developments in the educational field, and enabling them to use current technologies in their classroom.

Curriculum and Instruction, Educational Administration and School Counseling

- **Integrated Instructional Design:** Facilitate the development and implementation of a vision of learning that recognizes the needs of the school community. (IL, SR)
- **Apply Disciplinary Competencies:** Collaborate with the community to promote teaching and learning within school systems. (CE, IL)
- **Model Ethical Leadership:** Model servant leadership while actively nurturing and sustaining a school culture and instructional programs conducive to student learning and professional growth for faculty and staff. (CE, EL, RP)
- **Exercise Informed Reflection:** Implement a balanced approach to decision making in an educational environment. (IL, RP)
- **Promote Active Learning:** Establish a personal learning network to support continuous professional growth in a global, digital and changing world. (EC, CE)

Educational Technology

- **Integrate Instructional Design:** Research and demonstrate the dynamic relationship among technology, pedagogy and content to support and assess the attainment of learning outcomes for all students. (IL, SR)

- **Apply Disciplinary Competencies:** Demonstrate technical skills and knowledge necessary to effectively and ethically integrate technology into a content and pedagogy. (CE, IL)
- **Model Ethical Leadership:** Model servant leadership as applied to the role of an effective and ethical technology steward, by supporting, collaborating and sharing expertise within a diverse professional community. (CE, EL, RP)
- **Exercise Informed Reflection:** Implement a balanced approach to the integration of technology into the teaching and learning processes. (IL, RP)
- **Promote Active Learning:** Establish a personal learning network to support continuous professional growth in a global, digital and changing world. (EC, CE)

Doctor of Education Program Learning Outcomes

Ed.D. candidates will:

- **Scholarly Research:** Generate scholarly research on problems and issues in their field of study.
- **Integrated Learning:** Integrate knowledge and skills from current research, scholarship, and/or techniques in their field with other disciplines.
- **Ethical Leadership:** Apply standards of ethics informed by Christian teachings as they fulfill their vocations as leaders within society.
- **Effective Communication:** Elucidate disciplinary knowledge and findings in professional and academic contexts through written, oral, and digital media.
- **Reflective Practice:** Balance evidence-based decision making, logical thinking, and consideration of human potential to take appropriate actions that advance their field.
- **Community Engagement:** Assess and develop cogent positions on significant issues in their field to respond to diverse needs in their respective communities.

Credential Programs Teacher Credentials Offered

There are 2 levels of teaching credentials in California:

1. Preliminary Credential
 - Multiple Subject (p. 114)
 - Single Subject (p. 114)
 - Education Specialist: Mild-Moderate (p. 114)
2. Professional Clear Credential (p. 115)

Candidates may apply for the preliminary credential through the School of Education. Students with this credential are certified to teach in California schools for up to 5 years.

Additional Programs

- Early Childhood Special Education Authorization (p. 115)
- Lutheran Teaching Certificate (p. 115)
- Field Experience (p. 115)
- Master of Education with Credential (p. 116)

Preliminary Teacher Credential

Multiple Subject Credential

Note: This credential allows the candidate to teach all the subjects in a self-contained classroom (elementary [K-6] grade levels and middle school core curriculum).

Semester 1

EDUC 098	Technology Literacy for Teachers	0
EDUC 201	Introduction to Teaching Careers II	1
EDUC 301	Typical and Atypical Development of Diverse Learners	3
EDUC 501	Planning and Assessment for Inclusive Classrooms	3
EDUC 502	Creating Positive and Inclusive Learning Environments	3
EDUC 551	Language and Culture	3

Semester 2

EDUC 522	Elementary Math and Science Methods	2
EDUC 523	Elementary Integrated Methods	2
EDUC 560	Literacy Instruction in Diverse Elementary Classrooms	4
EDUC 580	Teacher Performance Assessment (TPA) Practicum: Student Teaching I: Elementary	1

Semester 3 - Full-time Student Teaching

EDUC 582	Student Teaching: Elementary	12
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Single Subject Credential

Note: This credential allows candidates who desire to teach one subject to groups of students at the middle or high school level.

Semester 1

EDUC 098	Technology Literacy for Teachers	0
EDUC 201	Introduction to Teaching Careers II	1
EDUC 301	Typical and Atypical Development of Diverse Learners	3
EDUC 501	Planning and Assessment for Inclusive Classrooms	3
EDUC 502	Creating Positive and Inclusive Learning Environments	3
EDUC 551	Language and Culture	3

Semester 2

EDUC 524	Secondary Curriculum and Methods	4
EDUC 570	Content Area Literacy Instruction	4
EDUC 581	Teacher Performance Assessment (TPA) Practicum: Student Teaching I: Secondary	1

Semester 3 - Full-time Student Teaching

EDUC 583	Student Teaching: Secondary	12
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Education Specialist: Mild-Moderate (with or without an Intern Credential option)

Note: This credential authorizes candidates to teach students (K-22) with mild to moderate disabilities including students identified with specific learning disabilities, mild-moderate intellectual disabilities, other health impairments, traumatic brain injury, emotional disturbance and autism spectrum disorders. Please consult the Education Specialist: Mild-Moderate Credential Handbook for additional information.

Semester 1

EDUC 098	Technology Literacy for Teachers	0	EDU 568	Observation and Assessment of Young Children	3
EDSP 202	Introduction to Teaching Special Populations	1			
EDSP 301	Typical and Atypical Development of Diverse Learners	3			
EDSP 501	Planning and Assessment for Inclusive Classrooms	3			
EDSP 502	Creating Positive and Inclusive Learning Environments	3			
EDSP 551	Language and Culture	3			
Semester 2					
EDSP 525	Advanced Curriculum Methods for Special Populations	3			
EDSP 526	Case Management, Assessment and Collaboration	3			
EDSP 560	Reading Instruction in Diverse Classrooms	4			
EDSP 580	TPA Practicum: Student Teaching I Elementary	1			
Semester 3 - Full-time Student Teaching					
EDSP 584	Student Teaching: Special Education	12			

If a candidate in the Education Specialist: Mild-Moderate program is offered a teaching position that requires this credential, they may be eligible to apply for the university's Mild-Moderate Preliminary Intern Credential Program designed to provide candidates with the necessary support to assume the duties of full-time employment as a classroom teacher while finishing their credential. The intern program runs concurrently to enrollment in semester 2 and 3, in fulfillment of program requirements for attaining the credential. As an intern, candidates are provided with an individualized pacing for their program as well as the New Teacher Support Seminar (EDUI 507) which provides on-going supervision, support, and professional development modules addressing assessment, meeting the instructional needs of English Language Learners, Individual Education Plan (IEP) planning and implementation, as well as instructional models for serving individuals with exceptional needs. Prior to admission, intern candidates must hold a valid California multiple subject, single subject, Education Specialist: Moderate-Severe credential or have finished Concordia University's Block One coursework to fulfill intern prerequisites.

Early Childhood Special Education Added Authorization

The **Early Childhood Special Education added authorization (AAECSE)** is NOT a stand-alone credential or degree program. This 1-year Added Authorization program is designed for candidates who have completed their preliminary or clear education specialist credential and are seeking authorization for instructing special needs students ages 0-5. Four of the courses include classroom experience and applications related to assessment, developmentally-based curriculum planning, center/play learning experiences, and partnering with parents, para-educators, specialists and outside agencies. This is a merged program of coursework linked with experience in local district early childhood special education programs and includes the following courses:

Early Childhood Special Education

EDSP 202	Introduction to Teaching Special Populations	1	EDUC 592	Assessment of Induction and Professional Development Part I	3
EDSP 301	Typical and Atypical Development of Diverse Learners	3	EDUC 593	Assessment of Induction and Professional Development Part II	3
EDSP 500	Early Childhood Fieldwork Seminar	3	EDUI 507	New Teacher Support Semester I	3
EDSP 548	Early Childhood Development and Curriculum Planning	3	EDUI 508	New Teacher Support Semester II	3
			EDUI 509	New Teacher Support Semester III *	1

Lutheran Teaching Certificate

Candidates interested in pursuing a Lutheran teaching credential should contact Christ College (p. 29) Ministry Programs or the Director of Lutheran Teaching Programs.

Field Experience

A credential program is much more than face-to-face or online coursework. Candidates must observe and participate in the teaching process. Concordia University has designed field experiences to help you gain hands-on experiences in teaching. These experiences begin with observation hours and culminate in full-time student teaching under the supervision of a cooperating teacher and a university supervisor. Field experiences are detailed in the School of Education Teaching Credential Handbook.

Professional Clear Credential

The second credential level is the **Professional Clear Credential**. To qualify for this credential, preliminary credential holders participate in an induction program through their school district or an institution of higher education. Concordia University offers multiple subject, single subject, and education specialist clear induction credential programs. This 1 to 2-year program supports new preliminary multiple subject, single subject, and/or education specialist credential teachers as they are in their beginning teaching experience and working towards attaining a clear credential.

The goal of the clear induction credential program is to collaborate with local school districts to build upon the participating teacher's knowledge and skills acquired during teacher preparation and provide multiple professional development opportunities to improve teaching practices within the context of their current teaching setting. To qualify for a 1-year program, Concordia accepts 1 year of BTSA (Beginning Teacher Support and Assessment) experience from other school districts towards the completion of this program. As an induction program, California Standards for the Teaching Profession and the Formative Assessment for California Teachers process provide a foundation for the university's clear induction credential program in partnership with the participating teacher, the district support provider, and may also serve participating teachers working in private schools, including LCMS (The Lutheran Church—Missouri Synod) California teachers. Two of the proposed courses may be used as graduate electives. It is also possible for a participating teacher to clear both an education specialist and a multiple or single subject preliminary credential simultaneously through our programs.

Note: Area of Expertise courses, depending on their Individual Induction Plan (IIP), may total up to 6 additional units. Choices could include autism, multi-subject, or AAECSE.

Multiple Subject, Single Subject, Education Specialist-Mild/Moderate or Moderate-Severe Induction Programs

EDUI 510	New Teacher Support Semester IV *	1
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* Except for early completers.

For more detailed information about the professional clear credential, refer to the School of Education's teacher credential handbook (https://www.cui.edu/uploadedFiles/AcademicPrograms/Graduate/Education/TeachingCredential/06_Teaching_Credential_Program_Handbook.pdf).

Master of Education with Credential (M.Ed.)

Concordia University offers a combined credential and master of education program which prepares students to demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners. Students can apply 30 units of their 500-level coursework toward a master's degree in education.

The credential course and student teaching requirements are the foundation for the M.Ed degree. All students seeking a M.Ed. must complete the credential program and then add the advanced coursework and capstone experience. The total number of units in the M.Ed. is 46 (30 preliminary credential units and advanced units beyond the credential). All coursework in the M.Ed. must be completed within 5 years of the first post-baccalaureate credential course.

Core

EDU 547	Brain-Based Teaching and Learning	3
EDU 580	Educational Research: Methods and Analysis	3

Electives

Choose two of the following courses (selections vary by term)		6
EDU 520	Curriculum Design and Evaluation	3
EDU 524	Coping with Stress and Violence in Today's Classroom	3
EDU 542	School, Community and Diverse Family Structures	3
EDU 595	Developing Character and Ethics	3
EDUI 507	New Teacher Support Semester I	3
EDUI 508	New Teacher Support Semester II	3

Capstone Experience

EDR 601	Action Research Project *	3
or EDR 603	Independent Research Paper and Oral Presentation	

* Students who choose EDR 603 must also complete 3 elective courses in the choice above.

Graduate Degrees

Graduate Degree Offerings

Master of Education with Credential (p. 116)

Master of Arts in Education (M.A.Ed.)

Curriculum and Instruction (p. 116)

Curriculum and Instruction (Online) (p. 117)

Educational Administration with Preliminary Administrative Services Credential (p. 117)

Educational Technology (p. 117)

1	School Counseling Credential (p. 117)
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A maximum of 6 units may be transferred from program to program within Concordia University's School of Education master of arts programs from the following courses: EDU 520 Curriculum Design and Assessment, EDU 547 Brain-based Teaching and Learning and EDU 586 Educational Technology. If a student wishes to change from 1 program to another, a written request must be made through the graduate academic advisory. These transfers must be approved by the dean of the School of Education or their designee for graduate programs. Out-of-state transfer of credit is not allowed due to California state standards embedded in all courses. The transfer courses must be approved by the program coordinator and the dean of the School of Education.

Master of Education (M.Ed.) with Credential

Concordia University offers a combined credential and master of education program which prepares students to demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners. Students can apply 30 units of their 500-level coursework toward a master's degree in education.

The credential course and student teaching requirements are the foundation for the M.Ed degree. All students seeking a M.Ed. must complete the Credential Program (p. 114) and then add the advanced coursework and capstone experience. The total number of units in the M.Ed. is 46 (30 preliminary credential units and advanced units beyond the credential). All coursework in the M.Ed. must be completed within 5 years of the first post-baccalaureate credential course.

Core Courses

EDU 547	Brain-Based Teaching and Learning	3
EDU 580	Educational Research: Methods and Analysis	3

Electives

Choose 2 of the following courses (selections vary by term):		6
EDU 520	Curriculum Design and Evaluation	3
EDU 524	Coping with Stress and Violence in Today's Classroom	3
EDU 542	School, Community and Diverse Family Structures	3
EDU 595	Developing Character and Ethics	3
EDUI 507	New Teacher Support Semester I	3
EDUI 508	New Teacher Support Semester II	3

Capstone Experience

Choose 1 of the following options:		3-4
EDR 601	Action Research Project	3

OR

EDR 603	Independent Research Paper and Oral Presentation *	1
One additional elective course		3

Total Units	15-16
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Total Units	30-32
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* Students who choose EDR 603 must also complete 3 elective courses in the choice above.

Master of Arts in Education (M.A.Ed.)

Curriculum and Instruction: Regional Cohort Program

Core Requirements

EDU 515	Instructional Leadership	3	EDUA 593	Administrative Symposium *	3				
EDU 520	Curriculum Design and Evaluation	3	Capstone Experiences						
EDU 550	Education Discourse: Change and Reform	3	EDUA 581	Educational Research: Methods and Analysis	3				
Selected K-12 Curriculum					3				
EDU 522	Assisting Change In Education	3	EDR 605	Collaborative Action Research Project	3				
EDU 524	Coping with Stress and Violence in Today's Classroom	3	Total Units		30				
EDU 542	School, Community and Diverse Family Structures	3	* EDUA 593 is completed in 3 terms, each earning 1 unit each per term.						
EDU 547	Brain-Based Teaching and Learning	3							
EDU 557	Differentiating Instruction for Special Populations	3							
Capstone Experience									
EDU 580	Educational Research: Methods and Analysis	3							
EDR 605	Collaborative Action Research Project	3							
Total Units		30							

Master of Arts in Education (M.A.Ed.)

Curriculum and Instruction: Online Program

Core Requirements

EDU 515	Instructional Leadership	3
EDU 520	Curriculum Design and Evaluation	3
EDU 550	Education Discourse: Change and Reform	3
Selected K-12 Curriculum		
EDU 524	Coping with Stress and Violence in Today's Classroom	3
EDU 542	School, Community and Diverse Family Structures	3
EDU 547	Brain-Based Teaching and Learning	3
EDU 586	Educational Technology Level II	3
EDU 595	Developing Character and Ethics	3
Capstone Experience		
EDU 580	Educational Research: Methods and Analysis	3
EDR 605	Collaborative Action Research Project	3
Total Units		30

Master of Arts in Education (M.A.Ed.)

Educational Administration

with Preliminary Administrative Services Credential

Note: No units may be transferred into the Educational Administration program from another Concordia College/University program or from another institution of higher education.

Core Requirements

EDUA 516	Instructional and Transformational Leadership	3
EDUA 517	Curriculum Design and Evaluation	3
EDUA 556	Legal and Political Aspects in Education	3
EDUA 557	Human Resources	3
EDUA 558	Financial Resources	3
Fieldwork Experience		
EDUA 590	Administrative Practicum	3
EDUA 591	Advanced Administrative Practicum	3
Best Practices Experience		

Capstone Experiences

EDUA 593	Administrative Symposium *	3
Capstone Experiences		
EDUA 581	Educational Research: Methods and Analysis	3
EDR 605	Collaborative Action Research Project	3
* EDUA 593 is completed in 3 terms, each earning 1 unit each per term.		

Master of Arts in Education (M.A.Ed.)

Educational Technology: Blended and Online

The Association for Educational Communications and Technology (AECT) has defined "educational technology" as "the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources." (from Educational Technology: A Definition and Commentary, Januszewski & Molenda, 2008).

Note: No units may be transferred into the Educational Technology program from another institution of higher education.

Core Courses

EDUT 501	Educational Technology Teacher Leadership	3
EDUT 520	Curriculum Design and Assessment	3
EDUT 521	Leveraging Technology for All Students	3
EDUT 522	Emerging Learning Technologies	3
EDUT 523	Collaborative Design for E-learning	3
EDUT 531	Nurturing Learning Communities	3
EDUT 547	Brain-based Teaching and Learning	3
EDUT 586	Educational Technology Level II	3
Capstone Experience		
EDUT 580	Educational Research Methods and Analysis	3
EDR 605	Collaborative Action Research Project	3
Total Units		30

Master of Arts in Education (M.A.Ed.)

School Counseling Credential

The credential program is comprised of coursework, field experiences and student teaching.

Note: No units may be transferred into the School Counseling program from another Concordia University program.

Core Courses

EDSC 511	Introduction to School Counseling	3
EDSC 515	Leadership: Intervention, Consultation, Collaboration	3
EDSC 520	Educational Assessment	3
EDSC 522	Theories of Counseling	3
EDSC 531	Human Communication: Group Process	3
EDSC 535	Counseling Exceptional Children	3
EDSC 541	Psychopathology	3
EDSC 550	Counseling Diverse Populations	3
EDSC 551	Legal and Ethical Issues	3
EDSC 561	Crisis Response, Interventions and Management	3

EDSC 562	Career Counseling and Development	3	EDD 775	Dissertation Seminar V	1
Practicum and Fieldwork Experience					
EDSC 590	Practicum: School Counseling	3	& 775A	and Dissertation Seminar V (Continued)	
EDSC 591	Field Experience *	6	& 775B	and Dissertation Seminar V (Continued)	
Research and Capstone Experience					
EDSC 580	Educational Research: Methods and Analysis	3	& 775C	and Dissertation Seminar V (Continued)	
EDSC 605	Capstone: Action Research Project	3	EDD 781	Dissertation	4
Total Units		48	& 781A	and Dissertation	
			EDD 791	Dissertation	8
			& 791A	and Dissertation	
			& 791B	and Dissertation	
			& 791C	and Dissertation	
Extensions (as needed)					
			EDD 792	Dissertation	1
			EDD 792A	Dissertation	1
			EDD 792B	Dissertation	1
			EDD 792C	Dissertation	1
			EDD 793	Dissertation	1
			EDD 793A	Dissertation	1
Total Units					

Doctoral Degree

Doctor of Education (Ed.D.)

Purpose Statement

The purpose of the **Doctor of Education** program in Educational Leadership is to develop transformative leaders who embody the knowledge, competencies and skills necessary to guide organizations toward continuous improvement and sustained effectiveness through a rigorous and integrated curriculum focusing on theory and applied research in leadership and systems thinking with the development of analytical skills applicable to dynamic and diverse learning organizations.

Doctor of Education

EDD 700	Doctoral Studies Orientation	0.5
EDD 701	Leadership in 21st Century Learning Organizations	3
EDD 702	Effective Instructional Leadership and Assessment	3
EDD 703	Technology in a Systems Approach to Leadership	3
EDD 704	Strategic Human Resource Management and Development	3
EDD 705	Sustained Fiscal Leadership for Organizational Effectiveness	3
EDD 706	Policy, Law and Practice in Dynamic Settings	3
EDD 707	Change Forces in Diverse Educational Settings	3
EDD 751	Statistical Analysis for Educational Leaders	3
EDD 752	Applied Quantitative Methods for Educational Leaders	3
EDD 753	Applied Qualitative Methods for Educational Leaders	3
EDD 771 & 771A	Dissertation Seminar I and Dissertation Seminar I (Continued)	.5
EDD 772 & 772A	Dissertation Seminar II and Dissertation Seminar II (Continued)	.5
EDD 773 & 773A & 773B	Dissertation Seminar III and Dissertation Seminar III (Continued) and Dissertation Seminar III (Continued)	.75
EDD 774 & 774A & 774B	Dissertation Seminar IV and Dissertation Seminar IV (Continued) and Dissertation Seminar IV (Continued)	.75

Admission Info

Application and Admission Information

Multiple Subject, Single Subject, Education Specialist: Mild to Moderate

Core Application:

1. Submit online or paper application form (<http://www.graduateprogram.org/concordia-irvine/application-checklist>).
2. Submit application fee (p. 21).

Items required to complete admission file:

1. Two official transcripts from all college/universities attended.
2. Minimum GPA of 2.7. If GPA is lower than 2.7, applicant my submit a Letter of Petition to be considered by the program director.
3. Personal Statement of Intent (<http://catalog.cui.edu/uploadedFiles/Admissions/AdultStudies/StatementofIntent.pdf>) (on CUI form).
4. Two letters of recommendation (http://catalog.cui.edu/Portals/0/uploadedfiles/Admissions/Undergraduate/UG_Amissions_Letter_of_Recommendation.pdf) (on CUI form).
5. Certificate of Clearance.
6. Health Clearance (negative tuberculosis [TB] test in last 6 months).
7. Official proof of CBEST (California Basic Educational Skills Test) passage.
8. Official proof of CSET (California Subject Examinations for Teachers) passage OR proof of registration for next available testing date (dependent on congruency of undergraduate degree with type of credential sought) in which case CSET must be passed prior to student teaching semester.

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

Core Application:

1. Submit online or paper application form (<http://www.graduateprogram.org/concordia-irvine/application-checklist>).
2. Submit application fee (p. 21).

Items required to complete admission file:

1. Two official transcripts from all college/universities attended.
2. Minimum GPA of 3.0
 - a. If GPA is lower than 3.0, applicant may NOT apply for M.Ed. program.
 - b. Applicant must maintain GPA of 3.5 throughout first 2 semesters of coursework to be considered for the M.Ed. prior to starting student teaching.
 - c. Application must be approved by the program director of add the M.Ed. prior to the student teaching semester.
3. Personal Statement of Intent (<http://catalog.cui.edu/uploadedFiles/Admissions/AdultStudies/StatementofIntent.pdf>) (on CUI form).
4. Two letters of Recommendation (http://catalog.cui.edu/Portals/0/uploadedfiles/Admissions/Undergraduate/UG_Amissions_Letter_of_Recommendation.pdf) (on CUI form).
5. Certificate of Clearance.
6. Health Clearance (negative tuberculosis [TB] test in last 6 months).
7. Official proof of CBEST (California Basic Educational Skills Test) passage.
8. Official proof of CSET (California Subject Examinations for Teachers) passage OR proof of registration for next available testing date (dependent on congruency of undergraduate degree with type of credential sought) in which case CSET must be passed prior to student teaching semester.

Acceptance Procedures

1. When admission file is complete students will be scheduled for a 30-minute faculty-panel oral interview and a 20-minute writing sample time.
2. A letter of full acceptance will be mailed to the applicant. In the case of conditional acceptance, a letter will be mailed to the applicant outlining the steps to be followed in regards to course load and GPA requirements.
3. The acceptance letter will include an enrollment checklist outlining the steps that need to be taken prior to registering for classes.

Additional Admission Criteria

No reference forms received from relatives will be accepted.

International applicant requirements:

(Multiple Subject, Single Subject, Education Specialist: Mild to Moderate Credential Program or combined Credential and M.Ed. Program)

- Complete admission requirements and be accepted into CUI's Credential Program or Combined Credential & M.Ed. Program
- Submit official transcripts for all college course work (International Transcripts must be evaluated. Suggested Credential Evaluation Services: www.IERF.org (<http://www.IERF.org>), or www.wes.org (<http://www.wes.org>) or more at www.edupass.org (<http://www.edupass.org>/admissions/evaluation.phtml)).
- English Proficiency—Students who are categorized as "international students" or speak English as a second language are required to provide proof of English proficiency:
 - TOEFL (88 or higher, no less than 22 in each section) taken within the last year or IELTS (7.0 or higher, no less than 7 in each section) taken within the last year.

In addition, applicants must fulfill the requirements to obtain the I-20 and submit the following materials:

- Photocopy of Passport
- Copy of I-20 (all 3 pages)
- Copy of F1 Visa
- Copy of I-94
- Transfer Form
- Affidavit of Financial Support (http://www.cui.edu/uploadedFiles/UG_Intl_Affidavit_Final_2012.pdf)

Completed affidavit and supporting documents verifying that the applicant will be able to underwrite their total financial costs during their studies at Concordia University.

- Certificate of Bank Balance (http://www.cui.edu/uploadedFiles/UG_Intl_Certificate_Bank_Balance_Final_2012.pdf)

The amount the applicant must show proof of funding is \$37,665.20.

International students must carry at least 6 units each semester.

Doctor of Education applicants

The **Doctor of Education** program is designed for candidates who have demonstrated potential for doctoral study and leadership as substantiated during the admission process and have obtained a master's degree in education or a closely related field from a regionally accredited institution. The admission process for acceptance to the doctoral program involves 4 steps:

1. The applicant must submit the following documents to the graduate admissions office:
 - a. Official application for admission.
 - b. A nonrefundable application fee (see Tuition and Fees (p. 21)); this fee is not required from students previously admitted to a graduate program at Concordia University Irvine.
 - c. Official sealed academic transcripts from each postsecondary institution attended.
 - d. Verification of a master's degree in education or a closely related field from a regionally accredited institution.
 - e. Verification of a minimum graduate GPA (grade point average) of 3.5 (on a 4-point scale).
 - f. Three letters of recommendation on university-approved forms as follows:
 - i one letter completed by the applicant's supervisor
 - ii two letters from persons who can attest to the applicant's potential for doctoral study and leadership
 - g. A current professional résumé.
 - h. A statement of 5-7 page typed, double-spaced pages detailing the following:
 - i educational goals
 - ii short- and long-term professional goals
 - iii professional activities
 - iv research interests to be pursued in the program
 - v research experience
 - vi distance learning experience
 - vii reason(s) for choosing Concordia University Irvine's doctoral program.
 - i. A 5-7 page writing sample that demonstrates the applicant's ability to write cogently and use research and professional literature effectively in developing ideas and arguments (e.g.,

a master's thesis, a scholarly article published in a journal, a comprehensive course paper, a major district report, etc.).

- j. A valid California Certificate of Clearance (copy of a valid California credential may be used in lieu of a certificate).
- k. All program admission documents must be submitted before an application file is considered complete.

2. Each application file is evaluated as a whole by a doctoral faculty committee to determine if the prospective candidate should be contacted for an in-person interview.
3. During the in-person interview the candidate will meet with the program director and possibly one or more program faculty at which time they will be asked to discuss how their interest in the program relates to their career goals, experience with online learning environments, interests in scholarship, prior research activities, and how future educational pursuits align to the overall mission of Concordia University Irvine.
4. Within 2 weeks of the interview, the candidate will be notified regarding program acceptance.

Admission Appeal Process

To initiate the petition process, the student must submit a letter of explanation for previous low grades including why grades in the new program will be acceptable. The dean may accept, deny, or refer the petition to an application review committee.

Students admitted with conditional status must achieve full admittance by the end of the first 8-week term in order to continue in the program. Students not achieving full admittance by the end of the first term will be removed from the program. Only a student with full admission may matriculate toward a degree. Full admission is defined as all admission criteria being met and the student having received written confirmation of full acceptance into the program.

1. An application of admission to the graduate admissions office along with a non-refundable application fee (see Tuition and Fees).
2. A 500-750 word admission essay explaining reasons for seeking program admission, goals in pursuing a graduate degree, and career objectives using the university's program-specific prompt form.
3. One copy of a current teaching credential from the California Commission on Teacher Credentialing (CCTC). Out-of-state applicants to the online Curriculum and Instruction program may submit a copy of their current state teaching credential.

School of Professional Studies

Dean: Dr. Timothy Peters

Assistant Dean: Dr. Margaret Christmas Thomas

Mission Statement

Guided by the Lutheran tradition of vocation, the **School of Professional Studies** serves and cultivates the curious through transformational learning communities to discover and utilize their gifts for meaningful service.

Purpose Statement

The **School of Professional Studies** consists of three major academic areas serving adult students in face-to-face, blended, and online instructional modalities:

Undergraduate Degrees

Adult and Non-Traditional Degree Programs (p. 120)

- Associate of Arts Degree General Education
Director: Dr. Margaret Christmas Thomas
- Business Administration Leadership
Director: Prof. Eugene Esparza
- Healthcare Management Online
Director: Dr. Stephen Duarte
- Healthcare Management (Traditional Undergraduate)
Director: Dr. Stephen Duarte
(Refer to Traditional Undergraduate Catalog (p. 65) for detailed information)
- Liberal Arts
Director: Prof. Paul Marquardt
- Nonprofit Leadership
Director: Dr. Chip Espinoza
- Organizational Psychology
Director: Dr. Chip Espinoza

Nursing (p. 126)

Assistant Dean for Nursing: Dr. Mary Hobus

- Accelerated Bachelor of Science in Nursing
Assistant Director: Prof. Terry Cottle
- Registered Nurse to Bachelor of Science in Nursing
Assistant Director: Prof. Terry Cottle
- Licensed Vocation Nurse to Registered Nurse (30-unit option certificate)
- Master of Science in Nursing
Assistant Director: Dr. Catherine Caston

Graduate Degrees

Master of Arts in International Studies (p. 135)

- Master of Arts in International Studies: Africa
Executive Director: Dr. Salim Faraji
- Master of Arts in International Studies: China
Director: Dr. Eugene Kim
- Master of Arts in International Studies and Master of Business Administration Joint Degree
Directors: Dr. Eugene Kim and Prof. Janet Muller

Master of Science in Nursing (p. 130)

Assistant Director: Dr. Catherine Caston

Master's in Healthcare Administration (p. 135)

Director: Dr. Stephen Duarte

Adult and Non-Traditional Degrees

Adult and Non-Traditional Degrees

The university's **Adult Degree Programs (ADP)** seek to carry out the mission of the university to the 21st century student. Like the traditional undergraduate degree programs, courses are founded in the Christian liberal arts tradition of the university.

The programs are tailored to the needs and unique capabilities of the adult learner who can earn credit in a variety of modalities from the

traditional classroom setting, blended, and/or online formats as well as college-level learning experiences obtained through their careers using CLEP (College Level Examination Program), DSST (Dantes Standardized Subject Test), as well as the prior learning assessment test from LearningCounts.org program (Council for Adult and Experiential Learning [CAEL]).

The adult and 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.

A hallmark of all adult degree programs is a strong emphasis on the direct applicability of the course material to the student's career. In addition, our entire program is infused with the liberal arts conveyed in a Lutheran Christian context.

Non-Traditional Degree

Associate of Arts General Education (p. 122)

Bachelor of Arts Degrees

Business Administration and Leadership (p. 123)

Healthcare Management Online

Liberal Arts (p. 123)

Nonprofit Leadership (p. 123)

Bachelor of Science Degree

Organizational Psychology (p. 123)

Graduation

Graduation is both the end of your immediate academic journey in the Adult Degree Program (ADP), and the beginning of your journey of continued learning and professional career. Many graduates of the ADP have continued on into postgraduate professional and degree programs such as the California Teacher Credential program (<http://www.cui.edu/academicprograms/graduate/teacher-credential>), the MA in Education program (<http://www.cui.edu/academicprograms/graduate/ma-educational-administration>), the MBA program (<http://www.cui.edu/academicprograms/graduate/mba>), and others.

As you begin your last semester in the ADP major you will need to make sure you apply for graduation with the Registrar's Office (<http://www.cui.edu/studentlife/registrar>). This process is required and the application for graduation can be obtained from your academic adviser. Typically the deadline for submitting graduation applications to have the degree posted is as follows: fall semester due in September; spring semester due in December.

Concordia University conducts two commencement ceremonies, one in December and one in May, providing you, your family and friends a chance to celebrate your accomplishments and achievements.

Eligibility and Requirements

- Successful completion of 120 semester units of instruction or the equivalent.

- Completion of all General Education courses, or the equivalent, as well as successful completion of ADP course of study.
- Minimum cumulative grade point average (GPA) not less than 2.0 in all academic work (both transferred and in residence at Concordia).
- Complete payments of all tuition and fees due Concordia University.

Outcomes

Adult Degree and Non-Traditional Program Learning Outcomes

Associate of Arts General Education Program Learning Outcomes

- Written Communication (WC): Students compose focused and coherent written content; organize and logically develop their ideas; find, analyze and integrate appropriate sources; and demonstrate facility in discipline- or genre-specific conventions of writing.
- Oral Communication (OC): Students make verbal presentations in which they articulate a central message, organize main ideas, integrate appropriate supporting information, employ language appropriate for the topic and audience, and utilize delivery techniques that enhance the presentation.
- Systematic Inquiry (Critical Thinking [SI:CT] & Information Literacy [SI:ILL]): Students explain a problem, articulate a (hypo)thesis, investigate using appropriate sources, analyze the information, and craft logical conclusions and creative solutions to the problem.
- Quantitative Reasoning (QR): Students demonstrate understanding of quantitative facts and concepts, perform calculations successfully, and apply problem solving strategies to analyze quantitative data and to draw appropriate conclusions.
- Christian Literacy and Faith (CLF): Students describe the contents and contexts of the Bible, Christianity's major teachings, how the Christian faith connects to their academic discipline(s) and vocation(s) in life, and have many opportunities to receive instruction in the Christian faith.
- Service to Society and Church (SSC): Students serve society in ethical and merciful ways, examining benefits gained and challenges encountered, and Christian students have many opportunities to serve the church.
- Informed and Responsive Citizenship (IRC): Students explain how political and economic systems have influenced citizenship in the United States and the world; interact effectively and ethically with people of various cultural/global contexts; engage with and analyze the arts; articulate how the culture of scientific knowledge relates to other disciplines; and describe healthy lifestyles.
- Specialized Knowledge (SK): Students apply knowledge in a specific field that draws on current research, scholarship and/or techniques in the field

Business Administration and Leadership Program Learning Outcomes

A graduate of the Business Administration and Leadership major will be able to:

- Communicate effectively and professionally in business environments.
- Analyze and synthesize data as it applies to business situations.

- Demonstrate basic skills in the areas of finance, accounting, marketing, management, human resources, information technology, operations, law, and ethics.
- Demonstrate the application of leadership skills in a diverse business environment.
- Analyze new business and entrepreneurial opportunities in the global business environment.
- Recognize the implications of a Christian perspective in the business environment.

Healthcare Management - Online Program Learning Outcomes

- Communication and Relationship Management: Demonstrate the ability to communicate clearly and concisely, establish and maintain relationships, and facilitate constructive interactions with individuals and groups in the healthcare setting.
- Leadership: Demonstrate the ability to inspire individual and organizational excellence, create a shared vision, and successfully manage change to attain an organization's strategic ends and successful performance
- Professionalism: Demonstrate an alignment of personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement.
- Knowledge of the Healthcare Environment: Demonstrate understanding of the healthcare system and the environment in which healthcare managers and providers function.
- Business Skills and Knowledge: Integrate business principles, including systems thinking to the healthcare environment.

Liberal Arts Learning Program Outcomes

A graduate of the Liberal Arts major will be able to:

- Demonstrate an increased ability to think, read, and communicate with confidence and knowledge.
- Demonstrate an ability to consider ideas and opinions from various points of view.
- Demonstrate an appreciation and understanding of the importance of the arts as they apply to our cultural history.
- Demonstrate a basic understanding of scientific principles.
- Articulate their world views as it relates to a distinctively Christian worldview.

Nonprofit Leadership Learning Program Outcomes

- Research Design: Understand and use appropriate statistics, research methodology, and program evaluation to conduct research related to public, private, and nonprofit organizations.
- Critical Communication: Articulate research conclusions by producing well-organized written and oral presentations that demonstrate critical and integrative thinking.
- Christian World-view: Debate how a Christian world-view integrates with the scientific study of nonprofit leadership in an ethical and socio-culturally responsible manner.
- Theoretical Analysis: Become proficient at identifying gaps and needs of nonprofit organization's capacity-building deficiencies by applying learning to program and services. Special attention is given to fundraising, development, community outreach, education, employment practices, and board building.

- Core Competencies: Develop an understanding of the following: personal leadership perspective, organizational development, volunteerism, fundraising, and fiduciary responsibilities of a nonprofit leader.

Organizational Psychology Learning Program Outcomes

- Research Design: Design organizational assessment instruments for groups and/or individuals, gathering and analyzing data, reporting results, and proposing interventions.
- Critical Communication: Defend research conclusions by producing well-organized, written, and oral presentations that demonstrate critical reflection.
- Christian World-view: Debate how a Christian world-view integrates with the scientific study of Organizational Psychology in an ethical and socio-culturally responsible manner.
- Theoretical Analysis: Examine major concepts, theoretical perspectives, and current trends in Organizational Psychology.
- Core Competencies: Explain the Society for Industrial Organizational Psychology's core competencies for graduate programs.

Non-Traditional Degree

Associate of Arts General Education (AA)

Concordia offers a fully online and hybrid version general education (GE) program. These courses will meet the university's GE requirements as well as allow for the earning of an Associate of Arts (AA) degree. The non-traditional GE program provides a foundation for the academic work of the university's ADP, designed for the adult student who desires an AA degree or chooses to continue toward the completion of a baccalaureate degree. Delivered in an accelerated online format, the program begins with a series of college success courses that orient and prepare students for the rigor of the program. Students then engage in a form of the university's core curriculum and the remaining distribution courses that set the foundation for further academic study beyond an AA. Courses are offered in a blended and online format.

Associate of Arts General Education

University Success

ACOM 103	Communications	3
ADGL 102	Digital Literacy	3
AMTH 101	Principles of Mathematics	3
ASTS 101	University Success Skills	3
AWRT 104	College Composition	3

Core Curriculum

AART 201	Core Integrated Arts	3
AECO 201	Core Economics	3
AENG 201	Core Literature	3
AHST 201	Core History	3
APHI 201	Core Philosophy	3
ATHL 202	History and Literature of the New Testament	3

Distribution Courses

AESS 103	Healthy Living	3
APSY 201	Psychology	3
ASCI 201	Integrated Science and Lab	4
ASCI 202	Principles of Scientific Thought	4
ASOC 101	Sociology	3
ATHL 201	History and Literature of the Old Testament	3

Humanities

Choose 3 of the following courses:	9
AENG 202 Contemporary Literature	3
AENG 203 Modern Film	3
AHST 202 Contemporary United States History	3
AHST 203 Modern World: 1840 to Present	3
Total Units	62

Adult Degrees**Adult Degree Programs****Bachelor of Arts Degrees**

Business Administration and Leadership (p. 123)

Healthcare Management Online (p.)

Liberal Arts (p. 124)

Nonprofit Leadership (p. 124)

Bachelor of Science Degree

Organizational Psychology (p. 124)

General Education Requirements**Students entering with 23 or fewer semester units take the following general education requirements:****Core Curriculum**

AART 201 Core Integrated Arts	3
AECO 201 Core Economics	3
AENG 201 Core Literature	3
AHST 201 Core History	3
APHI 201 Core Philosophy	3
ATHL 202 History and Literature of the New Testament	3

Writing & Communication

ACOM 103 Communications	3
AWRT 104 College Composition	3

Science & Mathematics

AMTH 101 Principles of Mathematics	3
ASCI 201 Integrated Science and Lab	4
ASCI 202 Principles of Scientific Thought	4
Humanities, Theology & Fine Arts	
AENG 202 Contemporary Literature	3
AENG 203 Modern Film	3
ATHL 201 History and Literature of the Old Testament	3

History & Social Science

Choose 2 of the following courses:	6
APSY 201 Psychology	3
ASOC 101 Sociology	3
AHST 202 Contemporary United States History	3
AHST 203 Modern World: 1840 to Present	3

Personal Wellness & Life Skills

ADGL 102 Digital Literacy	3
AESS 103 Healthy Living	3

Total Units 56**Students entering with 24 or more semester units and do not have an AA degree or CSU/IGETC certification take the following general education requirements:****Core Curriculum**

AENG 201 Core Literature	3
ATHL 202 History and Literature of the New Testament	3

Writing & Communication

ACOM 103 Communications	3
AWRT 104 College Composition	3

Science & Mathematics

AMTH 101 Principles of Mathematics	3
ASCI 201 Integrated Science and Lab	4
ASCI 202 Principles of Scientific Thought	4

Humanities, Theology & Fine Arts

AART 201 Core Integrated Arts	3
AENG 202 Contemporary Literature	3
AENG 203 Modern Film	3
APHI 201 Core Philosophy	3
ATHL 201 History and Literature of the Old Testament	3

History & Social Science

AECO 201 Core Economics	3
AHST 201 Core History	3

Choose 2 of the following courses:

APSY 201 Psychology	3
ASOC 101 Sociology	3
AHST 202 Contemporary United States History	3
AHST 203 Modern World: 1840 to Present	3

Personal Wellness & Life Skills	
ADGL 102 Digital Literacy	3
AESS 103 Healthy Living	3

Total Units 56**Students entering with 24 or more semester units and have an AA degree or CSU/IGETC certification take the following general education requirements:****Theology**

Choose 1 of the following courses:	3
ATHL 202 History and Literature of the New Testament	3
ATHL 201 History and Literature of the Old Testament	3

Total Units 3**Business Administration and Leadership**

The **Business Administration and Leadership (BAL)** major offers a broad foundation in general business management and leadership skills for those with business career aspirations. The program is taught by a combination of full-time university faculty and industry-leading professionals serving as adjunct professors, resulting in an academically rigorous yet practical bachelor of arts degree that is relevant to today's dynamic business world.

Degree Requirements

BAL 303 Ethical Principles of Effective Businesses	3
BAL 305 Christianity and Contemporary Culture	3

BAL 306	Business Law	3	experience the arts and sciences and explore how an educated individual applies this knowledge to their lives and workplace.
BAL 308	Human Resource Strategies and Applications	3	
BAL 309	Financial Management of Businesses	3	
BAL 313	Leadership and Professional Development Seminar I	1	
BAL 314	Leadership and Professional Development Seminar II	1	
BAL 315	Leadership and Professional Development Seminar III	1	
BAL 321	Writing and Communication for the Workplace	3	
BAL 331	Financial Accounting	3	
BAL 332	Managerial Accounting	3	
BAL 404	Marketing Research and Quantitative Analysis	3	
BAL 415	International Business	3	
BAL 420	Managing Today's Worker	3	
BAL 425	Operations Management	3	
BAL 430	Marketing for Results	3	
BAL 440	Business Strategies For Success	3	
BAL 450	Business Leadership Strategies	3	
BAL 460	Social Media and the New Economy	3	
Total Units		51	42

Healthcare Management - Online

Degree Requirements

HLMG 305	Christianity and Contemporary Culture	3
HLMG 311	Writing and Communications in the Workplace	3
HLMG 312	Introduction to Health Administration	3
HLMG 314	Healthcare Quality Management	3
HLMG 315	Organizational Behavior, Theory and Design in Healthcare	3
HLMG 413	Leadership in Healthcare Management	3
HLMG 414	Legal Aspects of Healthcare	3
HLMG 415	Healthcare Information Systems	3
HLMG 416	Human Resource Management in Healthcare	3
HLMG 419	Topics in Public Health Administration	3
HLMG 422	Introduction to Gerontology and Mental Health Management	3
HLMG 424	Marketing and Strategic Planning for Healthcare Organizations	3
HLMG 425	Financial Management of Healthcare Organizations	3
HLMG 495	Senior Seminar: Healthcare Management	3
THL 467	Bioethics and Healthcare Professions	3
Recommended		
HLMG 438	International Health	3
Total Units		45

Liberal Arts

The **Liberal Arts (LA)** major builds upon the general education requirements and approaches the Liberal Arts from an integrated perspective. Rather than individual courses in the humanities or sciences, students look at a broader view of how a content area relates to other areas. The perspective provides students the opportunity to

Degree Requirements

Liberal Arts Major

ALA 302	The Human Dimension	3
ALA 303	Problem Solving in Today's World	3
ALA 304	Your World in Context	3
ALA 305	Christianity and Contemporary Culture	3
ALA 306	Issues in Literary Criticism	3
ALA 307	Cultural Influences	3
ALA 309	The Physical World	3
ALA 310	The Making of Our Reality	3
ALA 311	Writing for the Workplace	3
ALA 312	Communication in the Workplace	3
ALA 411	Digital Literacy and Research	3
ALA 412	Quantitative Skills in the Workplace	3
ALA 413	Psychology in the Workplace	3
ALA 414	Learning Styles and Career Development	3
Total Units		42

Nonprofit Leadership

Nonprofit Leadership (NPL) pulls from the disciplines of management, marketing, planning, evaluation, and more, in order to develop the understanding needed to be a successful nonprofit leader. Graduates of this program will not only have gained the interdisciplinary framework and knowledge needed to lead, but also have had an opportunity to apply that knowledge and learn the challenges of how theory informs good practice and practice informs good theory.

Degree Requirements

Nonprofit Leadership Major

NPL 305	Christianity and Contemporary Culture	3
NPL 311	Writing in the Workplace	3
NPL 327	Organizational Behavior	3
NPL 345	Social Psychology	3
NPL 355	Organizational Leadership	3
NPL 370	Leading and Motivating Volunteers	3
NPL 375	Conflict Resolution	3
NPL 450	Legal Aspects of Managing a Non-profit	3
NPL 460	Fundraising and Resource Development	3
NPL 465	Financial Management of a Nonprofit	3
NPL 483	Business Ethics	3
NPL 490	Organization Development and Change	3
NPL 491	Professional Development Seminar I	3
NPL 492	Professional Development Seminar II	3
Total Units		42

Organizational Psychology

The **Organizational Psychology (OP)** degree will equip students to apply psychology in the workplace to enhance employee performance. As an applied psychology degree integrating scientific study from both the behavioral sciences and business, this major provides students the exposure, experience, and expertise that will give them a

distinct advantage in the marketplace. Individuals desiring a career in management, human resources, consulting, or training and development would be particularly interested in this major.

This program is appropriate for anyone wanting to:

1. Help employers better engage their workforce and create an environment where people thrive professionally.
2. Help make jobs more interesting and satisfying.
3. Help workers and organizations be more productive.

Lower-Division Course Requirements

General Psychology (or similar introductory psychology course)

Note: Prerequisites may be taken concurrently with program director's approval.

Degree Requirements

Organization Psychology Major

IOP 305	Christianity and Contemporary Culture	3
IOP 308	Human Resource Strategies and Applications	3
IOP 311	Writing in the Workplace	3
IOP 327	Organizational Behavior	3
IOP 345	Social Psychology	3
IOP 381	Methods of Research and Statistical Analysis	3
IOP 411	Employee Motivation and Attitude Theory	3
IOP 415	Organizational Culture	3
IOP 421	Measurement Of Human Performance	3
IOP 431	Training and Talent Development	3
IOP 483	Business Ethics	3
IOP 490	Organization Development and Change Theory	3
IOP 491	Industrial-Organizational Professional Development Seminar I	3
IOP 492	Industrial-Organizational Professional Development Seminar II	3
Total Units		42

Admission Info

Application and Admission Information

Completion of the Adult Degree Program (ADP) application process and submission of all necessary and required documents will complete the file. Following file completion, the application information will be reviewed and a decision issued regarding acceptance.

A completed file will consist of:

Online application (<http://app.cui.edu/application/adp>) including application fee (see Tuition and Fees (p. 21)).

Official transcripts sent from all high schools (including proof of graduation) and colleges/universities attended.

Statement of Intent.

Proof of a grade point average (GPA) of 2.4 (on a 4.0 scale) is required.

Admission Eligibility

Documented proof of earning an Associate of Arts degree, IGETC (Intersegmental General Education Transfer Curriculum), or California

State University (CSU) certification prior to entering the Adult Degree Program (ADP).

Students with 45 transferable units or more are able to take general education courses concurrently with their major.

Students with less than 45 accredited transferable units are eligible for candidate status (provisional acceptance) within a chosen ADP major and can begin taking online general education (GE) courses. Once 45 units are obtained, students can begin taking courses GE and major courses concurrently.

Associate of Arts General Education Admission Criteria

Students must:

1. Be a minimum of 20 years old.
2. Have a minimum grade point average (GPA) of 2.4 (on a 4.0 scale) on all high school or post-secondary coursework.
3. Submit a letter of recommendation.

Admissions Appeal Process

A student who has applied and been denied admission has a right to appeal the decision within seven days of receiving notification of admission denial. The appeal must be made in writing to the dean of the School of Professional Studies and include a rationale for reconsideration. Within seven days of receipt of the letter, the dean will convene an appeals committee consisting of one member appointed by the dean and one member appointed by the Office of the Provost.

The student will be informed of the date and time of the meeting and be instructed to bring any documentation pertinent to the appeal. At the meeting the chair will cite the reason(s) for the denial of admission and the student will be given the opportunity to explain the basis of their appeal. After discussion, the student will be excused and the committee will render a decision. The student will be informed of the decision in writing within three days. This decision will be considered final.

Transfer Credit

Transfer units can help ADP students fulfill their General Education (GE) and elective units. Please first refer to our Transfer Alignments and Guidelines (<http://www.cui.edu/studentlife/registrar/index/id/24125>) to ensure that these course units will transfer to Concordia University.

A student can fulfill the general education requirements in one of the following ways:

1. IGETC (Intersegmental General Education Transfer Curriculum) certification.
2. CSU (California State University) certification.
3. Academic associate of arts degree from a regionally accredited U.S. university.
4. Completion of Concordia University Irvine's general education requirements for ADP students as listed below.

Prior Learning Assessment

Prior learning credit (<http://www.cui.edu/academicprograms/adult-degree-programs/index/id/20455>) can also help ADP students fulfill their GE and elective units. Prior learning assessment and college credit received for knowledge and learning already obtained will help the student accelerate the path to degree completion while also lowering the

costs of obtaining a degree. Concordia's ADP program awards college credit for significant life learning through three different programs:

1. CLEP (College Level Examination Program): gives a student the opportunity to receive college credit for the knowledge already acquired through independent study, prior course work, on-the-job training, professional development, cultural pursuits, or internships by earning qualifying scores on any of thirty-three (33) examinations.
2. DSST (DANTES [Defense Activity for Non-Traditional Education Support] Subject Standardized Tests): an effective method to provide evidence of prior learning. In fact, the 38 exams, available at a competitive fee, compliment other credit by examination programs such as CLEP.
3. LearningCounts.org: the Council for Adult and Experiential Learning's (CAEL) online service offering credible, third-party assessment of college-level learning acquired outside the college classroom.
4. A maximum of 32 units from CLEP, DSST, non-accredited, pass/fail, LearningCounts, or AP courses will be accepted for transfer.
5. If you have any questions or for additional detailed information, please contact the ADP admission representative or academic/career adviser for details.

Nursing Degrees

Assistant Dean: Dr. Mary Hobus, Nursing

Assistant Director: Prof. Leanne Burke, ABSN Program

Assistant Director: Dr. Catherine Caston, MSN Program

Assistant Director: Prof. Terry Cottle, RN to BSN Programs

Mission Statement

The **Nursing Program** is committed to educating a culturally and academically diverse student population to become competent, compassionate, and holistic nursing professionals who uphold Christian values in their service to individuals, families and communities.

Vision Statement

The **Nursing Program** has been uniquely designed for students to learn the necessary knowledge and advanced skills to provide excellent, compassionate, and competent nursing care. Ninety hours of clinical experience in a public health setting is arranged to prepare candidates to apply for the California Public Health Certificate. Additional clinicals will include patient care in the areas of medical-surgical nursing, pediatric nursing, maternal-child nursing, psychiatric/mental health nursing and geriatric nursing.

Accelerated Bachelor of Science in Nursing (p. 129)

Registered Nurse to Bachelor of Science in Nursing (p. 129)

Master of Science in Nursing (p. 130)

Department of Nursing Philosophy

Nursing is both an art and a science. As such, it embraces the development of the individual through both liberal studies and scientific preparation. The goal of nursing is to view each individual as a bio-psychosocial, cultural, and spiritual being with individual needs that are of utmost concern to the profession. The goal of this program is also to educate nurses to develop a view of nursing as a self-actualizing process that is essential in ministering to those seeking care. Nursing must be

supportive and considerate of each individual seeking care. Nurses must exhibit unconditional regard for each patient.

Nursing is a profession that encompasses professional and personal values, core knowledge and competencies in developing the role of care provider. It is also a service to humanity. Essential to this discipline is the development of attributes that encourage the holistic development of self in order to become socially responsive to the healthcare needs of a culturally diverse world.

The philosophy, objectives and goals of the nursing Department are congruent with: a) the Nurse Practice Act of California, b) Dr. Jean Watson's philosophy of caring in nursing, c) the mission and goals of Concordia University Irvine, and d) the essentials of baccalaureate education for professional nursing education of AACN and e) the Essentials of Master's Education in Nursing and the National League nursing competencies for the advanced nurse educator or selected specialty certifications for the advanced nurse leader.

At Concordia University Irvine, the nursing department functions within the philosophy of the University and has based its curriculum on the philosophy of Dr. Jean Watson's premise that nursing is both a philosophical and scientific approach to caring for all those who seek health care, disease prevention and management, health promotion and education. Watson's views are founded on scientific knowledge from various disciplines that allow nursing care to encompass both "curative" and "carative" dimensions in assisting clients to reach or maintain health or "die a peaceful death." (Watson, 1985, p. 7)

The nurse develops the skills to incorporate the nursing process, perform simple to complex nursing care skills, teach clients and families about self-care, disease management and prevention, and health promotion, learn and implement the ability to appropriately delegate and supervise members of a health care team. In addition, nurses will develop the ability to evaluate patients' responses to nursing and medical care, revise a plan of care in concert with the patient while advocating for best treatment and nursing care options with members of the health care team in a variety of settings. The advanced nurse educator or leader will integrate curriculum content in relation to academic and clinical learning outcomes specific to his/her degree requirements.

Nursing and its relationship to people of all cultural and ethnic backgrounds is rooted in a liberal arts education and life experiences that assist in integrating biophysical knowledge with information about human needs and behaviors in order to care for those who seek health care for illnesses, health restoration, and promotion. Dr. Jean Watson's belief also encompasses the promotion of each nurse's self-awareness and self-care. With this approach, the students have the opportunity to evaluate their own cultural beliefs and those of patients, their own learning needs and styles in building competencies at a beginner's level in a variety of practice settings. The MSN program will build on the foundation of the baccalaureate nursing curriculum as to prepare professional nurse leaders in academic and clinical advanced nursing education. It is also the belief that the education at Concordia University Irvine will prepare both undergraduates and graduates to communicate and collaborate with all members of the interprofessional team in order to optimize patient health through evidence-based best practice outcomes.

The purpose of the CUI nursing program is to educate nurses in a self-actualizing process that is essential in ministering to those who are seeking healthcare. Nursing must be supportive, and considerate, and exhibit unconditional regard for each diverse population of patients in the context of the nursing metaparadigm as defined by the individual, health,

environment, and nursing. The nursing faculty at Concordia University Irvine believes that Jean Watson's Philosophy of the Science of Caring in Nursing flows from, and is a response to, God's love of all people, as seen in His sacrifice of His Son, Jesus Christ, for the salvation of all humankind.

Unifying Theme

Jean Watson's Philosophy of the Science of Caring in Nursing has been threaded through the undergraduate and graduate curriculum. Watson's 10 Carative Factors encompass the qualities that are essential in establishing therapeutic communication and relationships between the client/patient and the nurse. These original Carative Factors are incorporated into specific courses. The common themes in Watson's model are:

1. Humanistic /altruistic value system
2. Faith and hope
3. Sensitivity and empathy
4. Helping-trusting relationships
5. Promotion and acceptance of both positive and negative feelings in Communication
6. Scientific problem-solving
7. Interpersonal teaching /learning
8. Mental, physical, socio-cultural, spiritual, supportive, protective, corrective and safety
9. Gratification of human needs
10. Allowances for existential-phenomenological forces that may affect the caring experience (1985, p.9-10).

Watson original Carative Factors evolved into Caritas Processes which include:

1. Practicing loving-kindness and equanimity for self and other
2. Being authentically present; enabling/sustaining/honoring deep belief system and subjective world of self/other
3. Cultivating one's own spiritual practices; deepening self-awareness, going beyond "ego-self"
4. Developing and sustaining a helping-trusting, authentic caring relationship
5. Being present to, and supportive of, the expression of positive and negative feelings as a connection with deeper spirit of self and the one-being-cared-for
6. Creative use of self and all ways of knowing/being/doing as part of the caring process (engaging in artistry of caring-healing practices)
7. Engaging in genuine teaching-learning experiences within context of caring relationship – attend to whole person and subjective meaning; attempt to stay within other's frame of reference (evolve toward "coaching" role vs. conventional imparting of information)
8. Creating healing environment at all levels (physical, nonphysical, subtle environment of energy and consciousness whereby wholeness, beauty, comfort, dignity, and peace are potentiated (Being/Becoming the environment)
9. Reverentially and respectfully assisting with basic needs; holding an intentional, caring consciousness of touching and working with the embodied spirit of another, honoring unity of Being; allowing for spirit filled connection

10. Opening and attending to spiritual, mysterious, unknown existential dimensions of life-death-suffering; "*allowing, for a miracle*" (2008, p. 31).

In addition to Watson's Model, other specific strands are woven throughout the undergraduate and graduate programs.

For undergraduate program strands they are:

1. Nursing process/therapeutic care competence
2. Professional role development/teaching/learning
3. Communication
4. Research process
5. Cultural awareness and competence
6. Watson's Carative Factors/Caritas Processes
7. Development of Values
8. QSEN Competencies

For graduate program strands they are:

1. Advance practice nurse competencies
2. Professional role facilitation
3. Interprofessional communication/collaboration
4. Evidence-based practice outcomes
5. Cultural and age related competencies
6. Integration of professional caring concepts
7. Human Values
8. QSEN Competencies

The advanced practice nurse curriculum plan builds on baccalaureate nursing education. The CUI MSN program will provide the foundation for preparation and provision to the individual, family, community, and the health care environment. The advanced practice nurse educator or nurse leader will apply his/her skills in a variety of educational and clinical sites. Role development, identification of researchable health care issues and utilization of research by the learner and colleagues are facilitated in a blended on-line format. With the emphasis of life-long learning in nursing education, the graduate of the CUI MSN program will provide the foundation for doctoral study and foster ongoing responsibility for continuing education in nursing.

Alternative means for advancing nursing education in the blended on line format may appeal to students who are seeking an alternative delivery system. This delivery system is appropriate for graduate students who are self-motivated, independent learners, and thrive in the self-directed setting.

The blended format is designed to promote interaction between the professor and the students and student to student in a threaded discussion format. The courses are facilitated in a two eight week semester timeframe in which a full time student will take two eight week courses. There are two four hours face-to-face classes during the first and eighth weeks on Saturday. The third, fifth, and seventh weeks are synchronous on line class sessions where the students enter into a classroom setting using a web-camera format and participate in class discussions with the assigned faculty and peers. There are three asynchronous sessions during weeks two, four, and six in which the students completes the identified assignments and participate in discussion threads. The on line format is designed to promote interaction between the professor and the students and student to students in an effective teaching learning process.

It is expected that the students will complete online lectures (written, video, or audio) assignments, seek advisement and feedback from the assigned course faculty, seeks academic advisement from assigned advisor, and work independently to meet the course and program learning outcomes.

The thesis or project capstone experience is the culminating activity of the advanced practice nurse educator and lead. The content for the thesis or project is threaded throughout the curriculum plan for the MSN program and represents the consolidation, synthesis, and analysis of the academic or clinical scholarship in graduate nursing education evidence based outcomes.

There are four avenues of study available to the nursing student:

- Accelerated BSN (ABSN)
- RN to BSN
- LVN to RN 30-unit option certificate
- Master of Science in Nursing (MSN)

The Department of Nursing programs (ABSN, RN to BSN, and MSN) are accredited by the Western Accreditation of Schools and Colleges (WASC). The ABSN and RN to BSN programs are also accredited by the Commission on Collegiate Nursing Education (CCNE). The MSN program will be seeking accreditation from CCNE after the first class graduates.

Accreditation Standards

Concordia University and its Accelerated Bachelor of Science in Nursing (ABSN) and the RN to Bachelor of Science in Nursing (RN to BSN) programs are accredited by the Senior College and University Commission of the Western Association of Schools and Colleges (WASC).

Western Association of Schools and Colleges (WASC)
985 Atlantic Avenue Suite 100
Alameda, CA 94501
(510) 748-9797

Students and other interested parties may review accreditation documents by going to the commission's website at <http://www.wascsenior.org/>.

Concordia University Irvine's accelerated Bachelor of Science in nursing (ABSN) and RN to Bachelor of Science in nursing (RN to BSN) programs are also accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/accreditation>) (CCNE). Officially recognized by the U.S. Secretary of Education, the CCNE is an autonomous accrediting agency whose mission includes the assessment and identification of nursing programs that engage in effective educational practices.

Professional Association Guidelines

American Association of Colleges of Nursing (AACN) Essentials

Liberal Education for Baccalaureate Generalist Nursing Practice

- A solid base in liberal education provides the cornerstone for the practice and education of nurses.

Basic Organizational and Systems Leadership for Quality Care and Patient Safety

- Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

Scholarship for Evidence Based Practice

- Professional nursing practice is grounded in the translation of current evidence into one's practice.

Information Management and Application of Patient Care Technology

- Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

Health Care Policy, Finance and Regulatory Environments

- Healthcare policies, including financial regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

Inter-professional Communication and Collaboration for Improving Patient Health Outcomes

- Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

Clinical Prevention and Population Health

- Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

Professionalism and Professional Values

- Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

Baccalaureate Generalist Nursing Practice

- The baccalaureate graduate nurse is prepared to practice with patients including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
- The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Outcomes

Nursing Program Learning Outcomes Accelerated Bachelor of Science in Nursing (ABSN)

Nursing is both an art and a science. As such, it embraces the development of the individual through both liberal studies and scientific preparation with a goal of educating students to develop a view of nursing as a self-actualizing process that is essential in ministering to those seeking care. Students will be prepared to:

1. Analyze bioethical dilemmas that present themselves in the practice setting and be able to arrive at personal and professional decisions to advocate for the patients. Become familiar with the principles of justice, autonomy and beneficence.
2. Develop and refine professional skills and strategies to support acquisition of further proficiency in nursing practice
3. Take on additional roles, such as public health nurse, parish nurse, leader, manager, nurse navigator, nurse informaticist and clinical assistant instructor.
4. Provide healthcare education appropriate to learners from varying backgrounds in a variety of settings.

5. Develop a strong scientific knowledge base to include an understanding of the research process and its application to nursing practice in a variety of settings.
6. Apply Watson's Clinical Caritas Processes in all nursing care settings to enhance the health care encounters of all patients/clients.
7. Provide culturally sensitive nursing care to an increasingly diverse population.
8. Discuss and analyze contemporary professional nursing issues that impact the patients, the profession, and communities.
9. Be accountable in nursing practice, resource management, and quality improvement by demonstrating leadership, critical thinking, clinical reasoning, organizing, delegating, implementing, and evaluating the delivery of nursing care in a variety of settings.
10. Demonstrate an awareness of health care prevention and wellness care for individuals and communities.

Registered Nurse to Bachelor of Science in Nursing (RN to BSN)

1. Analyze bioethical dilemmas that present themselves in the practice setting and be able to arrive at personal and professional decisions to advocate for the patients. Become familiar with the principles of justice, autonomy and beneficence.
2. Develop and refine professional skills and strategies to support acquisition of further proficiency in nursing practice
3. Take on additional roles, such as public health nurse, parish nurse, leader, manager, nurse navigator, nurse informaticist and clinical assistant instructor.
4. Provide healthcare education appropriate to learners from varying backgrounds in a variety of settings.
5. Develop a strong scientific knowledge base to include an understanding of the research process and its application to nursing practice in a variety of settings.
6. Apply Watson's Clinical Caritas Processes in all nursing care settings to enhance the health care encounters of all patients/clients.
7. Provide culturally sensitive nursing care to an increasingly diverse population.
8. Discuss and analyze contemporary professional nursing issues that impact the patients, the profession, and communities.
9. Be accountable in nursing practice, resource management, and quality improvement by demonstrating leadership, critical thinking, clinical reasoning, organizing, delegating, implementing, and evaluating the delivery of nursing care in a variety of settings.
10. Demonstrate an awareness of health care prevention and wellness care for individuals and communities.

Master of Science in Nursing (MSN)

1. Demonstrate accountability for advanced practice nursing decisions based on professional, evidence-based standards, genetics, public health policy, and ethics for improvement of advanced nursing care across diverse settings. (AACN Essential I)
2. Utilize leadership, critical thinking, and reasoning skills to determine population-based health care delivery outcomes in organizational and health care systems in organization and system management. (AACN Essential II)
3. Implement quality and safety improvement measures within patient care, inter-professional teams, and organizational levels using appropriate performance measures. (AACN Essential III)

4. Translate theoretical and/or clinical-directed research into evidence-based health care advanced nursing practice at the individual, family, and community levels. (AACN Essential IV)
5. Integrate health care technology and informatics processes to achieve high quality patient health care outcomes across all clinical settings. (AACN Essential V)
6. Demonstrate character and ethical leadership in a faith-based environment by participating in policy development and patient advocacy. (AACN Essential VI)
7. Integrate an understanding of inter-professional collaboration, communication, disease management, and leadership to achieve population-based health care outcomes. (AACN Essential VII)
8. Apply and coordinate culturally sensitive nursing care to population based health care environments to plan, implement, manage, and evaluate evidence-based practice. (AACN Essential VIII)
9. Demonstrate clinical competence in advance practice settings incorporating patient centered care, inter-professional collaboration, healthcare management, and teaching/learning in an evidence-based practice environment. (AACN Essential IX)

Undergraduate Degrees Undergraduate Nursing Degrees

Accelerated Bachelor of Science in Nursing (p. 129)

Registered Nurse to Bachelor of Science in Nursing (p. 130)

Accelerated Bachelor of Science in Nursing (ABSN)

Accelerated Bachelor of Science in Nursing Curriculum Plan

Semester One	12
NTHL 101	Foundations of Christian Theology
THL 201	History and Literature of the Old Testament
or NTHL 202	History and Literature of the New Testament
NUSA 201	Foundations of Nursing
NUSA 401	Health Assessment
Semester Two	14
NUSA 203	Adult Medical/Surgical Theory
NUSA 205	Pathophysiology
NUSA 207	Pharmacotherapeutics
NUSA 292	Adult Medical/Surgical Clinical
NUSA 294	Nursing Skills Lab
NUSA 296	Pharmacology Lab
Semester Three	18
NUSA 301	Advanced Medical/Surgical Nursing Theory
NUSA 303	Maternal/Child Nursing Theory
NUSA 305	Psychiatric/Mental Health Theory
NUSA 307	Pediatric Nursing Theory
NUSA 392	Advanced Medical/Surgical Nursing Clinical
NUSA 394	Maternal/Child Nursing Clinical
NUSA 396	Psychiatric/Mental Health Clinical
NUSA 398	Pediatric Nursing Clinical
Semester Four	15
NUSA 400	Advanced Senior Preceptorship Clinical

NUSA 403	Community Health Nursing Theory	2
NUSA 405	Research In Nursing	2
NUSA 409	Advanced Senior Preceptorship Seminar	1
NUSA 413	Leadership/Management Theory	2
NUSA 494	Community Health Nursing Clinical	2
THL 467	Bioethics and Healthcare Professions	3
Total Units		59

Progression

Students must maintain a GPA of C (2.0) or better, receive no grade lower than a C (75%) to remain in the program. Students who receive a grade of C- or lower in a course may repeat the course once. If a student has already received a C- or lower in a NURS or cross-listed course and does so a second time the student will be dropped from the program.

Graduation Requirements

1. Completed all course work with a grade of 2.0 or higher.
2. Successful completion of 124 semester units of instruction or the equivalent.
3. File a graduation application with the Office of the Registrar whether participating in graduation or not.
4. Complete payment of all fees and tuition due Concordia University Irvine.
5. Receive faculty approval.

Registered Nurse to Bachelor of Science in Nursing (RN to BSN)

Support Courses

All required supportive courses can be taken elsewhere (other than Theology) and transferred before or during program matriculation. Students wishing to take a course(es) elsewhere for transfer as a substitution must apply with the nursing department for approval. Supportive courses require a grade of C (2.0) or higher; a grade lower than C may be repeated twice.

Chemistry with lab	4
General Psychology	3
Sociology or Anthropology	3
Lifespan Developmental Psychology (life to death component)	3
Nutrition	3
NUSA 207 Pharmacotherapeutics (or equivalent transfer) *	2
Statistics (must be taken before or concurrent with research course)	3
NTHL 101 Foundations of Christian Theology	3
THL 201 History and Literature of the Old Testament	3
or NTHL 202 History and Literature of the New Testament	
Total Units	27

* If an incoming student's previous pharmacology course is deemed inadequate they will be required to take NUSA 207.

Registered Nurse to Bachelor of Science in Nursing Degree Requirements

NURS 300	Professional Nursing Practice and Higher Education *	3
NURS 400	Leadership and Management - Clinical Professional Practice	2
NURS 401	Health Assessment *	3
NURS 402	Theoretical and Conceptual Foundations in Nursing *	3
NURS 403	Community and Public Health Nursing Theory *	2
NURS 404	Wellness and Alternative Therapies *	3
NURS 405	Nursing Research *	2
NURS 406	Leadership and Management Practices *	3
NURS 407	Cultural Care Competence *	3
NURS 408	Professional Trends and Issues in Nursing (online course) **	3
NURS 494	Community Health Nursing Clinical	2
PHI 467	Bioethics and Healthcare Professions *	3
Total Units		34

* Hybrid courses that meet weekly with an online component.

** Online courses.

Progression

Students must maintain a GPA of C (2.0) or better, receive no grade lower than a C (75%) to remain in the program. Students who receive a grade of C- or lower in a course may repeat the course once. If a student has already received a C- or lower in a NURS or cross-listed course and does so a second time the student will be dropped from the program.

Graduation Requirements

1. Complete all course work with a grade of 2.0 (on a 4.0 scale) or higher.
2. Successful completion of 120 semester units of instruction or the equivalent.
3. File a graduation application with the Office of the Registrar whether participating in graduation or not.
4. Complete payment of all fees and tuition due Concordia University Irvine.
5. Receive faculty approval.

Graduate Degree

Master of Science in Nursing (MSN)

The purpose of the **Master of Science in Nursing (MSN)** is to develop advanced practice nurse educators to teach undergraduate nursing students in both theory and clinical teaching experiences in the psychiatric mental health, medical-surgical, pediatrics and maternal newborn content areas. Additionally, MSN nurses could lead and manage these specialty units in acute care health systems and the community at large and globally as advanced practice nurse leaders. According to the California Future Action Plan "one of the largest barriers to expanding educational capacity is a lack of qualified nursing faculty . . . The task force recognizes the need for additional incentives, in the form of loan forgiveness, stipends, and recruitment packages offered to attract and retain additional nursing faculty" (Future Action Plan, p.11). With the increased need for nursing faculty in the U.S., this program's purpose fits well with a Master of Science in nursing program for Concordia

University Irvine with an emphasis on health care, nursing education or leadership and the healing environment.

Master of Science in Nursing Degree Requirements

MSN 501	Health Care Context and Organizational Systems Leadership	3
MSN 511	Nursing Theory	3
MSN 513	Nursing Research	3
MSN 515	Applied Statistics for Nursing	3
MSN 531	Advanced Health and Physical Assessment	3
MSN 533	Advanced Pathophysiology	3
MSN 535	Advanced Pharmacology	3
MSN 537	Advanced Nursing Practice for the Nurse Educator	3
MSN 551	Religion in the World/America *	3
MSN 552	Advanced Healthcare Ethics *	3
Choose 1 concentration area:		8
Nursing Education Concentration Courses		
MSN 561	Instructional Design in Nursing Education I (Theory)	4
MSN 562	Instructional Design in Nursing Education II (Practice)	4
Nursing Leadership Concentration Courses		
MSN 571	Nursing Leadership and Healthcare Management I	4
MSN 572	Nursing Leadership and Healthcare Management II	4
Thesis/Project		
MSN 595	Thesis/Project I	3
MSN 596	Thesis/Project II	3
Total Units		44

* Note: Must be taken at Concordia University Irvine

Graduation Requirements

All students are encouraged to celebrate the completion of their nursing program when all required course work is completed, including:

1. File a graduation application with the Office of the Registrar whether participating in commencement or not.
2. Complete payment of all fees and tuition due Concordia University Irvine.
3. Receive faculty approval.

Admission Info

Application and Admission Information

Accelerated Bachelor of Science in Nursing (p. 131)

Registered Nurse to Bachelor of Science in Nursing (p. 132)

Master of Science in Nursing (p. 133)

Accelerated Bachelor of Science in Nursing (ABSN) Admission Policy and Requirements

General Admission Guidelines

Admission of nursing students to the ABSN program is based upon consideration of the completed application form, official college transcripts, letters of recommendation, a personal statement, and a personal plan to complete all prerequisites before nursing classes begin. Students filling out an application are not guaranteed admission into the nursing program as student numbers in the clinical practicum may be limited due to clinical availability.

All applications should be completed with supporting documents and sent to the nursing admission office. Evaluation of qualifications will determine eligibility. A minimum cumulative GPA of 3.0 is necessary for admission consideration. All transfer courses fulfilling the prerequisites are required to have a grade of C or higher (2.0). All science prerequisites must have been completed within the last five years (*prior to start date of intended ABSN admission*). If not, the science prerequisite must be repeated. Human Nutrition must be completed within 7 years.

General Admission Criteria

1. Applicants to the ABSN program must have graduated from a regional accredited college or university baccalaureate program. A bachelor degree earned from outside the U.S. must be evaluated by IERF (International Education Research Foundation).
2. Prerequisite courses must be completed with a grade of C (2.0) or higher; a maximum of two in-progress courses are allowed by the application deadline.
 - a. Science prerequisites must have a four-unit value or higher and have been completed within the last five years (*prior to start date of intended ABSN admission*) and must include lab portions.
 - b. Human Nutrition must have been completed within the last seven years.
3. Transfer credit will be awarded for approved general studies courses.
4. Applicants must have earned a minimum of 3.0 cumulative GPA. Cumulative GPA refers to the combination of bachelor degree and classes taken after degree completion. Upon acceptance to the program, applicants must complete the following:

Nursing Core Classes	44
Bioethics	3
Theology/Philosophy	6
Additional Prerequisites and General Education courses	74
Total Units	127
5. The ABSN program is designed to be completed in four academic semesters (15 months). However, students must complete the entire program within two years from the time of program admission.
6. Achievement of a TOEFL score of 550 paper-based, 213 computer-based, or 100 internet-based is required for applicants from foreign schools of nursing.
7. Interviews are by invitation only; if selected, applicant must appear in person as no phone or video conference interviews will be given.

Admission Requirements

1. Online (for new applicants), paper (for applicants reapplying), international application.
2. A non-refundable domestic or international application fee (see Tuition and Fees (p. 21)).

3. Two letters of recommendation.
4. Statement of intent / personal essay (all essay questions must be answered and the statement should be **at least** 2 pages [maximum of 4 pages], typewritten, and double-spaced).
5. Signed background check waiver form.
6. Completed prerequisite plan form.
7. All official college transcripts addressed to the Office of Admission, Attn: ABSN Program.

Entrance Requirements

Once the applicant has been admitted to the ABSN program and prior to the onset of classes, each student must provide:

1. A current Basic Cardiac Life Support (BCLS) health care provider / professional Cardiopulmonary Resuscitation (CPR) card from the American Heart Association
2. Proof of individual, current malpractice insurance, e.g., California Nursing Association (CNA) or the Nursing Service Organization (NSO).
3. Current immunization status and complete health requirements (see health policy for nursing student).
4. A current California's driver's license to travel to clinical sites and required automobile insurance.
5. A bachelor's degree earned from outside the U.S. must be evaluated by IERF (International Education Research Foundation).
6. Background check completed.
7. Health care insurance.

Registered Nurse to Bachelor of Science in Nursing (RN to BSN) Admission Policy and Requirements

General Admission Guidelines

Admission to the RN to BSN program is based upon consideration of the completed online application form, official college transcripts, letters of recommendation, a personal statement, and a personal plan to complete all prerequisites before classes begin; supporting documents should be sent to the nursing admission office. Evaluation of qualifications will determine eligibility. A minimum GPA of 2.5 is necessary for admission consideration. All transfer courses fulfilling the prerequisites are required to have a grade of C (2.0) or higher.

General Admission Criteria

1. Candidates for the RN to BSN program must have completed a registered nurse (RN) program in an accredited community college and must have a current and clear license to practice nursing in the state of California. A bachelor's degree earned from outside the U.S. must be evaluated by IERF (International Education Research Foundation).
2. Candidates must bring 58-78 units of associate's degree education completed with a minimum GPA of 2.5 or higher. Science courses must have a 4-unit value or higher and include lab portions.
3. Transfer credit will be awarded from approved general studies courses; support courses are evaluated upon application to the program.
4. Upon acceptance to the program, students will complete 34 units of core course work plus 6-15 units of required support classes and electives for a total of 120 units. The program is designed to

be completed in 15 months full-time or 2 years part-time. However, students must complete the entire program within 3 years from the time of program admission.

Admission Requirements

Applicants to the program must submit the following to the RN to BSN admission office:

- Complete online-application
- A non-refundable application fee (see Tuition and Fees (p. 21)) with the check payable to "Concordia University Irvine" (online payments are currently not available).
- Statement of intent
- Completed prerequisite plan form
- Two letters of recommendations
- All official transcripts
- A signed background check waiver form

Entrance Requirements

Once the applicant has been admitted to the RN to BSN program and prior to the onset of classes, each student must provide:

1. Current Basic Cardiac Life Support (BCLS) health care provider / professional Cardiopulmonary Resuscitation (CPR) card from the American Heart Association
2. Proof of individual, current malpractice insurance, e.g., California Nursing Association (CNA) or the Nursing Service Organization (NSO).
3. Current immunization status and complete all health requirements (see health policy for nursing student).
4. Current California's driver's license to travel to clinical sites including required automobile insurance.
5. Completed background check
6. Health care insurance.
7. Proof of current RN licensure (except for dual enrollment students as described below).

Dual Enrollment Option

Potential students who may qualify for this option are students currently in good standing in an associate degree nursing (ADN) program and have taken/are taking the courses needed to matriculate through that program. Identified courses can be taken after completing their second semester at the ADN level. Qualified applicants who enroll in the RN to BSN program via the associate program enrollment option will be issued provisional acceptance with complete acceptance pending graduation from the associate degree in nursing program and successful completion of the NCLEX-RN (National Council Licensure Examination-Registered Nurse).

Additional Criteria Specific to Dual Enrollment

The application process is the same as for the RN to BSN program with the following exceptions:

- Applicants must obtain a nursing license within the first semester of ADN (associate degree in nursing) graduation.
- Concordia University will obtain an additional recommendation stating the applicant is in good academic standing from the associate program in which the student is enrolled.

Course Requirements

Courses previously taken may apply as credit towards some of the program's requirements and will be evaluated upon application to the program. Approved transfer courses, prerequisites, general education, and nursing supportive courses are as follows:

Prerequisite Courses

All prerequisite courses require a grade of C (2.0) or higher; a grade lower than C may be repeated once before acceptance to the program. Rarely a provisional acceptance maybe allowed at the discretion of the program director.

Human Anatomy with lab	4
Human Physiology with lab	4
Microbiology with lab	4

General Education Requirements

The associate degree meets most of the general education requirements for the program. If a student does not have an associate degree Concordia's general education requirements apply (see Traditional Undergraduate General Catalog (p. 5)).

Support Courses

All required supportive courses (other than Theology) can be taken elsewhere and transferred before or during program matriculation. Students wishing to take a course(es) elsewhere for transfer as a substitution must apply with the nursing department for approval. Supportive courses require a grade of C (2.0) or higher; a grade lower than C may be repeated twice.

General Psychology	3
Sociology or Anthropology	3
Developmental Psychology (life to death component)	3
Nutrition	3
Statistics (must be taken before or concurrent with research course)	3
NTHL 101 Foundations of Christian Theology	3
THL 201 History and Literature of the Old Testament (must be taken at CUI)	3
or THL 202 History and Literature of the New Testament	
Chemistry with lab	4
NUSA 207 Pharmacotherapeutics (or equivalent transfer) *	2
Total Units	27

* If an incoming student's previous pharmacology course is deemed inadequate they will be required to take NUSA 207.

Master of Science in Nursing (MSN) Admission Policy and Requirements

Admission of nursing students is based upon consideration of the completed on-line application form. All applications should be completed online with supporting documents and sent to gradadmissions@cui.edu. Evaluation of qualifications will determine eligibility. In addition to the CUI admission requirements, the applicants to the Blended on-line Master of Science in nursing program with an emphasis on the nursing educator's role must complete the following:

1. Application checklist.

2. One official transcript from an accredited bachelor of science in nursing (BSN) degree program with a minimum GPA of 3.0 or above.
3. A nonrefundable application fee (see Tuition and Fees (p. 21)). This application fee is not required of students if previously graduated from a program at Concordia University Irvine.
4. Bachelor's-level courses (including nursing research, statistics, health assessment, and pathophysiology) within the last 5 years with a minimum GPA of 3.0 or better that are equivalent to those offered in Concordia's accelerated undergraduate nursing program.
5. Prerequisite support courses and intention to transfer worksheet.
6. Copies of current State of California Nursing License and American Heart Association Health Care Provider Basic Life Support Certificate.
7. Computer competency in Microsoft Word, spread sheets, Power Point, electronic searches, and internet resources.
8. A formal letter of intent with a written 2-page (250 words) essay of personal, professional, and educational goals for becoming a nurse educator, including the following:
 - Purpose and reason for seeking admission into the program
 - Significance of the nursing educator's role for future practice
 - Reason(s) for choosing Concordia University Irvine
9. A current professional resumé showing recent registered nursing experience.
10. Three professional letters of recommendation (see application instructions).
11. Background check
12. Proof of malpractice Insurance (\$1,000,000/\$3,000,000) prior to the onset of the first nursing practicum courses.

Graduate Degrees

Mission Statement

Guided by the Lutheran tradition of vocation, the **School of Professional Studies** serves and cultivates the curious through transformational learning communities to discover and utilize their gifts for meaningful service.

Master of Arts in International Studies: Africa (p. 133)

Master of Arts in International Studies: China (p. 134)

Emphases:

Business

Development

Education

Master of Arts in International Studies and Master of Business Administration Joint Degree (p. 134)

Master of Science in Nursing (p. 134)

Master of Healthcare Administration (p. 134)

Master of Arts in International Studies: Africa (MAIA)

The **Master of Arts in International Studies: Africa (MAIA)** provides students with an intensive, research-based introduction to African culture, history, and civic life. Students will take initial courses in Irvine,

followed by a year of online instruction while living in Africa (either in Ghana or Namibia, as circumstances dictate), culminating in a master's thesis. Students will choose to study and participate in experiences in one of the following emphases: International Development, International Business, Global Public Health, or International Education. Work experience may be paid or unpaid, but will include living and working with the African culture.

Master of Arts in International Studies: China (MAIS)

The **Master of Arts in International Studies: China (MAIS)** program is designed to provide the maximum exposure to Chinese life by allowing students to simultaneously study, work, and live in China – all culminating in a master's thesis that is developed out of authentic interests and lived experiences, knowledge of the relevant literature, and first-hand empirical data.

With a population of over 1.3 billion and one of the world's strongest economies, China has established itself as a global superpower. Within a few decades it has created a miracle by lifting itself out of developing world status into a modern, high-tech country that is being courted by every major nation around the world for its business and friendship. The 'sleeping dragon' has awakened to the new millennium, ushering in an age of new opportunities, challenges, and experiences. The doors to China are open only to those with the necessary China experience, contacts, knowledge, and mindset.

Experience in China will prepare students for new opportunities in the 21st century. This degree will provide students with the chance to:

- gain first-hand appreciation of Chinese culture and learn Mandarin;
- discover the social and economic opportunities emerging in China;
- develop relationships with Chinese leaders in business, education, and other areas;
- explore academic, business, and personal areas of interest as they relate to China and its people;
- impact a generation of Chinese students and colleagues;
- earn a master's degree while they study, receiving training, and gain practical experience in China.

During this international experience, the MAIS program will provide students with intensive study and knowledge of diverse cultural settings as they teach English and other academic courses (based on their qualifications and needs of the school, university or English center) and in turn receive housing (or housing stipend), a monthly salary, and other benefits.

Program Description

After a foundational summer semester on the Concordia University Irvine campus, students are deployed to the regions of Shanghai, Hangzhou, Kunming and other cities to engage in practical work experience – teaching English and other subjects in schools, universities, and English centers – providing a rich context for applying their academic knowledge, a social laboratory to conduct research, and a setting for establishing and deepening relationships with local Chinese and people from all around the world.

Master of Arts in International Studies (MAIS) and Master of Arts in Business Administration (MBA) Joint Degree

The joint MAIS/MBA degree program enables students in the **MAIS China** concentration to receive 2 separate diplomas:

1. a Master of Arts in International Studie (p. 135)s (p. 135) degree and
2. a Master of Business Administration (p. 111) degree.

This joint degree program allows students to complete all requirements for both degrees in as little as 2 years of full-time study compared to 3 plus years for the MBA and MAIS programs if taken separately.

The MAIS degree, international business concentration, includes a 12-month internship in the People's Republic of China (PRC). For the joint degree, students take the MAIS international business concentration coursework and the core MBA courses. Admission to the joint degree program is competitive and students must maintain a 3.0 GPA on a 4.0 scale to remain in the program.

Master of Science in Nursing (MSN)

The purpose of the **Master of Science in Nursing (MSN)** is to develop advanced practice nurse educators to teach undergraduate nursing students in both theory and clinical teaching experiences in the psychiatric mental health, medical-surgical, pediatrics and maternal newborn content areas. Additionally, MSN nurses could lead and manage these specialty units in acute care health systems and the community at large and globally. According to the California Future Action Plan "one of the largest barriers to expanding educational capacity is a lack of qualified nursing faculty . . . The task force recognizes the need for additional incentives, in the form of loan forgiveness, stipends, and recruitment packages offered to attract and retain additional nursing faculty" (Future Action Plan, p.11). With the increased need for nursing faculty in the U.S., this program's purpose fits well with a Master of Science in nursing program for Concordia University Irvine with an emphasis on health care and the healing environment. For additional information, please follow the link to the Nursing (p. 130) page.

Master of Healthcare Administration (MHA)

The **Master of Healthcare Administration (MHA)** is a 2-year, 36 unit degree program that focuses on the management of healthcare institutions. The core competencies of the MHA are modeled after the industry-identified competencies deemed necessary for the successful management of a health service organization. The program prepares students for multiple careers paths including management, of health systems, hospitals, clinics, and emergency services management. The MHA degree is also appropriate for those seeking positions as planners, policy analysts, or consultants focusing on the financing, organization, quality, and delivery of personal health services in either the public or the private sector.

Outcomes

Master of Arts in International Studies: Africa Program Learning Outcomes

- Develop practical knowledge, skills, aptitudes, experiences, and relationships to recognize and be poised for potential multinational, strategic opportunities.

- Gain a critical and comparative perspective of the interactions between business and/or education and the spheres of politics, culture, economics, law, and society.
- Design, implement, and document primary research in an international context.
- Demonstrate servant leadership as an ambassador of American culture; develop confidence and overcome obstacles; and learn how to live and work in a foreign country.
- Engage other cultures and worldviews; communicate professionally and interpersonally in a cross-cultural context; establish authentic relationships and networks.

Master of Arts in International Studies: China Program Learning Outcomes

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

Master of Healthcare Administration Program Learning Outcomes

1. Generate scholarly research on problems and issues in their field of study. (SR)
2. Integrate knowledge and skills from current research, scholarship, and/or techniques with their field with other disciplines. (IL)
3. Apply standards of ethics informed by Christian teachings as they fulfill their vocations as leaders within society. (EL)
4. Elucidate disciplinary knowledge and findings in professional and academic contexts through written, oral, and digital media. (EC)
5. Balance evidence-based decision making, logical thinking, and consideration of human potential to take appropriate actions that advance their field of study. (RP)
6. Assess and develop cogent positions on significant issues in their field to respond to diverse needs in their respective communities. (CE)

Graduate Degrees Graduate Degree Offerings

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Master of Arts in International Studies: Africa (MAIA)

Core

MAIA 551	Introduction to African Civilizations: Antiquity to the Post-Colonial Era *	3
MAIA 552	Traditional Polities and the Modern State in Africa *	3
MAIA 553	Introduction to African Religions and Cultures *	3
MAIA 555	United States Foreign Policy and Geopolitics of Africa	3
MAIA 556	Women, Social Policy and Economic Sustainability in Africa	3
MAIA 596	Leadership Practicum I	3
MAIA 597	Leadership Practicum II	3

Research

MAIA 572	Theories and Methods in Developmental Studies in Africa	3
MAIA 573	Ethnographic Research in Africa	3
MAIA 574	Research Design and Data Analysis	3
MAIA 601	Research Writing	4

Electives

Choose 1 course from the following:	3-4
MAIA 554	Fundamentals of Leadership: NGO Management and Entrepreneurship in Africa
MAIA 563	Educational and National Transformations in Africa: Increasing Leadership Capacity
MAIA 564	Health Education and Management: Nutrition, Food Security and Economic Justice
MAIA 566	The Rise of Pan Africanism: Tracing Historical Shifts from the OAU to the AU **
MAIA 567	Globalization and Post-Colonial State in Africa **

Total Units 37-38

* In place of MAIA 551, MAIA 552 or MAIA 553 students may substitute MAIA 566 or MAIA 567 with approval from the Program Director.

** May be taken if not substituted in the Core area above.

Choose one of the following emphases:

- **International Development** is designed to prepare international non-profit (NPO) and non-government (NGO) agents to be able to successfully navigate the dynamic and diverse global contexts for sustainable economic development and social responsibility.
- **International Business** is designed to prepare international professionals to be able to successfully navigate the dynamic and diverse global context for social entrepreneurship and business enterprise.
- **Global Public Health** is designed to prepare international health students to be able to successfully assist medical practitioners in rural area clinics in Ghana to conduct basic medical care and educate families on the importance of nutrition and the medical strategies to combat communicable diseases.
- **International Education** is designed to prepare international educators to be able to successfully navigate the dynamic and diverse global contexts to teaching and learning following UNESCO's (United Nations Educational, Scientific, and Cultural Organization)

2012 finding that indicated by 2015 Africa will need one million primary-level teachers.

Master of Arts in International Studies: China (MAIS)

Master of Arts in International Studies: China Curriculum Plan

Summer Semester 1	Units
Master of Arts in International Studies: China	
Coursework on Campus *	
MAIS 501 Chinese Culture and Society	3
MAIS 502 Comparative Research Methods	4
MAIS 510 Basic Mandarin	3
MAIS 528 Foundations of TESOL	2
Based on your program concentration, you are required to take one of the following:	4
MAIS 530 Foundation of Chinese Business (Business)	
MAIS 540 Education and Arts in China (Development)	
MAIS 520 Foundations of Chinese Education (Education)	
Units	16
Fall Semester	
Coursework Online in China	
MAIS 503 Ethnographic Research	3
MAIS 592 Teaching Practicum I or MAIS 511	3
Based on your program concentration, you are required to take one of the following:	3
MAIS 531 Global Economics and Enterprise (Business)	
MAIS 541 Social Change and Project Management (Development)	
MAIS 525 Environmental and Instructional Design (Education)	
Units	9
Spring Semester	
Coursework Online in China	
MAIS 504 Data Analysis	3
MAIS 593 Teaching Practicum II or MAIS 512	3
Based on your program concentration, you are required to take one of the following:	3
MAIS 533 International Management and Leadership (Business)	
MAIS 542 Social Policy and Sustainability (Development)	
MAIS 527 Literacy and Language Acquisition (Education)	
Units	9
Summer 2	
Coursework on Campus **	
MAIS 600 Thesis Writing	4
Units	4
Total Units	38

* While working as a teacher in a Chinese school, university, or English center students will concurrently be taking online MAIS classes through Blackboard (CUI's online learning portal).

** During the summer semester after completion of their academic coursework, students will work on writing their thesis. Students who do not complete their thesis during the summer semester may take an incomplete and register for a Fall extension. Students are allowed a total of four consecutive semesters to complete the thesis writing course. Failing to complete their thesis after four semesters will receive an F in the course and will be required to re-apply for the program before continuing the thesis work.

Master of Healthcare Administration (MHA)

Master of Healthcare Administration

MHA 501	Healthcare Organizational Management	3
MHA 506	Healthcare Law	3
MHA 512	Healthcare Strategic Planning and Marketing	3
MHA 514	Healthcare Quality Assurance	3
MHA 515	Information Systems in Health Services	3
MHA 516	Human Resources Management	3
MHA 525	Financial Management of Healthcare Organizations	3
MHA 571	Leadership I	3
MHA 572	Leadership II	3
MHA 573	Leadership III	3
MHA 588	Long-Term Care Administration	3
MHA 601	Capstone Practicum in Health Service Management	3
Total Units		36

Admission Info

Application and Admission Information

Master of Arts in International Studies: Africa Application Information

Please see CUI's website (<http://www.cui.edu/academicprograms/graduate/international-studies/africa/index/id/25407>) for more information.

Master of Arts in International Studies: China Application Information

A student must be admitted into the program prior to registering for any courses. To be considered for admission to the program, a student must:

- Have a bachelor's degree from a regionally accredited institution or an international evaluation verifying the equivalent of a regionally accredited U.S. bachelor's degree.
- Be a native English speaker, or demonstrate adequate ability/knowledge to the satisfaction of the school's dean.
- Be physically and psychologically eligible for a Chinese Work Visa (per PRC [Peoples Republic of China] physical and mental health requirements).
- Submit an application for admission with non-refundable application fee (see Tuition and Fees).

- Submit a statement of intent including short- and long-term goals and career objectives (see www.cui.edu/mais (<http://www.cui.edu/mais>) for form).
- Send 1 official transcript from each college or university attended, showing all previous undergraduate and graduate work. Transcripts must be received in an official **sealed** envelope. Electronic transcripts can be submitted directly to GradAdmissions@cui.edu. If degree is from a non-U.S. institution, applicant must provide an official, detailed transcript evaluation from an approved international credential evaluation service that shows the equivalent of a regionally accredited U.S. degree.
- Submit 2 current letters of recommendations on university-provided forms (see www.cui.edu/mais (<http://www.cui.edu/mais>) for forms) from an acceptable reference source such as professor, employer, immediate supervisor, pastor, or colleague.
 - One letter must attest to your academic qualifications;
 - A second letter must attest to your professional qualifications (e.g. work, ethics, attitude)
- Submit a complete and up-to-date resume.
- Submit a copy of college/university undergraduate diploma.
- Submit a copy of your valid passport (with at least 18 months of remaining validity from expected date of departure).
- Submit 1 color passport photo for university records and visa application to China.

After completion of your admission file, an admission interview will be scheduled in person or via Skype.

Post-Acceptance Information

The items listed below will be sent and/or requested of the student with the acceptance letter:

1. Once a student is accepted into the program, a signed letter of commitment along with a tuition deposit (\$300) is required.
2. Signed copies of the risk release and participation agreement are required.
3. The student contract must be carefully read, signed, and submitted.
4. Signed copy of off-campus program safety manual is required.

Master of Arts in International Studies and Master of Arts in Business Administration Joint Degree Admission Requirement

Prospective Students

Prospective students must meet all application requirements of both programs and state, in writing, their interests, goals and timetable for the joint degree program, being specific about goals and timetable.

Continuing Students

Applications from continuing students will be considered as part of the regular admission process, fulfilling all admission requirements, meet application deadlines, and stating, in writing, their interests in the joint degree program. The number of continuing students accepted into the joint degree program may be limited by the availability of space in the individual MAIS and MBA programs. In keeping with the academic standards requirement for the joint degree program, continuing students must have a graduate GPA of at least 3.0 (on a 4.0 scale) to be considered for the joint degree program. For students who have only completed one term of coursework in their first degree, admission to

the joint degree program may be made conditional on the satisfactory completion of a second term of coursework and the maintenance of a 3.0 GPA.

Master of Healthcare Administration Application Information

Please see CUI's website (<http://www.cui.edu/academicprograms/graduate/healthcare-administration/index/id/25633>) for more information.

Courses of Instruction

Applied Liberal Arts (ALA)

ALA 302 The Human Dimension 3 Units

This course will examine the human experience from the disciplines of psychology, sociology and anthropology, as students explore how humans interact individually and within social structures and gain in understanding of human motivation and behavior.

ALA 303 Problem Solving in Today's World 3 Units

This course will explore how people reason and solve problems in today's world through the exploration of the theory and practice of rational inquiry including statement logic and good practices of argumentation. Topics may come from public policy, life choices, science, the arts and/or professions as students study elements of Statement Logic (including formal and informal fallacies) and sharpen rhetorical and reasoning skills in researched writing.

ALA 304 Your World in Context 3 Units

The historical and political contexts of contemporary culture will be examined in this course as by way of the text and reflection upon an author's life retrospect as students consider how events in the past influence the present and how they can organize and apply this knowledge to their careers and lives.

ALA 305 Christianity and Contemporary Culture 3 Units

This course will help students become aware of the Christian worldview and the system of evaluating sources of information for culture and theology, enabling them to better answer questions concerning life issues and choices in the Christian context as they examine their own beliefs and compare them to what Scripture teaches.

ALA 306 Issues in Literary Criticism 3 Units

Developing skills and using critical strategies to read and analyze literature will be emphasized in this course through the reading of a number of critical essays and a variety of literary works.

ALA 307 Cultural Influences 3 Units

In this course, students will explore how the arts shape and reflect the culture in which they are produced through the examination of representative works from a particular historical period. Students will identify artistic themes, analyze the influence of the arts, and grow in their appreciation of their value of the arts in their lives.

ALA 309 The Physical World 3 Units

Students will examine how the physical sciences impact and inform life, provide the conceptual framework upon which modern civilization is built, and explores the rich, multi-faceted interface between science and Christianity in the context of the physical sciences.

ALA 310 The Making of Our Reality 3 Units

Students will learn to demonstrate an understanding of how modern philosophy impacts the various disciplines of the natural sciences, arts, social sciences, theology and philosophy in this course.

ALA 311 Writing for the Workplace 3 Units

In this course, students will explore the basics of good writing including the proper application of grammar and APA (American Psychological Association) style rules and the use of technology to access and share information is also examined.

ALA 312 Communication in the Workplace 3 Units

The process of effective non-verbal communication will be discussed in this course, as students have the opportunity to explore, both in written and oral format, a student selected aspect of work-place communication.

ALA 411 Digital Literacy and Research 3 Units

This course provides students with the opportunity to apply their informational and communication technology skills while working in a team environment. There will be an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

ALA 412 Quantitative Skills in the Workplace 3 Units

The purpose of this course is to provide a comprehensive overview of the quantitative skills required to cope with the practical demands of daily life. Critical thinking and problem solving are an emphasis, with the application of quantitative skills to real world scenarios requiring reasoning from evidence.

ALA 413 Psychology in the Workplace 3 Units

Students survey the basic behavioral science research and thinking as they contribute to industrial and organizational psychology, including worker attitudes and theories of motivation, organizational structure and communication, theories of leadership and decision making, conflict resolution, and methods of personnel selection and appraisal. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships.

ALA 414 Learning Styles and Career Development 3 Units

This course will increase self-understanding and self-awareness in relation to interests, skills, needs and values. Students will learn about how to capitalize on opportunities that will build skills and experiences in order to be more competitive in their careers.

Business Admin & Leadership (BAL)

BAL 201 Economics 3 Units

This course will study the expansion of human needs and wants in an environment of increasingly constrained resources, elaborate economics, production processes, intricate technology, more refined labor skills, and greater trade. The philosophies and moral precepts that describe the desires of individuals, business, and the global community to compete and collaborate for the common good will be looked at as students prepare to incorporate the analytical process of modern economic thought and the pursuit of maximizing value in their decision making.

BAL 265 Statistics 3 Units**BAL 303 Ethical Principles of Effective Businesses 3 Units**

The principles of conducting ethical business practices will be discussed and explored in this course as students investigate how business leaders make critical decisions and implement strategy while applying ethical principles that impact business performance.

BAL 305 Christianity and Contemporary Culture 3 Units

This course will help students become aware of the Christian worldview and assists them in evaluating sources of information for culture and theology, enabling them to better answer questions concerning life issues and choices in the Christian context as students examine their own beliefs and compare them to that which Scripture teaches.

BAL 306 Business Law 3 Units

The basics of business law and its application for business managers and leaders will be discussed in this course as students explore American law with an emphasis on application of business law and related tort law concepts relevant to modern business practices, including the role of the courts and administrative process.

BAL 308 Human Resource Strategies and Applications 3 Units

This course will give students valuable information to help them understand how organizations obtain, maintain, and retain their human resources. Current legal regulations are also explored.

BAL 309 Financial Management of Businesses 3 Units

This course will introduce students to financial management principles based on the analysis of financial statements along with an examination of the concepts of cash flow, liquidity, debt obligation, and profitability from strategic management and operational environments. Prerequisite: BAL 331.

BAL 313 Leadership and Professional Development Seminar I 1 Unit

This seminar course will introduce students to innovative leadership and management topics such as Strengths Based Leadership and Corporate Social Responsibility, resume writing and interview skills.

BAL 314 Leadership and Professional Development Seminar II 1 Unit

This seminar course will introduce students to innovative leadership and management topics such as Strengths Based Leadership and Corporate Social Responsibility, resume writing and interview skills (continued) Prerequisite: BAL 313.

BAL 315 Leadership and Professional Development Seminar III 1 Unit

This seminar course will introduce students to innovative leadership and management topics such as Strengths Based Leadership and Corporate Social Responsibility, resume writing and interview skills (continued) Prerequisite BAL 313 and 314.

BAL 321 Writing and Communication for the Workplace 3 Units

This course will explore the basics of good writing including the proper application of grammar and APA (American Psychology Association) style rules. Written, oral, and non-verbal communication will be covered in depth along with the use of technology to access and share information.

BAL 331 Financial Accounting 3 Units

This course will introduce principles, concepts and procedures of financial accounting essential to the preparation, understanding and interpretation of accounting information including the study of financial statements, journal transactions, investments in property, plants and equipment, and depreciation.

BAL 332 Managerial Accounting 3 Units

This course will introduce the concepts of managing through the use of accounting information including the basic accounting equations, financial statement structure, the accounting cycle, costing, equity financing and asset valuation.

BAL 404 Marketing Research and Quantitative Analysis 3 Units

This course will introduce students to a systematic, fact-based, data-supported thinking process with a focus on the study of the maximization of share-holders' values which is the key fiduciary responsibility of management. Students will learn how to use statistical and financial concepts, tools, and methodologies to recognize the key value drivers, rationally select winning strategies, efficiently enter the growth path, and effectively measure the progress towards creating wealth.

BAL 415 International Business 3 Units

This course will explore the many dimensions of doing business in a global environment as students examine the opportunities and skills required to successfully compete in a global marketplace while completing an international business proposal.

BAL 420 Managing Today's Worker 3 Units

This course will explore current management theories as students study the various aspects of managing today's diverse workforce, managing within common organizational structures, and managing change.

BAL 425 Operations Management 3 Units

This course will focus on quantitative models for managing operations including process analysis, optimizing cash flow, supply chain management, and enhancing quality and mitigating risks in manufacturing and customer service.

BAL 430 Marketing for Results 3 Units

An overview of marketing management and research in this course will introduce the concepts of market based decisions as students develop skills in preparing a marketing plan based upon a solid understanding of market variables.

BAL 440 Business Strategies For Success 3 Units

This course will focus on strategic business analysis as students develop skills to create business value through learning topics of operational, financial, defensive and market based strategies.

BAL 450 Business Leadership Strategies 3 Units

This course will introduce leadership theories and practices and provides an understanding of how these theories are used in business today as students will examine leadership and its effect on organizations while developing a personal leadership development plan and complete a project focused on the application of these theories to a business problem.

BAL 460 Social Media and the New Economy 3 Units

This course will explore ways social media is changing the economic landscape and introduce students to channel marketing, managing company product and image, creating virtual communities and advertising in the social media space. Students will also learn how companies are using social networks, blogs and Twitter to generate interest in their products or service offerings.

Christian Education (CED)

CED 501 Introduction to Christian Education: Theory and Practice 3 Units**CED 502 Church Leadership and Administration 3 Units****CED 532 Method of Christian Teaching 3 Units****CED 550 Counseling in Ministry 3 Units**

A foundation course providing an understanding of the content and process of counseling specific to a ministry setting. Specific aspects of the counseling process addressed include basic skills, legal and ethical issues, crisis intervention, cultural sensitivity, how and when to refer, and the integration of psychology and theology.

CED 560 Adult Ministry 3 Units**CED 570 Children's and Family Ministry 3 Units****CED 580 Youth Ministry 3 Units**

A course which provides students basic foundations of parish youth ministry and an opportunity to better understand the current youth culture. Supplies a variety of organizational models and an opportunity to develop programming skills needed for successful parish youth ministry. A fieldwork component is required.

CED 590 Practicum: DCE 1 Unit**CED 591 Practicum I: DCE 1 Unit**

In this course students will spend time on-site in a LCMS ministry to acquire experience and skills related to DCE ministry, including evaluation of the fieldwork experience, with an emphasis on the development of knowledge of the profession through careful observation and reflection.

CED 592 Practicum II: DCE 2 Units

In this course students will spend time on-site in a LCMS ministry to acquire experience and skills related to DCE ministry, including evaluation of the fieldwork experience, with an emphasis on the development of skills vital to DCE ministry through practice and reflection. Prerequisite: CED 591.

CED 593 Practicum III: DCE 3 Units

In this course students will spend time on-site in a LCMS ministry to acquire experience and skills related to DCE ministry, including evaluation of the fieldwork experience, with an emphasis on the development of leadership skills vital to DCE ministry through hands on ministry projects. Prerequisite: CED 592.

Coaching & Athletic Admin (MCAA)

MCAA 510 Principles of Coaching and Leadership 4 Units

The purpose of this course will be to promote athletic growth, development, and learning, while teaching age-appropriate skills, including an analysis of National Standards for Sport Coaches (NSSC).

MCAA 520 Psychology of Coaching 4 Units

This course will examine sport psychology principles applied in a coaching environment, including the concepts of motivation, confidence building, competitive anxiety, communication skills, group processes, and emotional growth.

MCAA 530 Ethics And Sport 4 Units

This course will examine and analyze the philosophy and ethics of coaching as students look at how values are communicated, and how to facilitate positive social and emotional growth. Students will write a personal statement of their philosophy of coaching as they work through ethical dilemmas in sport.

MCAA 540 Sport Technologies 4 Units

Current uses and the application of technology in sport will be examined in this course including video analysis of skill, analysis of computer data printouts, and integration of technology with coaching and administration applications. Students will apply skills, strategies and tactics in applied analysis training. If this course is taken, MCAA 541 may not be taken.

MCAA 541 Advanced Sport Technologies 4 Units

Advanced sport technologies will be integrated into coaching and administration applications to enhance athletic performance. The use of technology to analyze athletic performance will be covered. Cutting edge advances in equipment and products will be studied and researched. Students will apply skills, strategies and tactics into their specific career for practical application. MCAA 540 is not a prerequisite and may not be taken if MCAA 541 is taken.

MCAA 550 Research Methods and Analysis 4 Units

This course will provide an introduction to action research, research techniques, and professional portfolio development.

MCAA 560 Leadership and Administration 4 Units

Principles of leadership, organization, and management of sport programs will be introduced in this course including leadership skills and techniques, communication, scheduling, and program reviews. If this course is taken, MCAA 563 may not be taken.

MCAA 561 Athletic Finance 4 Units

This course is an advanced study in the marketing and sponsorship of sport programs and will incorporate the theories of athletic finance, current strategic planning models, sport facility related finance, and facility management.

MCAA 562 Facility Planning and Event Management 4 Units

This course will study event management and the planning and development of sport facilities, renovation of existing facilities, and the management of sport venues.

MCAA 563 Intercollegiate Athletics in America 4 Units

If this course is taken, MCAA 560 may not be taken.

MCAA 566 Advanced Theories in Strategic Coaching for Swimming 4 Units**MCAA 567 Advanced Theories and Strategies for Coaching for Track and Field 4 Units****MCAA 568 Advanced Theories and Strategies for Coaching Soccer 4 Units**

Through classroom and practical instruction as well as presentations by guest speakers this course will provide soccer coaches with the tools to build their coaching philosophy, assist with program development, and continue with professional growth. The course will include practice planning; technical vs. tactical training; cultivating relationships with administrators, parent groups, and officials; and preparing players for the next level. Requires class attendance as well as participation in pre- and post-attendance online learning requirements.

MCAA 569 Advanced Theories and Strategies for Coaching Lacrosse 4 Units

This course will serve to further the knowledge of lacrosse coaches, covering topics such as skills development; tactics and strategy; coaching philosophy; practice organization; strength training/conditioning programs; improving relationships with game officials, parents, and booster groups; and more. Requires class attendance as well as participation in pre and post attendance online learning requirements.

MCAA 570 Sport Medicine and Performance 4 Units

This course will be an examine methods of recognizing and caring for sport injuries. including basic physical evaluation and taping skills, purposes and procedures for adequate care of injured athletes, nutrition, and eating to win.

MCAA 571 Advanced Theories and Strategies for Coaching Golf 4 Units

Through classroom learning and practical application, this course will provide advanced training to improve the coaching of golf through a study of theories, strategies, history and etiquette of the game, proper mechanics, and teaching/recruiting techniques. Requires class attendance as well as participation in pre- and post-attendance online learning requirements.

MCAA 572 Advanced Theories and Strategies for Coaching Cross Country 4 Units

This is a professional development training course designed for high school and college cross country and distance running coaches. Topics will include: philosophy of the sport, best coaching practices, warm-up and stretching, successful training theory, cardio-training, nutrition, injury prevention, weight training theory, mental training, and recruitment. Requires class attendance as well as participation in pre- and post-attendance online learning requirements.

MCAA 573 Advanced Theories and Strategies for Coaching Basketball 4 Units

Using experts currently working in the field sharing their best practices, this course will assist basketball coaches in developing their coaching philosophy, team building, and coaching strategies including rules/regulations, team defense, special situations, fundamental offensive and defensive drills, strength and conditioning, and more. Requires class attendance as well as participation in pre- and post-attendance online learning requirements.

MCAA 574 Advanced Theories and Strategies for Coaching Football 4 Units

Using high school and collegiate-level coaches both in the classroom and on the field, this course will offer football coaches the opportunity to increase their knowledge of operating a football program including position-specific drills, offensive and defensive alignment and strategies, recruiting process, and situational coaching. Requires class attendance as well as participation in pre- and post-attendance online learning requirements.

MCAA 575 Advanced Theories and Strategies for Coaching Softball 4 Units

Using experts currently working in the field, this advanced-level course will enhance the knowledge of novice and experienced softball coaches through the discussion of best practices for coaching softball programs including philosophies, implementation of good practices, identifying common coaching mistakes, fundamentals for each position, on-field implementation drills, good hitting basics, technology to improve hitting, on-field team defense and strategy, recruiting process, and identification of coaching methods and personal coaching. *Requires class attendance as well as participation in pre- and post- attendance online learning requirements.

MCAA 576 Advanced Theories and Strategies for Coaching Volleyball 4 Units

This course will provide volleyball coaches with advanced training in volleyball including coaching philosophy; difference in the men's and women's games; training techniques in practice; coaching strategy; use of technology; sand volleyball; and running of high school, club, and collegiate programs. Various skills such as attacking, blocking, setting, defense, passing, and serving will also be covered. Requires class attendance as well as participation in pre- and post-attendance online learning requirements.

MCAA 577 Advanced Theories and Strategies for Coaching Baseball 4 Units

This course will provide advanced training to improve the coaching in baseball. Theories, strategies and best practices will include: planning, organizing and conducting quality practices; hitting and pitching mechanics and fundamentals; offensive and defensive strategies; baseball specific strength and conditioning; college recruiting and professional scouting elements. There will be guest instructors and on-field demonstrations throughout the class. *Requires class attendance as well as participation in pre and post attendance distance learning requirements.

MCAA 578 Advanced Theories and Strategies for Coaching Water Polo 4 Units

This course is designed to assist water polo coaches in developing a framework for the operation of an aquatics program including rules and regulations; coaching philosophy; best practices within training sessions; developing strength training and conditioning programs; and improving relationships among game officials, parents, and booster groups. Requires class attendance as well as participation in pre- and post-attendance online learning requirements.

MCAA 579 Advanced Theories and Strategies for Coaching Wrestling Units

Through the use of guest speakers and demonstrations this course will serve to enhance the knowledge of the wrestling coach covering topics such as skills development, tactics and counter moves, program promotion, use of technology, coaching philosophy, strength and conditioning, practice organization, and community/media relations. Requires class attendance as well as participation in pre- and post-attendance distance learning requirements.

MCAA 580 Legal Aspect of Sport 4 Units

Legal aspects of sport administration and coaching, including analysis of liability, application of sport law, and risk management will be included in this course through case reviews.

MCAA 582 Women in Sport 4 Units

Examines the historical, contemporary, and future perspectives of women in sport. Reviews insights from history, psychology, and sociology related to women in sport, as well as athletes' perceptions of their performance. Focuses on information and issues which are fundamental to understanding women's participation in sport.

MCAA 585 Strength, Speed and Conditioning 4 Units

Through the study principles of strength, flexibility, power, and cardiovascular conditioning, students will learn to construct and apply conditioning programs.

MCAA 586 Advanced Strength, Speed and Conditioning 4 Units

An advanced course that integrates sport training programs for individual and teams will be studied. Proper resistance training, nutrition and conditioning will be developed and applied to construct a year-long training guide for optimal athletic performance. * MCAA 585 is not a prerequisite.

MCAA 590 Coaching Academy 4 Units

Selected topics in this course will provide training for coaches and athletic directors including substance abuse prevention training, current issues and challenges facing coaches, and coaching certification. Currently not offered online.

MCAA 591 Athletic Director Institute 4 Units

This is a professional seminar designed to assist athletic directors enhance the operation of the athletic department including rules and regulations, organization, health and safety, emergency procedures, athletic eligibility, office management, scheduling, officials, personnel evaluation, gender equity, and budget. Currently not offered online.

MCAA 592 MCAA: Internship 4 Units

The internship experience benefits the students by allowing them to apply graduate level training in an everyday job situation while continuing to earn college credit. Students will have the opportunity to choose from a variety of internship settings related to coaching or athletic administration. Students are responsible for securing their own internship site and onsite facilitator. Students will be issued a MCAA 592 syllabus of specific assignments and objectives that they will need to complete as separate work for the course. Students must complete three courses of the MCAA program one of which is MCAA 510 Principles of Coaching and Leadership before they are to enroll in MCAA 592 or have ten years of experience in athletics.

MCAA 595 Culminating Project 4 Units

In this course students will develop a comprehensive portfolio through the application of the knowledge and skills related to the student's specific area of coaching.

Communication (ACOM)

ACOM 103 Communications 3 Units

Principles and practices of effective oral communication; analysis of the speaking-listening process; includes informative, persuasive and impromptu speaking experiences.

Digital Literacy (ADGL)

ADGL 102 Digital Literacy 3 Units

This course will prepare students for 21st century learning by teaching and accessing digital concepts and skills so that they can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities. As students master the tools learned, they will be asked to apply these tools and use these skills in other courses throughout the program.

Economics (AECO)

AECO 201 Core Economics 3 Units

This is a survey course of the scope and methods of the study of principles of economics and the history of economic thought including decision making by household and firms, supply and demand, operations of markets, and the determination of prices, international trade, financial markets, the role of government and policy, and the evaluation of social welfare within alternative economic systems.

Education (EDU)

EDU 515 Instructional Leadership 3 Units

This course will provide students with an understanding of the organization, management, and leadership of schools as effective techniques for instructional leaders to teach concepts, skills, and values are presented and modeled along with specific techniques to guide, motivate, delegate, and build consensus.

EDU 516 Mentoring I 3 Units**EDU 517 Mentoring II 3 Units****EDU 518 Induction Practicum I 3 Units****EDU 519 Induction Practicum II 3 Units****EDU 520 Curriculum Design and Evaluation 3 Units**

This course will provide students with an intensive study of pedagogical approaches and materials for teaching including state curriculum documents, the curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and the recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation.

EDU 522 Assisting Change In Education 3 Units

This course will focus on change, the dominant influence of the present century, and its impact on public education. Students will explore how all levels of education are required to make the changes needed to bring educational practice in line with the needs of the 21st century learners as they review new models of learning that may be more appropriate for changing times, with an emphasis placed on innovations for curriculum, instruction, and assessment.

EDU 524 Coping with Stress and Violence in Today's Classroom 3 Units

This course will address a variety of issues regarding stress and violence in children's' lives as students discuss how the nature and content of culture are reflected in the symptoms and causes of stress and violence. Included in the discussion will be the role of schools and teachers, from preschool through high school, in providing support for children experiencing stress and/or violence and how teachers can provide assistance to the larger family structure through broadened knowledge of cultural stressors, use of age appropriate and culturally sensitive coping skills, and how they can serve as active agents of social change leading to advocacy for children.

EDU 542 School, Community and Diverse Family Structures 3 Units**EDU 547 Brain-Based Teaching and Learning 3 Units**

This course is designed to provide experienced, credentialed teachers with the latest in psychological research findings that can be directly applied to the classroom including the functions and anatomy of the brain and multiple intelligences, bringing together the most accurate depiction of how the brain works with the experience and expertise of classroom teachers.

EDU 550 Education Discourse: Change and Reform 3 Units

This course will examine the historical, legal, social, political, ethical, and economic perspectives that have impacted schools in America as students examine the dynamics of curriculum change and the key role leaders play in creating a learning community. Opportunity will be provided for students to debate the problems and possible approaches in dealing with the issues confronting schools with an emphasis on the importance of involving communities in the life of a school. Persons and groups involved in establishing and developing educational policies and practices meeting the diverse need of the public will be explored.

EDU 557 Differentiating Instruction for Special Populations 3 Units

This course will explore educational research on differentiating instruction to meet the special needs of target populations such as at-risk or under-challenged learners with Autism or Asperger's Syndrome, and students who require more personalized instruction. This course will also delineate between what differentiated instruction is and is not along with multiple forms of data collection and analysis to provide students with on-going assessment and instructional strategies based on the practices of differentiated instruction. Additionally, this course will assist students in formulating and articulating the connection between theory and practice with a strong focus on providing advanced methods for accommodating the needs of struggling learners and supporting them in the regular classroom.

EDU 568 Observation and Assessment of Young Children 3 Units**EDU 580 Educational Research: Methods and Analysis 3 Units**

This course will examines the field of educational research by exploring models, analyzing research articles, applying measurement, and statistical techniques to research problems. Students will learn the essentials needed to carry out the research process and develop a proposal that will guide the project.

EDU 586 Educational Technology Level II 3 Units**EDU 595 Developing Character and Ethics 3 Units**

Education: Administration (EDUA)

EDUA 516 Instructional and Transformational Leadership 3 Units

This course will combines the important theories of educational leadership with the theories of transformational leadership as it examines the context of change and its impacts society and its schools; determines leadership qualities and skills necessary for creating successful and enduring change in schools; explores the culture and politics of change as it relates to various members of the school community including administrators, teachers, students, parents, and community leaders; and develops effective strategies for marketing, managing, implementing, and integrating change in three essential area: teaching, learning, and leadership.

EDUA 517 Curriculum Design and Evaluation 3 Units

This course will provide students with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, the curricular recommendations of professional associates, recommendations that have emerged from recent educational research, and the recommendations of recent reform movements with emphasis on the study of alternative approaches to curriculum theory, design, practice, and evaluation.

EDUA 553 Schools as Diverse learning Organizations 3 Units

This course will connect the dynamics of strategic issues, ensuring ethical and reflective leadership; the analysis and development of public policy; management of information systems; and human and fiscal resource in the culturally diverse learning organization. Creating cultural competence is the fundamental concept necessary to foster and sustain the school culture and instructional programs that are conducive to student learning and staff professional development through the examination of the historical, legal, social, political, ethical, and economic perspectives that have impacted schools in American society.

EDUA 556 Legal and Political Aspects in Education 3 Units

This course will explore the shaping of education in America by law and the legal system as students are encouraged to become familiar with the manner in which courts operate, how they make their decisions, and the impact of their decisions on education and educational policy.

EDUA 557 Human Resources 3 Units

This course will examine the trends, issues, scope, and practices of personnel administration in schools and address issues of personnel management strategies, theories of managing school personnel, and the evaluation protocol for classified and certificated personnel.

EDUA 558 Financial Resources 3 Units

This course will examine the trends, issues, scope, and practices of school finance and address issues of financial management strategies, techniques for developing a projected budget and strategic plan, Local Control Funding Formula, and Local Control Accountability Plan.

EDUA 559 Human and Financial Resources 3 Units

This course examines the trends, issues, scope and practices of school finance and personnel administration. The course will introduce financial and personnel management strategies and techniques for developing a projected budget and strategic plan. Specifically, Administrative leaders must understand the theories of managing school personnel and addressing the evaluation protocol for classified and certificated personnel. Professional development models are presented for application to the school site. Examples of the budgeting process for school site funds and categorical programs are presented by practicing school administrators. Administrative Leadership candidates will develop a sample school budget and defend the budgeting process to colleagues during this course.

EDUA 581 Educational Research: Methods and Analysis 3 Units

This course will provide specific research guidelines for conducting research on how leadership impacts school change. Within the context of the project, the emphasis will be on how the instructional leader can develop specific skills, attitudes, and knowledge to help build the capacity for change with colleagues at the school or district level.

EDUA 590 Administrative Practicum 3 Units

The collaborative action research model supports the fieldwork requirement as the student collaborates with colleagues, site-level administrators, district-level administrators, parents, and perhaps students, where appropriate. The process becomes a local issue to improve some aspect of teaching and learning at the school site. A university-site supervisor will work in conjunction with the school site to support the administrative leadership project.

EDUA 591 Advanced Administrative Practicum 3 Units

The collaborative action research model supports the fieldwork requirement as the student collaborates with colleagues, site-level administrators, district-level administrators, parents, and perhaps students, where appropriate. The process becomes a local issue to improve some aspect of teaching and learning at the school site. A university-site supervisor will work in conjunction with the school site to support the administrative leadership project.

EDUA 593 Administrative Symposium 1 Unit

EDUA 593 is a series of three one-credit best practices symposia held on various Saturdays throughout the school year. Each symposium presents a new topic on critical issues in education for administrators as presented by distinguished participants in the educational administration field. Students attend three symposia throughout the administration program and complete the required assignment for each.

EDUA 610 Administration Credential Professional Clear Induction I 3 Units

The Administrative Services Professional Clear Induction Credential is designed for those who currently hold a Preliminary Administrative Services Credential and want to clear the preliminary credential by obtaining the Administrative Services Professional Clear Credential. The Administrative Services Professional Clear Credential focuses on job-embedded, reflective work which takes place in the routine work day of an administrator. Each student is matched with a mentor who will work with them over this two year program (Year I and Year II) to learn leadership skills in diverse settings. Included in the mentoring program will be a deepening of skills in analysis, research, and evaluation in the administrative role.

EDUA 611 Administration Credential Professional Clear Induction II 3 Units

The Administrative Services Professional Clear Induction Credential is designed for those who currently hold a Preliminary Administrative Services Credential and want to clear the preliminary credential by obtaining the Administrative Services Professional Clear Credential. The Administrative Services Professional Clear Credential focuses on job-embedded, reflective work which takes place in the routine work day of an administrator. Each student is matched with a mentor who will work with them over this two year program (Year I and Year II) to learn leadership skills in diverse settings. Included in the mentoring program will be a deepening of skills in analysis, research, and evaluation in the administrative role.

Education: Credential (EDUC)

EDUC 098 Technology Literacy for Teachers 0 Units

This non-credit online seminar course, taken in conjunction with the credential coursework sequence, fulfills the Level I technology competencies required by the California Commission on Teacher Credentialing (CCTC). Undergraduate students will take this class in their last semester with block two courses or during their student teaching semester. Registration for this class is with the credential analyst in the School of Education.

EDUC 201 Introduction to Teaching Careers II 1 Unit

This course will focus on a broad picture of teaching with an emphasis on the California Teaching Performance Expectations (TPEs). Through course activities, students will develop awareness of the TPEs and what to look for to see evidence of these expectations in their assigned field experience. A minimum of fifteen (15) hours of field work is required in a university-assigned placement during K-12 public school hours. Students must arrange their own transportation to the school site. Prerequisites: certificate of clearance; current TB (tuberculosis) test.

EDUC 301 Typical and Atypical Development of Diverse Learners 3 Units

This course will present the major concepts, principles, theories, research, and applications related to the typical and atypical cognitive, social, emotional, physical, and moral development of children and adolescent pupils in inclusive classrooms. Students will learn the major concepts, principles, and research associated with human learning, achievement, motivation, conduct, and attitude as they examine the characteristics of exceptional persons with mild to moderate disabilities.

EDUC 501 Planning and Assessment for Inclusive Classrooms 3 Units

In this course students will learn a variety of approaches to planning, managing, delivering, and assessing instruction in inclusive classrooms as they examine both formal and informal assessment including curriculum-based assessment. Students will learn and apply principles and strategies of differentiated instruction to assessment and instructional planning for diverse pupils.

EDUC 502 Creating Positive and Inclusive Learning Environments 3 Units

This course will examine classroom strategies for the inclusive classroom including development of individual behavior management plans. The Individual Educational Program/Individualized Family Service Plan (IEP/IFSP) processes, legal requirements, and responsibilities will be examined along with the effects of pupil health and safety on learning. Students will learn skills for communicating, collaborating, and working with families, and supporting professionals and school personnel.

Prerequisites: admission to the teacher education program; EDUC 401 or concurrent enrollment.

EDUC 522 Elementary Math and Science Methods 2 Units

Students will learn approaches to planning, managing, delivering, and assessing instruction in science and mathematics as they draw on social, cultural, historical foundations, and learning theory in planning instruction. Prerequisites: admission to the teacher education program; EDUC 501 and 551; California Subject Examination for Teachers (CSET) verification.

EDUC 523 Elementary Integrated Methods 2 Units

Students will learn approaches to planning, managing, delivering, and assessing instruction in history, arts, and physical education as they draw on social, cultural, historical foundations, and learning theory in planning instruction. Prerequisites: admission to the teacher education program, EDUC 501 and 551; CSET verification.

EDUC 524 Secondary Curriculum and Methods 4 Units

This course will provide students preparing to teach in secondary schools with an understanding of the curriculum as they examine recent research, use the California Frameworks, and K-12 Content Standards to explore their subject areas and evaluate curriculum materials. Emphasis is given to preparing lesson plans that meet the diverse needs of pupils. Prerequisites: admission to the teacher education program; EDUC 501 and 551; CSET verification.

EDUC 551 Language and Culture 3 Units

This course will address the impact of cultural, socio-economic status, religion, and gender on the education of elementary and secondary pupils as students examine theories of first and second language acquisition and effective strategies for teaching English learners. Students will apply these strategies to course activities and assignments. Prerequisites: admission to the teacher education program, EDUC/EDSP 501 or concurrent enrollment.

EDUC 560 Literacy Instruction in Diverse Elementary Classrooms 4 Units

This course will focus on preparing students to instruct reading and language arts in diverse classrooms following the guidelines set forth by the California Commission on Teacher Credentialing (CCTC) in 2008, the California Reading/Language Arts Frameworks and Standards, and the Reading Instruction Competence Assessment (RICA) Content Specifications. Prerequisites: admission to the teacher education program; EDUC/EDSP 501 and 551; CSET verification.

EDUC 570 Content Area Literacy Instruction 4 Units

This course will examine theory and practice in reading instruction as applied to the content areas of middle and secondary schools with an emphasis on development of reading techniques ranging from assessment of individual skills to selection of appropriate materials and strategies for instruction in subject areas for diverse classrooms. The guidelines set forth by the California Commission on Teacher Credentialing (CCTC) and the California Language Arts Frameworks and Standards serve as the basis for this course. Prerequisites: admission to the teacher education program; EDUC 501 and 551; CSET verification.

EDUC 580 Teacher Performance Assessment (TPA) Practicum: Student Teaching I: Elementary 1 Unit

This course will consist of thirty (30) hours of field experience and seminars to prepare students to teach in elementary schools. Students will develop an understanding of instructional planning, delivery, and how to meet the needs of diverse learners. Through the activities of this course, students will complete the first two (2) tasks of the California Teaching Performance Assessment (CalTPA). Minimum grade of B- required. Prerequisites: completion of or concurrent enrollment in EDUC 522, 523 and 560; CSET verification.

EDUC 581 Teacher Performance Assessment (TPA) Practicum: Student Teaching I: Secondary 1 Unit

This course will consist of thirty (30) hours of field experience and seminars to prepare students to teach in secondary schools. Students will develop an understanding of grades 7-12 curriculum, how to meet the needs of diverse learners, instructional planning, and delivery. Through the activities of this course, students will complete the first two (2) tasks of the California Teaching Performance Assessment (CalTPA). Minimum grade of B- required. Prerequisites: completion of or concurrent enrollment in EDUC 524 and 570; CSET verification.

EDUC 582 Student Teaching: Elementary 6,12 Units

Student teaching is fulltime teaching for a semester under the supervision of a cooperating teacher and university supervisor. Multiple subject student teachers have two (2) eight (8)-week placements at two (2) different grade levels.

EDUC 583 Student Teaching: Secondary 6,12 Units

Student teaching is fulltime teaching for a semester under the supervision of a cooperating teacher and university supervisor. Multiple subject student teachers have two (2) eight (8)-week placements at two (2) different grade levels.

EDUC 591 Individualized Internship 0 Units**EDUC 592 Assessment of Induction and Professional Development Part I 3 Units****EDUC 593 Assessment of Induction and Professional Development Part II 3 Units****EDUC 501A Planning and Assessment for Inclusive Classrooms 3 Units**

Education: Ed Technology (EDUT)

EDUT 501 Educational Technology Teacher Leadership 3 Units

This course will examine the role of educators in transforming teaching and learning through the integration of technology. The culture and politics of change will be explored through interaction with various members of the school community including administrators, teachers, learners, parents, and community leaders and develop the leadership qualities and skills necessary for making change happen at the classroom level. In addition, this course will provide an introduction to the Common Core State Standards as a case study in change processes and technology integration.

EDUT 520 Curriculum Design and Assessment 3 Units

This course operates on the assumption that graduate students have prior knowledge in the process of curriculum design and assessment. The course will both begin and end by asking students to compose a definition of curriculum and assessment that reflects their own personal philosophy of education both for what it has been and then for what it should be. Students will explore the Common Core Standards, examine global and economic forces driving education policy and reform, and discuss how advancements in research and technology both for teaching and learning should be applied in the context of their own learning organization.

EDUT 521 Leveraging Technology for All Students 3 Units

The 'typical' learner in today's American classrooms represents a wide range of learning styles, abilities, and backgrounds. This course will prepare students to integrate a variety of technology-based strategies into classroom instruction and assessment in order to meet the diverse needs of students, whether or not they are diagnosed with disabilities. Students will be introduced to teaching styles, strategies, and technology that will give all learners access to successful learning opportunities. Topics will include differentiated instruction, Universal Design for Learning, and assistive technologies.

EDUT 522 Emerging Learning Technologies 3 Units

In this age of rapid technological advancement and digital immersion, it is imperative that educators become aware of new technologies and related pedagogies. More than that, educators need to continually assess and reflect on the impact of the integration of such tools on the learning process. Students will be challenged to evaluate new technologies, creatively apply them to classroom experiences, and actively seek to stay informed about future trends and innovations.

EDUT 523 Collaborative Design for E-learning 3 Units

This course will provide an overview of online educational delivery models, strategies, and platforms. Concepts learned and practices will be applicable to the design of a wide range of eLearning environments including traditional classrooms, blended or flipped classrooms, and fully online courses.

EDUT 531 Nurturing Learning Communities 3 Units

There has been significant growth since the 1990s there has been significant growth in the recognition of the value of collaborative activity in the learning process as well as in the development of technology to support such collaboration. This course will describe and demonstrate how learning communities and technology intersect. Students will gain insights in the ethical and appropriate application of social learning concepts to learning in their classrooms and to their own continuous professional growth process.

EDUT 547 Brain-based Teaching and Learning 3 Units

This course is designed to provide experienced teachers with the latest research in brain-based learning and instructional theory and its practical applications to the classroom. Topics will include the structures and functions of the brain, how the brain processes information, lateralization specialization, memory, retention and transfer theory, and the role of emotion in learning. The purpose of this course is to equip educators with an understanding of research-based body/brain/mind principles and how they are applied in teaching and learning.

EDUT 580 Educational Research Methods and Analysis 3 Units

This course examines how action research can generate knowledge in education to effect school change and school improvement. Multiple forms of data collection and data analysis are examined to provide students with research strategies by which to evaluate educational programs and practices. The course assists students in formulating problem statements, articulating research questions, connecting theory to practice (literature review), aligning data collection strategies with research questions, increasing the validity of a study, illustrating ways to analyze data, drawing conclusions based on data, and reporting the results of the study.

EDUT 586 Educational Technology Level II 3 Units

This course equips teachers to be knowledgeable about educational technology standards as adopted by the state. It incorporates a thorough review of the California Technology Standards Level II and covers skills in using technology in the classroom. Upon successful completion, the student will have met the requirements for certification of Level II technology skills. Successful completion will be considered 83% or better as a final grade.

Education: Internship (EDUI)**EDUI 507 New Teacher Support Semester I 3 Units****EDUI 508 New Teacher Support Semester II 3 Units****EDUI 509 New Teacher Support Semester III 1 Unit****EDUI 510 New Teacher Support Semester IV 1 Unit****Education: Research (EDR)****EDR 601 Action Research Project 3 Units**

To complete the action research, students will plan and implement a project that includes the application of research to practice at a local school site. Students, under the supervision of their advisor, will complete an action research paper in preparation for the oral presentation which includes a critique of the student's action research experience. Prerequisites: successful completion of EdOL 580 and approval by the program director.

EDR 603 Independent Research Paper and Oral Presentation 1 Unit**EDR 605 Collaborative Action Research Project 3 Units**

Students will work individually or in small groups with their faculty advisor to finalize plans, implement an action plan, and write an action research report as they collaborate online and face-to-face. Students will meet with their faculty advisor and each other at the capstone experience oral presentations to share and discuss project outcomes and reflections.

Education: School Counseling (EDSC)**EDSC 511 Introduction to School Counseling 3 Units**

This course will provide an introduction and overview of basic counseling skills and interpersonal relationship concepts. Students will be introduced to theory, roles, functions, and current issues of school counseling with a focus on basic introductory skills needed by today's school counselors to work with diverse populations in educational and professional settings.

EDSC 515 Leadership: Intervention, Consultation, Collaboration 3 Units

This course will provide the foundations and dimensions for the school counselor in relation to principles, practices, and needs assessment within the framework of a school-based counseling program. An overall understanding of the school as an organization and how the school counselor works within that organization will be emphasized, as students develop skills essential to the consulting process and collaboration among professionals, parents, and students.

EDSC 520 Educational Assessment 3 Units

This course will provide students with skills in administering academic achievement tests and a variety of education assessments using standardized academic tests, scoring, and test manuals. An understanding of diverse populations and settings that may be encountered in providing quality educational assessment will be incorporated.

EDSC 522 Theories of Counseling 3 Units

This course will provide an overview of the major theories and techniques of counseling and psychotherapy as the history, prominent figures, and current application of these theories are explored. Current best practices in school counseling in diverse settings, critical examination of major theories in the guided formation of their own personal style, and approach to school counseling will also be emphasized.

EDSC 531 Human Communication: Group Process 3 Units

Students will learn and apply principles of interpersonal communication in this course with an emphasis is on psychological, social, cultural, and linguistic factors which affect person-to-person interaction. Group leadership, purpose, development, dynamics, and methods will be investigated.

EDSC 535 Counseling Exceptional Children 3 Units

This course will examine the needs of learners in special education programs as students are introduced to the wide range of learning disorders, handicaps, and emotional needs of the school population. Health, ethical, and legal issues will be considered in the counseling and intervention process along with the definition, identification, education, and vocational preparation of pupils with disabilities are examined.

EDSC 541 Psychopathology 3 Units

This course will examine the wide range of clinical, social, emotional and behavioral disorders which may add to psychological problems impairing the academic success of children and adolescents. Students will review research, case studies, assessment tools, and school-based interventions to help in their development as a school counselor.

EDSC 550 Counseling Diverse Populations 3 Units

This course will examine the influence of cultural and ethnic differences of counselors and clients in counseling as general cross-cultural dynamics and specific target populations are studied. The course includes ethical treatment of clients, multicultural awareness, and counselor self-awareness in the context of skills needed for effective practice in increasingly diverse schools.

EDSC 551 Legal and Ethical Issues 3 Units

This course will introduce legal and ethical practices and principles for the school counselor with an emphasis on the legal and ethical issues school counselors will encounter with their diverse populations such as Individuals with Disabilities Education Act (IDEA), Individual Education Programs (IEPs), 504 plans, mediation, consultation and collaboration, due process, confidentiality laws, family and student rights, counseling Code of Ethics, and federal and state laws.

EDSC 561 Crisis Response, Interventions and Management 3 Units

This course will prepare the school counselor for an effective response when faced with crisis in the school setting through the introduction of a variety of response approaches to assess and address the needs of children. Focus will be given to intervention and management skills needed when working with children at-risk for academic failure due to family stress, depression, anxiety, suicidal ideation, traumatic events, natural disaster, and terrorist events.

EDSC 562 Career Counseling and Development 3 Units

This course will provide an overview of the major career development theories through the study of vocational guidance and occupational/educational information sources and systems including career development program planning, resources, computerized information systems, and evaluation. Emphasis will be placed on how career counseling and vocational guidance are practiced by the school counselor.

EDSC 580 Educational Research: Methods and Analysis 3 Units

This course will examine the field of educational research by exploring research methods, analyzing research articles, and applying measurement and statistical techniques to problems of educational research. Students will learn essentials needed to carry out the entire research process and develop and implement an action research plan for a school setting.

EDSC 590 Practicum: School Counseling 3 Units

This course will connect learned theory to authentic situations in school setting as students accumulate one hundred (100) clock hours of practicum experience through course assignments, seminars, diverse environments, and work in schools.

EDSC 590A Practicum: School Counseling A 0 Units

This course will connect learned theory to authentic situations in school setting as students accumulate one hundred (100) clock hours of practicum experience through course assignments, seminars, diverse environments, and work in schools.

EDSC 591 Field Experience 3,6 Units

This course will give students a supervised fieldwork experience leading to competencies in the following areas: educational assessment, diversity, personal and social counseling, academic and career counseling, program development and coordination, supervision and consultation, and laws and ethics as they pertain to the school counselor. In addition, students will participate in on-campus group supervision. Students are expected to gain six hundred (600) clock hours of documented field experience with satisfactory evaluations by university and on-site supervisors. Prerequisite: EDSC 590.

EDSC 605 Capstone: Action Research Project 3 Units**Education: Specialist Cred (EDSP)****EDSP 500 Early Childhood Fieldwork Seminar 3 Units****EDSP 501 Planning and Assessment for Inclusive Classrooms 3 Units**

Students will learn a variety of approaches to planning, managing, delivering, and assessing instruction in inclusive classrooms in this course as they examine both formal and informal assessments of students including curriculum-based assessment. Students will learn and apply principles and strategies of differentiated instruction to assessment and instructional planning for diverse students. Prerequisites: EDSP 201 and 302 or concurrent enrollment.

EDSP 502 Creating Positive and Inclusive Learning Environments 3 Units

This course will examine classroom management strategies for the inclusive classroom including development of the Individual Educational Program (IEP)/Individualized Family Service Plan (IFSP) processes, legal requirements, and responsibilities along with the effects of a pupil's health and safety have on learning. Students will learn skills for communicating, collaborating, and working with families, supporting professionals, and school personnel. Prerequisites: EDSP 202, 301, and 504 or concurrent enrollment.

EDSP 522 Autism I: Edu Strategies for Teaching Students with Autism and Social Communication Disorders 3 Units**EDSP 525 Advanced Curriculum Methods for Special Populations 3 Units**

Students will learn to teach mathematics, problem solving, and reasoning skills to students with high-incidence disabilities PK-12. This course will focus on California Academic Mathematics Standards, research-based instruction, high-stakes assessment, functional mathematics, and problem solving with an emphasis on the effects of disabilities on mathematics achievement as well as examine other content areas and curriculum integration. Prerequisites: EDSP 501, 551, and concurrent enrollment in EDSP 580.

EDSP 526 Case Management, Assessment and Collaboration 3 Units

Students will focus on the multiple facets of the K-12 Educational Specialist's role in terms of caseload management; assessment; Individual Educational Program (IEP); Individualized Family Service Plans (IFSP) and transition plan development; collaboration and consultation with families, teachers, administrators, allied professionals, and supervising support personnel.

EDSP 548 Early Childhood Development and Curriculum Planning 3 Units**EDSP 551 Language and Culture 3 Units**

This course will address the impact of culture, language, socio-economic status, religion, gender, and disability on education of elementary and secondary students. Students will examine theories of first and second language acquisition, learn effective strategies for teaching English learners, and examine their professional and legal responsibilities as teachers in California schools. Prerequisites: EDSP 202, 301, and 501 or concurrent enrollment.

EDSP 560 Reading Instruction in Diverse Classrooms 4 Units

This course will focus on preparing the education specialist to teach reading and language arts to learners with mild to moderate disabilities as it follows the guidelines set forth by the California Commission of Teacher Credentialing (CCTC) in 2008, the California Reading/ Language Arts Frameworks and Standards, and the Reading Instruction Competence Assessment (RICA) Content Specifications.

EDSP 568 Observation and Assessment of the Young Child 3 Units**EDSP 580 TPA Practicum: Student Teaching I Elementary 1 Unit**

This course will consist of forty (40) hours of field experience and class seminars to prepare students to teach mild to moderate special populations. Students will develop an understanding of instructional planning and delivery and how to meet the needs of diverse learners while giving students the opportunity to fulfill their field experience and assignments related to EDSP 525, 526, and 560. Through the activities of this course, students will complete the California Teaching Performance Assessment (CalTPA) Tasks 1 and 2. Prerequisites: EDSP 501, 551, and concurrent enrollment in 525 and 526.

EDSP 584 Student Teaching: Special Education 6-12 Units

Students will participate in a semester of supervised student teaching leading to full responsibility for the provision of services for the mild to moderate educational specialist credential in diverse settings that represent the broad range of placements for serving pupils with mild to moderate disabilities. Students will complete their cumulative professional portfolio during this semester. Prerequisites: completion of all credential coursework; full passage of the California Subject Examination for Teachers (CSET) or successful completion of a state-approved Single Subject Matter Preparation Program; and submission of all student teaching application forms prior to set deadlines.

EDSP 592 Assessment of Induction and Professional Development, Part I 3 Units**EDSP 593 Assessment of Induction and Professional Development, Part II 3 Units****EDSP 599 Student Teaching: IS 1-3 Units**

Educational Leadership (EDD)

EDD 700 Doctoral Studies Orientation 0.5 Units

This course will cover the scope and sequences of the program's coursework with an overview as to how the research benchmark assignments are integrated leading to a successful dissertation proposal and completion which will include an overview of the library resources available within as well as through outside access.

EDD 701 Leadership in 21st Century Learning Organizations 3 Units

This course will equip students with knowledge and skills to understand and practice their role as leaders through an emphasis on systems theory applied to education, leadership, learning communities, and effective practices for sustaining strong leadership in continuously improving organizations. The study will include the role of leadership in setting the moral example, fostering a caring environment, and developing a community of learners respectful of all members and differences. Students will understand the dynamics of management, operations and resources to create and sustain a safe and effective learning organization. Research skills will be strengthened through the investigation of theory in systems thinking, educational psychology, leadership, and organizational planning as they relate to successful leadership and effective schools.

EDD 702 Effective Instructional Leadership and Assessment 3 Units

This course will provide students with knowledge and capacity to lead an instructional program that is systemically structured to foster professional growth for teachers and benefit student achievement. Emphasis will be placed on service to diverse student populations, implementation of the Common Core State Standards, research-based pedagogical innovations, and successful use of summative and formative assessment measures. Students will develop sustainable instruction and assessment plans that could be implemented in their own organizational settings that intentionally focus on the alignment of instruction and assessment to student learning outcomes.

EDD 703 Technology in a Systems Approach to Leadership 3 Units

This course will provide students opportunities to learn and to utilize technology for pursuit of information, providing transformational instruction, communicating effectively with all stakeholders, and fostering an organizational culture that embraces technology toward ongoing improvement. The course covers a wide spectrum of available technological resources to help leaders better understand student achievement as well as contextual factors (e.g. school climate, parent satisfaction, teacher satisfaction) in schools. Specific emphasis will be given to exploration of potential applications of technological resources as they become an integral component of leadership and school culture, performance monitoring, and enhancing learning options for students and staff members.

EDD 704 Strategic Human Resource Management and Development 3 Units

This course will provide students with the knowledge and skills to effectively manage human resources in a way that supports learning for all students, fosters a professional work environment, upholds contractual agreements, and develops employee capacity fairly and ethically. Specific emphasis will be focused on promoting effective and collaborative performance reviews, legal compliance, and strategic placement of resources to maximize organizational effectiveness toward student learning.

EDD 705 Sustained Fiscal Leadership for Organizational Effectiveness 3 Units

This course provides students with an overview of successful fiscal leadership by surveying the dynamic landscape of school funding from federal, state, and local levels. This course will provide students with abilities to effectively lead safe, efficient, and effective organizations through meaningful and compliant fiscal management of organizational components, operations, and resources. Emphasis will be given to the study of the major responsibilities of a fiscal leader and the utilization of resources in effective and transformative ways.

EDD 706 Policy, Law and Practice in Dynamic Settings 3 Units

This course will provide students with insight into the development of, response to, and ability to influence the larger political, social, economic, legal, and cultural contexts impacting educational organizations and practices. Specific emphasis will be given to standards, policies, and entities presently guiding decisions at national, state, district, and school levels. A history of the political aspects inherent to education policy and how these policies transverse from the federal government to state education agencies, district offices, and as they are ultimately implemented at the local level will also be provided. NOTE: Group travel to Washington D.C. to meet with governmental officials will be incorporated into this course.

EDD 707 Change Forces in Diverse Educational Settings 3 Units

This course will provide students insight, knowledge, and motivation to lead in response to identified needs for educational change in global community: applying change-agent leadership vision, promoting future success among all groups of students, using influences of diversity to improve teaching and learning, and motivating others to seek innovation. Students will be prepared to recognize threats to organizational effectiveness, develop sustainable plans to minimize threats, and focus learning organizations toward the meeting of goals. Specific emphasis is placed on applied theory and research on organizational change and systems thinking in diverse educational settings. NOTE: Group travel to an international country (optional) is designed to generate a comparative analysis of different educational systems, and to identify desirable attributes to incorporate into local organizational settings.

EDD 751 Statistical Analysis for Educational Leaders 3 Units

This course will provide students with an overview of statistics as applied to the educational setting in school leadership through review basic statistics and utilization of the Statistic Package for Social Sciences (SPSS) as the technological platform for managing and understanding data to drive decision making in schools. Students will participate in hands on learning labs applying statistical analysis to real data sets and become skilled in the analysis, interpretation, and consumer use of statistical analysis applied to school settings and situations.

EDD 752 Applied Quantitative Methods for Educational Leaders 3 Units

This course will provide students with an exposure and skill development in the use of quantitative methods for the study of educational research as they learn and understand the theoretical underpinnings of quantitative methods and the application of these methods for effective leadership in dynamic educational settings through conducting and understanding of research as a key competency for those who will successfully lead school organizations in the 21st century. Emphasis will be given to the quantitative methods that will help leaders guide teachers and stakeholders to better solutions for solving educational problems in the local context and prepare them to craft and answer important educational questions using quantitative methods and applied statistical analysis.

EDD 753 Applied Qualitative Methods for Educational Leaders 3 Units

This course will develop students skill sets in the use of qualitative methods for the study of educational research as they learn and understand the theoretical basis of these methods and how they are applied to successful leadership. The collection, analysis, and reporting of qualitative data will be covered to prepare students to craft and answer important educational questions using qualitative methods.

EDD 771 Dissertation Seminar I 0.25 Units

This course will serve as an orientation to the dissertation process and proposal structure through a focus on the initial stages of prospectus preparation and mastering the APA (American Psychological Association) academic writing style. Students will be given an overview of dissertation topics, sample proposals, and Annotated Bibliography Benchmark Assessments 1 and 2 as a starting point for consideration of a dissertation topic.

EDD 771A Dissertation Seminar I (Continued) 0.25 Units

A continuation of EDD 771: This course will serve as an orientation to the dissertation process and proposal structure through a focus on the initial stages of prospectus preparation and mastering the APA (American Psychological Association) academic writing style. Students will be given an overview of dissertation topics, sample proposals, and Annotated Bibliography Benchmark Assessments 1 and 2 as a starting point for consideration of a dissertation topic.

EDD 772 Dissertation Seminar II 0.25 Units

This course will build on EDD 771 with the goal of completing the prospectus and selection of a committee chair and members. Focus will be given to discussion, review, and guidance toward identifying problem statements and research questions that can guide completion of the proposal. The Preliminary Literature Review Benchmark Assessment will be used to move students toward a preliminary outline for the proposal.

EDD 772A Dissertation Seminar II (Continued) 0.25 Units

A continuation of EDD 772: This course will build on EDD 771 with the goal of completing the prospectus and selection of a committee chair and members. Focus will be given to discussion, review, and guidance toward identifying problem statements and research questions that can guide completion of the proposal. The Preliminary Literature Review Benchmark Assessment will be used to move students toward a preliminary outline for the proposal.

EDD 773 Dissertation Seminar III 0.25 Units

This course will allow students to focus on the development of the second chapter of their preliminary proposal as their chair guides them through the writing process. Examples of chapters 1 and 2 will be provided and students will be required to present their current progress in developing a review of the literature. Students will identify a conceptual framework and the kinds of references needed for the literature review and build on the Annotated Bibliography and Preliminary Literature Review Benchmarks leading to the development of a broader understanding of their research ideas as they relate to the literature base. Students will receive chair and peer feedback on drafts of their literature review.

EDD 773A Dissertation Seminar III (Continued) 0.25 Units

A continuation of EDD 773: This course will allow students to focus on the development of the second chapter of their preliminary proposal as their chair guides them through the writing process. Examples of chapters 1 and 2 will be provided and students will be required to present their current progress in developing a review of the literature. Students will identify a conceptual framework and the kinds of references needed for the literature review and build on the Annotated Bibliography and Preliminary Literature Review Benchmarks leading to the development of a broader understanding of their research ideas as they relate to the literature base. Students will receive chair and peer feedback on drafts of their literature review.

EDD 773B Dissertation Seminar III (Continued) 0.25 Units

A continuation of EDD 773A: This course will allow students to focus on the development of the second chapter of their preliminary proposal as their chair guides them through the writing process. Examples of chapters 1 and 2 will be provided and students will be required to present their current progress in developing a review of the literature. Students will identify a conceptual framework and the kinds of references needed for the literature review and build on the Annotated Bibliography and Preliminary Literature Review Benchmarks leading to the development of a broader understanding of their research ideas as they relate to the literature base. Students will receive chair and peer feedback on drafts of their literature review.

EDD 774 Dissertation Seminar IV 0.25 Units

This course will continue to build on the development of the preliminary literature review and focus on the preliminary introductory chapter for the proposal through chair and peer feedback on drafts of chapter 1. The research questions for the proposal will be focused as students continue to fine-tune research questions based on skills developed through the Research Benchmarks, receive training, and gain certification on the university's IRB (Institutional Review Board) approval process.

EDD 774A Dissertation Seminar IV (Continued) 0.25 Units

A continuation of EDD 774: This course will continue to build on the development of the preliminary literature review and focus on the preliminary introductory chapter for the proposal through chair and peer feedback on drafts of chapter 1. The research questions for the proposal will be focused as students continue to fine-tune research questions based on skills developed through the Research Benchmarks, receive training, and gain certification on the university's IRB (Institutional Review Board) approval process.

EDD 774B Dissertation Seminar IV (Continued) 0.25 Units

A continuation of EDD 774A: This course will continue to build on the development of the preliminary literature review and focus on the preliminary introductory chapter for the proposal through chair and peer feedback on drafts of chapter 1. The research questions for the proposal will be focused as students continue to fine-tune research questions based on skills developed through the Research Benchmarks, receive training, and gain certification on the university's IRB (Institutional Review Board) approval process.

EDD 774C Dissertation Seminar IV (Continued) 0.25 Units**EDD 775 Dissertation Seminar V 0.25 Units**

This course will serve as a proposal review time with a focus on the development of the preliminary methodology chapter and provide students with an overview of chapter 3. Students will be guided on the collection of data both quantitatively and qualitatively leading them to the answer of their dissertation research questions based on skills that have been developed through the Research Benchmarks: Quantitative Research Plan and Qualitative Research Plan. Students will be provided with direction on the development of a detailed timeline leading to successful completion of the next stages of the dissertation process and preparation for the oral defense as they receive chair and peer feedback on drafts of chapter 3 of the preliminary proposal.

EDD 775A Dissertation Seminar V (Continued) 0.25 Units

A continuation of EDD 775.

EDD 775B Dissertation Seminar V (Continued) 0.25 Units

A continuation of EDD 775A.

EDD 775C Dissertation Seminar V (Continued) 0.25 Units

A continuation of EDD 775B.

EDD 776 Dissertation Seminar VI 0.25 Units

In this seminar time will be given to challenges that arise in the collection of data and strategies for addressing these challenges. Students will have the opportunity to give research updates pertaining to their collection of data and execution of the research plan. Special attention will be given in this seminar to the successful preparation of chapter 4 and chapter 5 of the final dissertation document. Students will also be provided with guidance on the dissertation oral defense as outlined in the doctoral student handbook.

EDD 781 Dissertation 1-3 Units

Working with their dissertation committee and under the direction of their chair, students will develop final versions of their dissertation proposal including the problem statement, literature review, and research design. Proposals will be submitted to the university's institutional review board (IRB). During this time, student will also prepare for the oral defense of the proposal and work with the committee chair to schedule the defense.

EDD 781A Dissertation 1-3 Units

Working with the dissertation committee and under the direction of the chair, the student develops final versions of the dissertation proposal including the problem statement, literature review, and research design. Proposals are submitted to the institutional review board (IRB) at Concordia University. During this time the student also prepares for the oral defense of the dissertation proposal and work with the dissertation chair to schedule the oral defense of the proposal.

EDD 781B Dissertation Proposal (Continued) 0 Units**EDD 791 Dissertation 1-3 Units**

Dissertation Research 1 is ongoing dissertation research. During this time students will be implementing research designs, following dissertation proposal timelines, collecting data related to dissertation research questions and preparing to write chapters 4 and 5 of the dissertation. Students will work with dissertation chair as needed to discuss the execution of the dissertation research plan and progress on data collection.

EDD 791A Dissertation 1-3 Units**EDD 791B Dissertation 1-3 Units****EDD 791C Dissertation 1-3 Units****EDD 792 Dissertation 1 Unit**

Dissertation Research 2 is ongoing dissertation research. During this time students will be completing the implementation of their research designs, collecting data related to dissertation research questions and finalizing chapters 4 and 5 of the dissertation. In this phase of the research students will also begin to prepare for the dissertation oral defense as outlined in the doctoral student handbook. Students will work with dissertation chair as needed to discuss the execution of the dissertation research plan and progress on chapters 4 and 5 of the dissertation. During this time student will also provide drafts of chapters 4 and 5 to all committee members for review and feedback.

EDD 792A Dissertation 1 Unit**EDD 792B Dissertation 1 Unit****EDD 792C Dissertation 1 Unit****EDD 793 Dissertation 1 Unit**

Dissertation Research 3 is a course extension continuous enrollment requirement for students who have not completed the dissertation and the dissertation oral defense.

EDD 793A Dissertation 1 Unit

English (AENG)

AENG 201 Core Literature 3 Units

This course will focus on critical thinking and research based writing through comparative and interdisciplinary analysis. Alongside lectures and class discussions, the study of representative great works of Western and non-Western literature from the 17th century to the present will emphasize the literary, cultural, and religious significance of these texts.

AENG 202 Contemporary Literature 3 Units**AENG 203 Modern Film 3 Units**

Exercise and Sport Science (AESS)

AESS 103 Healthy Living 3 Units

Students will explore the value and benefits of a physically active lifestyle and its contribution to their physical and mental well-being in this course including instruction and laboratory experiences in physical fitness.

Healthcare Management (ADP) (HLMG)

HLMG 305 Christianity and Contemporary Culture 3 Units

This course will give students an awareness of the Christian worldview and assist them in evaluating sources of information for culture and theology, enabling them to better answer questions concerning life issues (e.g., sexuality, marriage, family, creation, evil, death, and life after life) and life choices in the Christian context as they examine their own beliefs and compare these to that which Scripture teaches.

HLMG 311 Writing and Communications in the Workplace 3 Units

This course will give students an opportunity to learn about effective verbal and non-verbal communication through an in-depth examination, both in written and oral format, of workplace communication with an emphasis on writing and the proper application of grammar and APA style rules. The use of technology to access and share information will also be examined.

HLMG 312 Introduction to Health Administration 3 Units

This course will serve as an introduction to and provide the foundation for a better understanding of the relevant theories, tools, and applications, recent trends, and issues needed to address operational issues that healthcare managers face.

HLMG 314 Healthcare Quality Management 3 Units

This course will explore healthcare applications of quality improvement including governmental and regulatory influences, standards and guidelines, programs and methods, and process redesign.

HLMG 315 Organizational Behavior, Theory and Design in Healthcare 3 Units

The course will provide students with an in-depth analysis of the theories and concepts of organizational behavior and theory while embracing the uniqueness and complexities of healthcare.

HLMG 413 Leadership in Healthcare Management 3 Units

This course will introduce students to the basic principles of leadership and direction in healthcare organizations.

HLMG 414 Legal Aspects of Healthcare 3 Units

This course will familiarize students with significant legal principles and theories relevant to healthcare administration; provide examples of context in which potential legal problems arise; develop the ability to identify and evaluate potential legal risks related to healthcare administrative and management decisions; and to appropriately utilize legal counsel in the decision-making process.

HLMG 415 Healthcare Information Systems 3 Units

This course will examine the use of information systems in healthcare organizations as students are introduced to the types of healthcare data and information, the various systems used throughout the healthcare industry, the technology utilized by these systems, and the IT challenges facing healthcare administrators.

HLMG 416 Human Resource Management in Healthcare 3 Units

This course will look at human resource management in healthcare including the principles, methods, and procedures used in the utilization and management of professional and allied health personnel.

HLMG 419 Topics in Public Health Administration 3 Units

This course will identify and explore historical, theoretical, and practical issues in the field of public health as students identify and analyze important public health issues within various health settings.

HLMG 422 Introduction to Gerontology and Mental Health Management 3 Units

This course will introduce and give an overview of the field of gerontology and mental health including current theories, ethical issues, public policy, legal issues, and careers along with the exploration of problems in planning, financing, delivering, and evaluating health services. Administrative structures and public and private delivery systems will also be compared and critiqued.

HLMG 424 Marketing and Strategic Planning for Healthcare Organizations 3 Units

This course studies the management of the marketing process, strategy formulation, strategic planning, organizing, budgeting, implementation, and performance assessment specific for Healthcare organizations to assist institutions in fulfilling their mission, vision, and goals and in helping to define strategies to improve market position and financial performance.

HLMG 425 Financial Management of Healthcare Organizations 3 Units

This course will cover selected topics in both the financial and managerial aspects of the U.S. healthcare industry, both philosophically and theologically, with issues being evaluated and presented from the perspective of all key stakeholders including the consumer, providers, provider-organizations, payers, and government.

HLMG 438 International Health 3 Units

This course will study of the origin, orientation, of international health through the exploration of global health issues, specific health systems in typical countries representing different approaches, responsibilities of citizens of developed countries, professional personnel supply issues, evolution of health systems to local circumstances, the effects of terrorism on the collective consciousness of humanity and its mental health, nutritional issues of the world and a holistic perspective of health including effects of human actions on the living earth and its well-being.

HLMG 495 Senior Seminar: Healthcare Management 3 Units

This course will be a culminating demonstration of the students' academic ability and knowledge of the healthcare environment through a comprehensive analytical paper and oral presentation to a professional panel of healthcare professionals. Prerequisite: senior standing.

History (AHST)

AHST 201 Core History 3 Units

The study of history is not only relevant but also pertinent to our understanding of who we are, where our ideas and institutions come from, and where our culture might be headed. This course will examine the great ideas and pivotal events and, in viewing them as part of a larger historical narrative, understand how they made and continue to make the modern world.

AHST 202 Contemporary United States History 3 Units**AHST 203 Modern World: 1840 to Present 3 Units**

Master of Healthcare Administration (MHA)

MHA 501 Healthcare Organizational Management 3 Units

This course will provide look at operations management with an emphasize on evaluating the operating unit's performance, understanding of why individuals perform as they do, designing new or improved operating procedures and systems for competitive advantage, making short-term and long-term decisions that affect operations, and managing the work force.

MHA 506 Healthcare Law 3 Units

This course will offer a current and historical overview of the legal oversight and regulation of healthcare delivery in the U.S. as it examines principles and practical applications of the laws that affect the operational decisions of healthcare providers, payers, and managers, as well as how that impacts development of markets for healthcare products and services. The social, moral, and ethical issues encountered in trying to balance the interests, needs, and rights of individuals against those of the larger society will also be examines.

MHA 512 Healthcare Strategic Planning and Marketing 3 Units

This course will introduce strategic planning and marketing as they apply to healthcare organizations through the development of practical skills in strategic management such as internal and external environmental assessment, competitor analysis, and methods for evaluating strategic alternatives that can be used in different types of health care settings.

MHA 514 Healthcare Quality Assurance 3 Units

This course will examine methods and tools for managing quality in health facilities, physician practices, managed care, and public health organizations including developments in quality assurance and improvement, utilization review, risk management, and patient satisfaction.

MHA 515 Information Systems in Health Services 3 Units

With a focus on the for-profit and not-for-profit healthcare organizations, this course will provide students with tools to facilitate effective gathering and analysis for implementation through the support of health informatics and data analytics initiatives. Students will learn the potential benefits of various informatics initiatives (e.g., electronic health records, laboratory reporting, patient portals) and implementation challenges for different types of organizations (e.g., hospitals, physician practices, health departments) and the management and use of institutional-specific and national-derived data.

MHA 516 Human Resources Management 3 Units

This course will emphasize the concepts of human resources management through understanding and identifying the importance of human resources in health organizations, establishing the need for relating organizational strategic planning to human resource planning, examining the role of organizational culture to the understanding of behavior and productivity, and the legal environment pertaining to employment law.

MHA 525 Financial Management of Healthcare Organizations 3 Units

The course will focus on financial management and analysis of healthcare organizations including financial management concepts, capital acquisition, cost of capital and capital structure, capital allocation, working capital management, forecasting, control systems, capital budgeting, and institutional financing.

MHA 571 Leadership I 3 Units

This course will focus on personal leadership development, explore the nature of the profession through the Scriptural doctrine of vocation, and provide an overview of the necessary skills and behaviors required of healthcare organization leaders including tools for improved self-understanding of personal leadership styles and the impact those styles have on organizational functionality. Final selection of topics for each offering is intended to reflect and address current health care administration issues.

MHA 572 Leadership II 3 Units

This course will emphasize the importance of team leadership and group dynamics through an overview of team theory and empirical findings appropriate for successful team design and facilitation in healthcare organizations and the ethical responsibility of leaders toward team members. Final selection of topics for each offering is intended to reflect and address current health care administration issues.

MHA 573 Leadership III 3 Units

This course will culminate the student's leadership learning by providing exposure to key skills that are essential for effective healthcare organization management including concept mapping and idea generation; diagramming and flowcharting; project management; bioethics, healthcare, and managerial ethics; and political environment understanding. Final selection of topics for each offering is intended to reflect and address current health care administration issues.

MHA 588 Long-Term Care Administration 3 Units

This course will review the care provided to senior citizens within a variety of institutional settings (hospitals, nursing facilities, various senior housing levels, etc.) as well as outpatient and home care services. Special attention will be given to nursing homes and senior housing options and their past, present, and future roles within the overall health care system in the U.S.

MHA 601 Capstone Practicum in Health Service Management 3 Units

This capstone course will be an "integrative exercise" intended to incorporate the various disciplines (finance, human resources, ethics, policy, operations, and information technology) into a comprehensive and practical framework as students, working in teams, act as consultants to a local healthcare organization which has submitted a project proposal. The teams will define the issue(s) and negotiate a contract including assessments and recommendations for action to their clients.

MA: International Studies-Africa (MAIA)**MAIA 551 Introduction to African Civilizations: Antiquity to the Post-Colonial Era 3 Units**

This course will introduce African civilizations from antiquity to the post-colonial era through a study of the history of the African continent prior to the period of European colonization to contemporary Africa. This course will examine the historical experiences of African people and their contribution to world civilization by examining the socio-cultural, political, and economic formation of pre-colonial African polities and their emergence in the modern era.

MAIA 552 Traditional Polities and the Modern State in Africa 3 Units

This course will examine African indigenous political structures and their interaction with contemporary state politics in colonial and post-colonial African societies as traditional monarchies including kingship and queen mothership will be analyzed within the context of contemporary state governance and the processes of globalization and democratization. The complex relationship between national governments and African monarchies and how this system of mixed polities impacts the negotiation of political authority, land utilization, education, religion, health, and the currents of nationalism, traditionalism, and modernity in contemporary African states will also be explored.

MAIA 553 Introduction to African Religions and Cultures 3 Units

This course will introduce the study of the religious traditions of Africa often described as the "Triple Heritage of Africa," African indigenous religions, Christianity, and Islam and how the latter two form the foundational cultural practices of African societies.

MAIA 554 Fundamentals of Leadership: NGO Management and Entrepreneurship in Africa 4 Units

This course will introduce students to the fundamentals of leadership and management of non-governmental organizations (NGO) in Africa and will focus on preparing them to lead, develop, and institute initiatives in the fields of public health, education, environment, and entrepreneurship. Through an emphasis on the links between knowledge acquisition and entrepreneurial development for African small and medium-sized enterprises, this course will engage students in project planning, project management, marketing and research, and data analysis.

MAIA 555 United States Foreign Policy and Geopolitics of Africa 3 Units

This course will explore the nature of U.S. foreign policy in Africa and debate the strategic and geo-political ramifications of such policies for African nations. U.S. energy security strategies, AFRICOM, and the policies of the African Growth and Opportunities Act and Millennium Challenge goals will also be explored.

MAIA 556 Women, Social Policy and Economic Sustainability in Africa 3 Units

This course will examine the role of women in creating sustainable development in African societies even though they often face invisibility in economic policy formation, land reform, and educational access. This course will seek to prioritize women's agency in increasing developmental capacity in the key socio-economic, political, and cultural sectors within contemporary African states including theories and approaches in African feminism.

MAIA 563 Educational and National Transformations in Africa: Increasing Leadership Capacity 4 Units

This course will provide the context for understanding how education has evolved in African societies emanating from pre-colonial pedagogy, mission schools, and western style institutions of learning. Students will discover the methods of instruction most prevalent as compared to Western teaching methods including the cognitive, social, moral, and psychological development of students in African contexts particularly as they compare to students in the U.S. Topics such as human learning, achievement, motivation, conduct, and attitude will be covered as this course prepares prospective educational leaders for impacting curricular and policy formation on African educational institutions including primary, secondary, and tertiary schools.

MAIA 564 Health Education and Management: Nutrition, Food Security and Economic Justice 4 Units

MAIA 566 The Rise of Pan Africanism: Tracing Historical Shifts from the OAU to the AU 3 Units

MAIA 567 Globalization and Post-Colonial State in Africa 3 Units

This course will examine the transnational, multidimensional phenomenon of globalization on the post-colonial African state, encompassing multiple and intersecting spheres such as food production, energy security, culture, information-communications-technology, and market-driven economies. The advantages and adverse effects of globalization on African civil society will also be examined.

MAIA 572 Theories and Methods in Developmental Studies in Africa 3 Units

This course will prepare researchers to develop data-driven, evidence-based solutions to the unique challenges faced by African societies, including surveys, interviews, and other qualitative and quantitative research methodologies. Students will learn how to create a literature review and, subsequently, utilize that knowledge to formulate a research plan.

MAIA 573 Ethnographic Research in Africa 3 Units

As an extension of MAISA 502, this course will explore the tools and techniques of ethnography in Africa with the aim of equipping students to conduct cultural analysis through field study and qualitative research methods. With a focus on the praxis of conducting interviews, taking field notes, discourse analysis, conversation analysis, focus groups, and case studies, students will develop their own research plan with a formal thesis proposal due by the end of the course.

MAIA 574 Research Design and Data Analysis 3 Units

In this course students will explore various methods of data analysis (descriptive, correlation, Chi-square/T-test, content analysis, and others), design research methods (surveys and in-person interview), conduct data collection, and apply appropriate data analysis methods to their own data set. Students will complete data collection for their thesis research and apply appropriate data analysis methods to write a final report.

MAIA 596 Leadership Practicum I 3 Units

This course, through service learning projects, will serve as an experiential learning opportunity that will enable students to apply and integrate the theoretical knowledge they have acquired in the arenas of education, business, and public health. Students will partner with select institutions and organizations as a premise for understand the philosophical and ethical underpinnings of leadership.

MAIA 597 Leadership Practicum II 3 Units

MAIA 601 Research Writing 4 Units

Students will be assigned a faculty advisor in this course (with whom they are required to complete their work) and engage in completing their research project by editing and publishing a final research paper that will meet the professional standards of validity, reliability, and credibility.

MA: International Studies-China (MAIS)

MAIS 501 Chinese Culture and Society 3 Units

The purpose of this course is twofold: to acquaint students with basic knowledge of Chinese history and culture and prepare them for intelligent communication and cultural adaptation in China as they build successful relationships and prepare for a China-related career.

MAIS 502 Comparative Research Methods 4 Units

In this course students will explore the purpose and limitations of human sociological and educational research, investigate various research methods, inquire into the aspects of research evaluation, and consider the available measurement and statistical techniques that are commonly used in analyzing educational and sociological research. Special consideration will be given to the selection of research techniques and design appropriate for the context and research problem being investigated.

MAIS 503 Ethnographic Research 3 Units

In this course students will conduct mini-experiments (replication studies) to determine the validity of data from the 90's as it pertains to contemporary China. The final research paper will model what a thesis would look like, with a thesis proposal due by the end of the course including readings (primary text and various articles), online (Blackboard) discussions, and a final paper.

MAIS 504 Data Analysis 3 Units

In this course students will acquire quantitative data analysis skills in order to examine and make sense of both business and educational information and focusing on descriptive statistics and regressions, though other forms of analysis will also be covered. Students will be required to build on their research skills by either utilizing data that was already gathered through the ethnography or collecting additional quantitative data sufficient to run analyses.

MAIS 510 Basic Mandarin 3 Units

This course is designed for students and professionals who are going to live and/or work in China with the purpose of providing them with fundamental Chinese language learning and communication skills needed to function successfully in everyday encounters in China.

MAIS 511 Beginning Chinese Language 3 Units

This course is designed for students and professionals who are going to live and/or work in China with the purpose of providing students with some Mandarin background the opportunity to improve their language skills. Students with previous experience or course work may be able to waive out of the course if they can demonstrate proficiency in Chinese (Mandarin).

MAIS 512 Intermediate Chinese Language 3 Units

MAIS 513 Advanced Chinese Language 3 Units

MAIS 520 Foundations of Chinese Education 4 Units

This course will provide the context for understanding how the educational system has evolved in China as students discover the methods of instruction most prevalent there as compared to Western teaching methods. This course will prepare prospective teachers for the Chinese classroom experience as they examine the cognitive, social, moral, and psychological development of students in China and cover human learning, achievement, motivation, conduct, and attitude.

MAIS 525 Environmental and Instructional Design 3 Units

This course focuses on the design of effective, appropriate and positive classroom environments and instructional strategies for students from diverse backgrounds and learning modalities. Students acquire skills in lesson planning, classroom management and assessment. The frameworks that are utilized include Vygotsky's Scaffolded Learning, Gardner's Multiple Intelligences and Bloom's Taxonomy.

MAIS 527 Literacy and Language Acquisition 3 Units

Utilizing a framework that examines the intersection of language, culture, and cognition, students will study classroom methodologies in language development and acquisition with a focus on cross-curricular and cultural diversity issues leading to the successful implementation of pedagogical strategies for teaching the English language learner.

MAIS 528 Foundations of TESOL 2 Units

This course will include second language acquisition theories, methods, and techniques for the classroom, lesson planning, language assessment, and ethical considerations and give students the opportunity to engage in team teaching with peer teachers-in-training including delivery of lessons with peer and instructor feedback. The course will conclude with the drafting of a classroom management plan including the individual TESOL teaching philosophy.

MAIS 530 Foundation of Chinese Business 4 Units

This course will address China's emerging role as a major power in both the global economy and international affairs through the examination of their unprecedented economic and social transformation along with its integration into the world community of nations. Both Chinese and Western perspectives of international relations and economics will be explored along with major aspects of Sino-American relations from 1949 to the present.

MAIS 531 Global Economics and Enterprise 3 Units

This course will present an overview of the dynamics of the global marketplace and the international sources of economic change including emerging markets, supply and demand, comparative economic development, control and democratic regimes, competition and cooperation, international trade organizations, and globalization. Students will apply their knowledge of these theories to their internship through the analysis of the multiple internal and external factors that must be addressed for economic success.

MAIS 533 International Management and Leadership 3 Units

In this course students will examine the inner workings of Chinese companies by examining them through the lenses of the mechanistic/bureaucratic human relations, political, cultural, and the management perspectives. These multiple perspectives will provide the substance for projects in group leadership and future business planning.

MAIS 540 Education and Arts in China 4 Units

Starting with a general survey of the history, sociology, and economics of international development in China, students develop an intimate understanding of best practices and approaches to NPO & NGO work in China. The knowledge and skills developed in this foundational course will prepare students for their practicum work in China.

MAIS 541 Social Change and Project Management 3 Units

Methodologies and strategies appropriate to diverse Chinese contexts, both urban and rural, are developed through practical and experiential implementations of development theories and research. Site visits to existing service project venues will be organized in collaboration with local NGO's and NPO's.

MAIS 542 Social Policy and Sustainability 3 Units

The International Development Concentration curriculum concludes with an investigation of strategies for creating enduring change that persists beyond the length of a given intervention or action, fostering local ownership, policy change and sustainable development. These require knowledge of meta-level factors and players as well as grassroots, community-based mobilization and training paradigms.

MAIS 592 Teaching Practicum I 3 Units

This course will consist of four to six (4-6) months of field experience and class seminars as students develop an understanding of environmental and instructional strategies in practice with attention given to meeting the needs of diverse learners.

MAIS 593 Teaching Practicum II 3 Units

This course will provide the opportunity for students to apply and implement language teaching principals, activities, strategies, and assessment techniques in an authentic English as a Foreign Language (EFL) classroom.

MAIS 600 Thesis Writing 4 Units

In this course students will work with a faculty advisor and be engaged in completing their project by editing and publishing a final research paper that will meet the professional standards of validity, reliability, and credibility.

Master of Business Administration (MBA)**MBA 603 Management 4 Units**

Integration of management principles to effectively utilize resources to the firm's competitive advantage, thus creating value for shareholders.

MBA 604 Accounting 4 Units

This course will examine financial statements, review generally accepted accounting principles (GAAP), and the reporting of financial transactions on both an accrual and cash basis..

MBA 605 Marketing 4 Units

This course will provide a comprehensive overview of marketing activities for managers in both the public and private sectors and not-for-profit organizations with a focus on key marketing processes that will identify needs and target markets, create demand through value propositions, and manage the competitive landscape.

MBA 606 Finance 4 Units

This course will examine the financial health of a company, funding sources and capital structure, cash flow modeling used to make capital investment decisions, funding of day-to-day working capital needs, and the corporate planning cycle leading to earnings announcements.

MBA 607 Strategic Research 4 Units

This course will develop the tools to acquire data and interpret information applicable to decision making.

MBA 608 Business Analytics 2 Units

This course will focus on business modeling and analysis to enhance organizational effectiveness and strategic and managerial decision making in diverse industries as students learn tools to manage complex business problems and mitigate risk. Students will also model current business processes, systems, and strategies; depict trends and effects; and prescribe the best path for optimum results and effective decision making.

MBA 610 Contract Management 2 Units

This course will cover the fundamentals of contract management, exploring all phases of managing a contract successfully from formation through completion of performance including change management, communications, contract types, terms and conditions, risks, defaults, terminations, claims, and more.

MBA 611 Data Analytics 2 Units

In this course students will learn how data analysis technologies can be used to improve decision-making through the study of the fundamental principles and techniques of data mining using real-world examples and cases to place data-mining techniques in context, develop data-analytic thinking, and illustrate that proper application is as much an art as it is a science will working "hands-on" with data mining software. Topics covered will include: introduction to data mining, introduction and use of analytic software packages, machine learning and artificial intelligence: concepts and definitions, the data mining process, and predictive and descriptive tasks.

MBA 612 Business Franchise Solutions 2 Units

This course will explore the elements required to develop a successful franchise system so that by the end of the course students will be able to identify the critical components that make up a franchise system, anticipate challenges in franchising a business, and create a plan to take any business from a single point of distribution to a successful franchise system.

MBA 614 Human Resource Management 2 Units

This course will examine human resource management processes designed to ensure human talent is used effectively and efficiently to meet organizational goals and explore labor markets, training and development, compensation, employee relations, and more.

MBA 615 Corporate Governance and Risk Management 2 Units

In this course students will learn how the development of a business' internal policies, procedures, and controls can minimize or eliminate undesirable areas of risk as they study ways to enhance existing compliance programs and gain a solid understanding of the main legal issues, as well as risk management industry best practices.

MBA 621 International Finance I 2 Units

This course will focus on the globalization of the marketplace and events currently taking place in the global-wide financial crisis through the study of global efforts being made to stabilize the marketplace; possible scenarios for the future; regulations in the global economy; foreign financial institutions; global stock markets; and emerging markets.

Prerequisite: MBA 604.

MBA 622 International Finance II 2 Units

This course will focus on the globalization of the marketplace and events currently taking place in the global-wide financial crisis through the study of global efforts being made to stabilize the marketplace; possible scenarios for the future; regulations in the global economy; foreign financial institutions; global stock markets; and emerging markets.

Prerequisite: MBA 606.

MBA 625 Create New Ventures 2 Units

This course will investigate the options available when creating a new venture including organization and structures available to the prospective new business owner.

MBA 632 Economics 2 Units

This course will examine the basic concepts of economics and the impact on business with a focus on supply and demand and resource allocation as it explores basic forms of economies, how wealth is generated in society, government intervention, and fiscal and monetary policy. Course material is drawn from current events and their relationship to economic principles.

MBA 633 Essential Business Law 2 Units

This course will look at the law related to liability and litigation in the areas of defamation, discrimination, wrongful termination, sexual harassment, breach of contract, civil rights, fraud, punitive damages, negligence, invasion of privacy, and unfair practices. With a working knowledge of conduct which would subject individuals and businesses to liability, students will learn to avoid litigation and become better managers through increased employee productivity with the knowledge gained in the study of employment law.

MBA 635 Economics of Sustainability 2 Units

This course will look at the nature of resource re-use and renewability by looking at examples like Reef Check and the practices of various industries and initiatives.

MBA 636 Database Marketing 2 Units

This course will be taught by the partners of Decision Intelligence Incorporated, a data based marketing consulting firm in Minnetonka, Minnesota. Each instructor will cover a different aspect of database marketing.

MBA 637 Business Contracts 2 Units

This course will provide students with the essential elements of a binding contract through the examination of the importance of individual provisions found throughout all types of contracts and the purpose for their existence. Student will also review and analyze the most common agreements to be encountered in the work place and discover certain provisions that should require special attention prior to execution of any agreement.

MBA 640 Global Management in a Flat World 2 Units

With a focus on China, the world's largest economy and among the top global export markets, this course will look at how the international economic, political, legal, and cultural environments affect a company's international business decisions as students learn how to create worldwide brands, enter international markets, move operations to lower labor-cost areas, address foreign risk issues, and build global organizations.

MBA 642 Effective Communication 2 Units

This course is for students at all levels and in all types of businesses/ organizations who desire to polish and/or develop additional communication skills in formal and informal settings. Through interactive discussions, role plays, and activities, the following areas will be covered: verbal and nonverbal communication; defensive/supportive communication; assertiveness, submissiveness, and aggressiveness; active listening; receiving and providing criticism; team building; delegation of responsibilities; empowerment; management and sales strategies; leadership; customer service; interviewing/recruiting; and conflict resolution.

MBA 645 Leadership and Development 2 Units

With a focus on developing the broad intellectual foundations of leadership, this course will survey the landscape of leadership thinking today and the successful leadership attitudes, behaviors, and communication styles that may be adopted or developed to achieve success.

MBA 648 Global Marketplace 2 Units

In this course, students will examine the realities and opportunities of international business in China today. With the rise of China as an economic super-power, businesses must understand China's 1.4 billion customers in order to survive and thrive as a global enterprise in today's global marketplace. This course centers on a ten-day study tour in China that provides out-of-the classroom experiential learning opportunities that are supplemented by face-to-face and online readings and assignments.

MBA 649 New Venture Finance I 2 Units

This course will examines ways to identify opportunities and make investment decisions; teach valuation techniques and their role in entrepreneurial decision making; the life cycle of enterprises and the need for capital; and the changing focus of late-stage entrepreneurial firms. Students will be able to evaluate entrepreneurial business opportunities, understand sound investment decisions reinforced by quantitative and analytical skills, and learn how firms are financed throughout their life cycles.

MBA 650 New Venture Finance II 2 Units**MBA 651 International Project Management 2 Units**

This course will lay a solid foundation on which a successful international project management career can be built as students are introduced to the key concepts in project management such as work breakdown structure, critical path, PERT (program evaluation and review technique), Gantt (chart information), resource planning, project budgeting, and the latest software and communications tools.

MBA 652 Basic Selling Skills 2 Units

This course will provide an introductory examination and explanation of the essential elements of basic salespersonship in the digital age including: topics in market assessment, time management, forecasting, prospecting skills, getting appointments, effective presentations, sales interview skills, needs analysis, proposals, qualifying the opportunity, and asking for a commitment.

MBA 653 Advanced Selling Skills 2 Units

This course will provide an extensive investigation into the skill set of the senior sales representative including advanced skills for improved effectiveness and productivity such as mastering the art of buy-in, consultative selling, product selling, exceptional communication skills, influencing buyer behavior, adding value to the sales process, strategic selling, financial justification, and mastering a multi-call sales process.

MBA 664 Real Estate Development 2 Units

This course will provide an overview of the business of real estate as students develop expertise in one or more functions of the real estate development process including market planning, site selection, financing, design, procurement of entitlements, community relations, construction, and marketing.

MBA 665 Entrepreneurship 2 Units

This course will examine the current entrepreneur environment as students learn how to identify and evaluate various business opportunities, create a business plan, and examine financing options including setting the right implementation and exit strategies and discovering the secrets that separate successful entrepreneurs from the struggling ones.

MBA 667 Corporate Sustainability 2 Units

The process for maintaining sustainability in the business community by applying objective corporate social and environmental measures that clearly show which companies stand above their peers will be examined in this course with the goal of creating a virtuous cycle where the most sustainable companies attract the most capital, earn the best returns, and help preserve earth's depleted resources.

MBA 668 Negotiation 2 Units

This course will teach students to develop an understanding of the essential elements of negotiation; equip them with the necessary tools to negotiate successfully; enhance their negotiating skills through frequent role plays, reflection, and feedback; and teach them to continually improve their professional negotiations.

MBA 670 Digital Marketing 2 Units

This course will look at the underlying theory and practice of new media tools to reach and develop relationships with customers.

MBA 672 Public Policy Seminar 2 Units

This course will equip students to understand the policy environment of government decision making, the relationships between governments, and the revenue and financial structure of local governments in California including review of contemporary issues facing California governments with a focus on labor relations, public finance, and government reform.

MBA 674 Investing Practicum 2 Units

This course will provide students a practical investing experience through the use a variety of software to analyze trends and executing transactions.

MBA 675 Investing 2 Units

This course will examine company stocks using fundamental and technical approaches developed by Benjamin Graham, Warren Buffet, and William O'Neil with a focus on examining equities through the review of financial statements, stock charts, and spreadsheets that calculate valuation in real time. Additional stock analysis will be conducted through examination of business decisions that drive success or failure and the effect and the consequence of leadership on a company's stock price including basic investment portfolio theories, financial derivatives (options), and trading platforms for individuals.

MBA 684 Project Management 2 Units

This course will introduce the basic principles of modern project management, analysis, planning, monitoring, and development of knowledge areas as defined by the Project Management Institute's Project Management Body of Knowledge (PMBOK). Microsoft Project 2007 Professional will be used as the primary tool for planning, executing, and managing projects as it helps students prepare for the PMP (Project Management Professional) certification exam.

MBA 686 Business Process Management 2 Units

This course will introduce the principles of business process analysis, design, and re-engineering to transform an organizational process from an existing stage to a state that improves performance to achieve specific goals as students will analyze an existing business process and develop a proposal for re-engineering the process to improve productivity, effectiveness, and performance using appropriate technologies.

MBA 688 Marketing Communication 2 Units

The process of effective marketing will be examined from a practical perspective in this course with the focus being on how companies market, from branding to expenditure to ROI (return on investment) evaluation. The ethical implications of marketers will be scrutinized, to insure students are aware of the pitfalls inherent in marketing functions.

MBA 689 New Product Development 2 Units

This course will explore new product development with an emphasis on the stage-gate process, examining product ideation, market research, team management, project management, marketing, financial modeling, and metrics.

MBA 690 Internship: MBA 2-8 Units

This course is an intense practical experience outside the classroom that is an integral part of the program. It may be either a part-time or a full-time experience that contributes significantly to the preparation of a student for entrance into a profession. Approximately forty (40) contact hours are required for each unit of credit. Each department may limit the maximum number of internship units.

MBA 693 Practicum: MBA 2,4 Units

A practical experience outside the classroom this is directly related to the student's major, minor or professional program. It typically involves "hands-on" experience that is beneficial complement to the student's academic experience.

MBA 695 MBA Capstone: Project 4 Units

In this course student teams will contract with their client business to develop the scope, outcomes, and deliverables for their project. Typical projects can be the exploration, research, implementation, and development of operations, marketing, branding, finance, or accounting features or processes.

MBA 696 MBA Capstone: Business Plan 4 Units

As business plans are the core documents used to formulate, develop, and communicate new business opportunities, in this course students will develop a comprehensive proposal of an original idea; a funding proposal for an entrepreneurial venture; or a new product line or business venture within an existing organization.

Mathematics (AMTH)

AMTH 101 Principles of Mathematics 3 Units

Nonprofit Leadership (NPL)

NPL 305 Christianity and Contemporary Culture 3 Units

This course will assist students in evaluating sources of information for culture and theology enabling them to better answer questions concerning life issues (e.g., sexuality, marriage, family, suffering, evil, death, creation, after life) and life choices in the Christian context. Students will examine their own beliefs and compare these to that which Scripture teaches.

NPL 311 Writing in the Workplace 3 Units

This course will explore the basics of good writing including the proper application of grammar and APA (American Psychological Association) style rules and the use of technology to access and share information is also examined.

NPL 327 Organizational Behavior 3 Units

This course will discuss individual behavior issues such as personality, leadership, perceptions, attitudes, motivation, diversity, stress, and broader issues including team work, group cohesiveness, career and change management.

NPL 345 Social Psychology 3 Units

This course will examine interpersonal behavior as it is influenced by social process, culture, face-to-face interactions, and personality characteristics. Interpersonal and group behavior will be examined in relationship to social values, diversity issues, norms, attitudes, roles, and social needs with the goal of integrating intellectual ideas, personal experiences, and Christian values.

NPL 355 Organizational Leadership 3 Units

This course will serve as an introduction to the historical concepts, principles, and theories of leadership with an emphasis on self-assessment, contemporary views and issues, basic skills and competencies, with attention given to developing a leadership perspective.

NPL 370 Leading and Motivating Volunteers 3 Units

This course will explore issues relevant to volunteer management as students learn about maximizing resources in effective managerial-leadership as the volunteers carrying out the mission of the organization including the development of a perspective about volunteerism as well as strategies for recruiting, retaining, and rewarding volunteers.

NPL 375 Conflict Resolution 3 Units

This course will focus on the approaches that a leader can use to resolve conflict through the study of constructive and destructive conflict, conflict resolution styles, family systems theory, and various approaches to conflict resolution with attention given to conflict in values- and faith-based organizations.

NPL 450 Legal Aspects of Managing a Non-profit 3 Units

This course will examine the implications associated with the laws that govern nonprofits and their leadership. Students will become familiar with legal issues and the fiduciary responsibilities of nonprofit leaders and boards including how to file for tax-exempt status and how to report contributions.

NPL 460 Fundraising and Resource Development 3 Units

This course will examine ways to raise funds from government, foundation, corporate, and individual sources; how to identify, cultivate, and solicit prospective donors; and explore budget preparation, proposal submission, and reviewer practices.

NPL 465 Financial Management of a Nonprofit 3 Units

This course will concentrate on applying accounting principles to financial reporting and monitoring functions with a focus on budget development, day-to-day fiscal management, financial controls, and the regulatory reporting requirements of non-governmental, nonprofit organizations.

NPL 483 Business Ethics 3 Units

This course will explore ethical evaluation involving ideals, laws, and relationships utilized by the business community including bribery, employer/employee rights, assumption analysis, philosophy, culture of the corporation, and product liability.

NPL 490 Organization Development and Change 3 Units

This course will examine theories of change and organizational development within the context of the role of the nonprofit leader as an agent of change. Topics will include types of change; individual, group, and organizational interventions; and integrating psychological theories of leadership, motivation, interpersonal influence, conflict management, and group decision making.

NPL 491 Professional Development Seminar I 3 Units

In this course, students will receive practical, hands-on workshop experience equipping them to pragmatically apply assessment and intervention strategies in a real-world work environment by integrating coursework throughout the program.

NPL 492 Professional Development Seminar II 3 Units

This course will provide practical, hands-on workshop experience that equips students to pragmatically apply assessment and intervention strategies in a real-world work environment with a focus on presenting findings from the design work done in NPL 491 and with support from the NPL curriculum (problem identification, literature review, and research design) including a poster presentation.

Nursing Education: MSN (MSN)

MSN 501 Health Care Context and Organizational Systems**Leadership 3 Units**

This course will survey current health milieu in the context of governmental, legal, fiscal, and societal values along with spiritual, moral, ethical, and transition of care issues will be explored. The advanced practice nurse will intervene in an ever changing healthcare environment influenced by technological, economic, political, and sociocultural factors locally and globally through patient education, inter-professional communication, and evidence-based practices.

MSN 511 Nursing Theory 3 Units

The nursing theorists' contribution to advancing the quality of nursing care delivery will be considered in this course including examining the emphasis of utilizing the Watson Theory of Caring and its potential impact on future nursing health care outcomes. Thesis or project content imbedded in course.

MSN 513 Nursing Research 3 Units

A scholarly inquiry into nursing care delivery issues of the advanced-practice nurse will be undertaken in this course in an area of concern that will articulate methods, tools, performance outcome measures, and standards related to quality improvement in order to enhance evidence-based practice as a change agent. Research results will be disseminated to inter-professional teams. Thesis or project content will be imbedded in this course.

MSN 515 Applied Statistics for Nursing 3 Units

This course will provide students with a resource to determine the interrelationship between research design, evidence-based practice, and statistics including step-by-step instructions on how to proceed with statistical analyses utilizing the Statistical Package for Social Sciences (SPSS) for managing and understanding data associated with nursing research, evidence-based practice, and program outcomes.

MSN 531 Advanced Health and Physical Assessment 3 Units

Advanced physical assessment and related health history relevant to primary and community care will be presented in this course in a hands-on body systems approach with prior knowledge and experience of basic health assessment techniques being required. Prerequisite: health and physical assessment at the baccalaureate level.

MSN 533 Advanced Pathophysiology 3 Units

This course will explore the basic mechanisms that cells possess to withstand adverse stimuli and relate these mechanisms to the etiology, pathogenesis, and clinical manifestations of common disease processes. Prerequisite: a thorough knowledge of anatomy, physiology, and pathophysiology is essential.

MSN 535 Advanced Pharmacology 3 Units

This course's content will be organized around categories of drugs for physiological systems including information on therapeutic and adverse effects, indications for use, drug interactions, and guidelines for the nursing educator and practitioner. The critical thinking process will be applied in case studies regarding the prescribing and monitoring of medications including legal and ethical considerations of prescriptive practice and prescriptive authority.

MSN 537 Advanced Nursing Practice for the Nurse Educator 3 Units

This required course is designed to facilitate the advanced-practice nurse's knowledge and skills in a specialty practice area such as medical, surgical, obstetrical, pediatrics, psychiatric mental health, or community health. A minimum of twelve (12) hours per week will be spent in the clinical setting with a master's prepared preceptor for a total of ninety (90) hours. Nursing informatics and health technologies will be explored.

MSN 551 Religion in the World/America 3 Units

This course will introduce the tenets and practices of major religious traditions likely to be encountered in the healthcare context with special attention given to issues relevant to management and delivery of healthcare such as blood transfusions, treatment of children whose parents object to medical care, spiritual care of patients and medical professionals, religious head coverings worn by staff, etc. Prerequisite: may require approval by Christ College faculty.

MSN 552 Advanced Healthcare Ethics 3 Units

In this course students will critically examine and study the use of theoretical frameworks for ethical decision making in healthcare contexts with the knowledge and dispositions to consult on clinical cases and to analyze contemporary issues in healthcare policy being acquired. Issues addressed may include respect for patient and provider autonomy, access to healthcare resources, beginning- and end-of-life issues, the role of religion in ethical decision making, etc. Prerequisite: may require approval by Christ College faculty.

MSN 561 Instructional Design in Nursing Education I (Theory) 4 Units

This course will facilitate student-centered curriculum design development and related learning outcomes, learning experiences, and evaluation of learning for classroom education with an emphasis placed on major educational philosophies and their respective approaches to curriculum development. Students will critically examine the nature of contrasting psychologies of human learning and motivation in relation to current educational theories.

MSN 562 Instructional Design in Nursing Education II (Practice) 4 Units

This course will facilitate student-centered curriculum design development or related learning outcomes, learning experiences, and evaluation of learning for classroom education. Concepts of measurement, evaluation, and testing in nursing education will be explored with issues in test planning, writing, and assembling of items and analysis of results being discussed. Topics in the evaluation of critical thinking and performance in the assessment of clinical competencies and ethical and legal issues involved in the evaluation process will also be discussed. The advanced practice nurse will participate in one hundred eighty (180) practicum hours for this course.

MSN 571 Nursing Leadership and Healthcare Management I 4 Units**MSN 572 Nursing Leadership and Healthcare Management II 4 Units****MSN 595 Thesis/Project I 3 Units**

This course is for students who elect to do a nursing thesis paper as a culminating experience in their chosen educational specialty learning experience. Students who elect to do a scholarly project, the paper is a culminating experience option. The thesis paper and scholarly project paper topic along with the reader approval form must be filed with the university's graduate office, its Institutional Review Board (IRB), and the chosen clinical site. Students will work with the thesis/project committee and, under the direction of the thesis chairperson, complete a final version of the paper.

MSN 596 Thesis/Project II 3 Units

This course is for students who elect to do a nursing thesis paper as a culminating experience in their chosen educational specialty learning experience. Students who elect to do a scholarly project, the paper is a culminating experience option. The thesis paper and scholarly project paper topic along with the reader approval form must be filed with the university's graduate office, its Institutional Review Board (IRB), and the chosen clinical site. Students will work with the thesis/project committee and, under the direction of the thesis chairperson, complete a final version of the paper. The written thesis/project and scheduled timeline will be determined by the student and the chairperson for presentation of the final paper.

Nursing: ABSN (NUSA)

NUSA 201 Foundations of Nursing 3 Units

This course will familiarize students with the nursing process, the scientific base for nursing practice, patient-centered care, health care environment, caring throughout the lifespan, critical thinking, clinical reasoning, basic human needs, and the psychosocial concepts for beginning nursing practice through a contemporary approach to nursing practice. Students will be introduced to evidence-based practice and will address key current practice issues with an emphasis on the care of the adult and older adult. This information will be put into practice in NUSA 294's skill lab.

NUSA 203 Adult Medical/Surgical Theory 3 Units

This course will focus on the medical and surgical nursing theory related to health and health disruption, nursing interventions, and medical management of young and older adults through a physiologic systems approach to the exploration of medical and surgical conditions requiring medical and nursing care. Content will also include the three levels of prevention and intervention (primary, secondary, and tertiary).

NUSA 205 Pathophysiology 2 Units

This course will provide an understanding of common physiological disruptions that contribute to an imbalance in homeostasis within the physical systems including their manifestations, medical and nursing management, and the role of nurses in optimizing a patient's health status. Students will be exposed to the elements related to pain, its management, and the nursing role in the management.

NUSA 207 Pharmacotherapeutics 2 Units

This course will prepare students to become knowledgeable about medications, medication administration, appropriate use of medications that are illness and disease specific, side effects and contraindications, and nursing responsibilities. Administration techniques will be discussed including intravenous therapy. Medication administration skills will be discussed and developed in NUSA 294 and 296.

NUSA 292 Adult Medical/Surgical Clinical 4 Units

This course will offer students the opportunity to apply theoretical knowledge to actual patient care in clinical settings. with the focus on building skills necessary to care for patients experiencing medical and surgical health problems in acute care and skilled nursing facilities. The target populations will include adults and older adults as students will assess patients, arrive at a nursing diagnoses, plan nursing care measures, implement physician's orders, and evaluate patient progress.

NUSA 294 Nursing Skills Lab 2 Units

This course will provide the theoretical and practical dimensions of patient care. as students develop and refine selected nursing skills before applying them in the patient care agencies.

NUSA 296 Pharmacology Lab 1 Unit

This course will provide the opportunity for students to learn and practice medication administration skills as they utilize lab hours to learn and demonstrate their ability to administer: inhaled, oral, ophthalmic, topical, vaginal, enteral, rectal medication, and intravenous infusion skills.

NUSA 301 Advanced Medical/Surgical Nursing Theory 3 Units

This course will provide didactic information about the care of adult and older adult patients in the acute care setting who are experiencing medical and surgical health problems through the presentation of medical and surgical issues, medical and surgical management, and nursing cares.

NUSA 303 Maternal/Child Nursing Theory 3 Units

This course will prepare students to care for the childbearing families including the care of women, newborns, and families during the laboring process, post partum period, health promotion, and disease prevention in the home and community. Students will also learn about prenatal health problems and their management as well as the care of the neonate.

NUSA 305 Psychiatric/Mental Health Theory 2 Units

This course will provide information and facts about psychiatric and mental health nursing including facts that emphasize mental health, personality development, prevention of mental illnesses, dysfunctional behaviors, and nursing and medical management of clients.

NUSA 307 Pediatric Nursing Theory 2 Units

This course is designed to provide information and facts about the pediatric nursing specialty and will present pathophysiologic data and information about the health and illness problems related to the nursing care of children from infancy through adolescence with attention given to incorporating consideration for the families in the care of these children. This course is presented concurrently with the NUSA 398 Pediatric Nursing Clinical.

NUSA 392 Advanced Medical/Surgical Nursing Clinical 2 Units

This course provides students with opportunities to apply the theoretical knowledge in NUSA 301 Advanced Medical / Surgical Nursing Theory into the practice setting. The focus is building necessary skills to care for adult and older adult patients experiencing complex medical and surgical disruptions. Students will have opportunities to assess the patients, arrive at nursing diagnoses, plan nursing care interventions, implement physicians; orders, and evaluate patient progress and recovery in acute care settings, rehabilitative settings, skills nursing facilities.

NUSA 394 Maternal/Child Nursing Clinical 2 Units

This course will provide students with clinical experiences in maternal and child practice in the acute care setting including care of patients and their families in the prenatal, labor, delivery, post partum, and newborn nursery areas. Prerequisite: taken concurrently with NUSA 303.

NUSA 396 Psychiatric/Mental Health Clinical 2 Units

This course will provide students with clinical experience caring for clients and patients who are suffering with mental illnesses and disorders including the opportunity to implement theoretical knowledge and practice skills in the clinical setting.

NUSA 398 Pediatric Nursing Clinical 2 Units

This course will provide students with clinical experiences in caring for infants, children, and adolescents patients including consideration of the families and their needs.

NUSA 400 Advanced Senior Preceptorship Clinical 3 Units

This course will provide the students with additional clinical hours to refine their skills at patients assessment, leadership, application of evidence-based practice, and patient teaching within a particular specialty and agency of the their choosing. Prerequisite: senior standing.

NUSA 401 Health Assessment 3 Units

This course will provide enhanced theory and clinical skills for completing a patient history and physical assessment utilizing a holistic approach. Students will learn to adapt assessment skills to special populations in a variety of settings across the lifespan including discussion of health promotion, prevention, and disease detection.

NUSA 403 Community Health Nursing Theory 2 Units

Students will be prepared to assess the health needs of individuals, families, aggregates, and communities in this course through the discussion and application of the nursing processes related to the current and potential diseases and illnesses that present themselves in communities. The goals of this course will be to prepare students to understand the theories of communicable disease and how to promote a community's health status. The analysis of relevant data will assist students to practice evidence-based nursing care. with the Healthy People 2010 Objectives threaded throughout the course.

NUSA 405 Research In Nursing 2 Units

This course will introduce the basic processes of conducting research with an emphasis on nursing research needs. as students apply a conceptual framework to a group research proposal allowing for the comparison between the research and nursing processes. Application of relevant data to health problems and disease entities will be presented. including a discussion of the methods of research utilization in practice.

NUSA 409 Advanced Senior Preceptorship Seminar 1 Unit

This seminar course will provide students an opportunity to discuss and analyze issues that arose during NUSA 400. Faculty will present nursing care and health issues so that allowing students to critically think through problems and potential solutions through the use of the nursing process.

NUSA 413 Leadership/Management Theory 2 Units

This course will discuss the ethical dimensions, principles of effective leadership and management, and the methods used to analyze and implant various leadership styles in nursing as students build on their existing skills to supervise various categories of healthcare workers (unlicensed assistive care partners, medical assistants, other staff members).

NUSA 494 Community Health Nursing Clinical 2 Units

This course will provide students with the opportunity to apply community health theory to community/public health settings. The length of this clinical experience will be sufficient for students to be eligible to apply for a public health certificate in the state of California.

Nursing: RN-to-BSN (NURS)

NURS 205 Pathophysiology 2 Units

This course will discuss the common physiological disruptions (i.e., physical systems, manifestations, and medical and nursing management) that contribute to an imbalance in homeostasis, including an exploration of the role of nurses in optimizing a patient's health status. Students will be exposed to the elements that relate to pain, its management, and the nursing role in this management.

NURS 207 Pharmacology 2 Units

This course will prepare students to become knowledgeable about medications, medication administration, appropriate use of medications that are illness and disease specific, side effects and contraindications, as well as nursing responsibilities. Administration techniques will be discussed including intravenous therapy.

NURS 300 Professional Nursing Practice and Higher Education 3 Units

This course will prepare students to successfully matriculate through higher education and offer content related to time management, professionalism, learning and study skills. including information related to nursing informatics.

NURS 400 Leadership and Management - Clinical Professional Practice 2 Units

Application of management and leadership theories and skills in student-selected and faculty- approved clinical settings will be covered in this course with a focus on interaction and socialization into a selected aspect of the professional role. Theories and concepts of professional practice are applied to improve the quality of care and enhance patient outcomes.

NURS 401 Health Assessment 3 Units

This course will provide theory and clinical skills to refine assessment skills for complete advanced physical assessments utilizing a holistic examination of the patient including interviewing, history taking, physical examination, and appropriate documentation while considering the relationship to prevention and early detection of diseases in multicultural clients across the life span.

NURS 402 Theoretical and Conceptual Foundations in Nursing 3 Units

By providing the necessary tools to synthesize theories and concepts in nursing practice, this course will focus on the exploration and comparison of nursing theories with particular attention given to Watson's Philosophy and Science of Caring Model. Selected theories from nursing and related fields will also be examined and evaluated with an emphasis on teaching learning principles.

NURS 403 Community and Public Health Nursing Theory 2 Units

In this course students will be prepared to assess the health needs of individuals, families, aggregates, and communities as the application of the nursing process will be discussed related to the present and potential diseases and illnesses that present themselves in communities with a goal to prepare students to understand the theories of communicable disease and be able to promote a community's health status. The analysis of relevant data will prepare students to practice evidence-based nursing care with Healthy People 2020 Objectives threaded throughout the course.

NURS 404 Wellness and Alternative Therapies 3 Units

This course will provide an analysis of health promotion and preventive care by preparing students to assess risk, facilitate lifestyle changes, and look beyond disease management toward the use of a holistic caring framework through the exploration of avenues of holistic comprehensive nursing with a focus on the mind, body, and spirit. Content will include lifestyle changes related to cardiovascular risk reduction strategies, weight management, exercise, sleep, and human vices. Students will also explore complementary and alternative therapies and their role in health care.

NURS 405 Nursing Research 2 Units

This course will introduce the basic processes of conducting research with an emphasis on nursing research needs as students apply a conceptual framework to a group research proposal allowing for the comparison between the research and nursing processes. Application of relevant data to health problems, disease entities, and methods of research utilization in practice will also be discussed.

NURS 406 Leadership and Management Practices 3 Units

This course will explore organizational strategies and leadership management theories in nursing as students build on their existing skills to supervise various categories of healthcare workers, think critically, and apply research and theory to their clinical practice.

NURS 407 Cultural Care Competence 3 Units

This course will promote understanding about the influence of cultural values, beliefs, and practices on healthcare decisions as specific ethnic groups will be explored in terms of lifestyles, healthcare decisions, and cultural care modalities. Students will compare and contrast the beliefs that are common to various ethnic groups to the standard healthcare practices in the U.S. which will enhance their abilities to plan nursing interventions that are culturally sensitive and incorporate each client's input.

NURS 408 Professional Trends and Issues in Nursing 3 Units

This course will assist students in exploring current social trends and issues facing professional contemporary practices in nursing through the analysis of today's image of nursing and the student's own beliefs regarding nursing issues. Students will familiarize themselves with the requirements of the California Nurse Practice Act, American Nursing Association (ANA) standards, and the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) standards of practice including factors and trends that influence health care in the U.S. and around the world. Students will have the opportunity to analyze political, legislative, and regulatory policies.

NURS 494 Community Health Nursing Clinical 2 Units

This course will provide students with opportunities to apply community health theory to community and public health settings. The clinical experience, completed in public health departments, senior centers, community agencies, day care for children and older adults, and in school, will be sufficient in length that students will be eligible to apply for a public health certificate in the state of California. The experiences will be relevant to aggregates across the life span.

Organizational Psychology (IOP)

IOP 305 Christianity and Contemporary Culture 3 Units

This course will assist students in evaluating sources of information for culture and theology enabling them to better answer questions concerning life issues and choices in the Christian context. Students will examine their own beliefs and compare these to that which Scripture teaches.

IOP 308 Human Resource Strategies and Applications 3 Units

This course will prepare students to understand how organizations obtain, maintain, and retain their human resources as current legal regulations are explored.

IOP 311 Writing in the Workplace 3 Units

This course will explore the basics of good writing including the proper application of grammar and APA (American Psychological Association) style rules and the use of technology to access and share information is also examined.

IOP 327 Organizational Behavior 3 Units

This course will discuss individual behavior issues such as personality, leadership, perceptions, attitudes, motivation, diversity, stress, and broader issues including team work, group cohesiveness, career and change management.

IOP 345 Social Psychology 3 Units

This course will examine the effect of social influence upon the development of personality and behavior patterns including socialization, attitude formation and change, communication, propaganda, roles and stereotypes, leadership, and collective behavior.

IOP 381 Methods of Research and Statistical Analysis 3 Units

This course will examine experimental and quasi-experimental research and data analysis methods including Regression, ANOVA, and multivariate research designs and analyses.

IOP 399 IOP - First Time Offering 1-3 Units**IOP 405 Psychological Testing 3 Units**

This course will examine basic principles of construction, administration, scoring, interpretation, and the use of psychological tests and measurements, including the study of problems related to reliability and validity.

IOP 411 Employee Motivation and Attitude Theory 3 Units

This course will evaluate motivation and attitude while exposing students to pertinent research within the field as they learn motivational constructs that enhance employee attitudes, effectiveness, and well-being across a range of organizational contexts.

IOP 415 Organizational Culture 3 Units

This course will exam emerging issues of third-part consultation including the variables of internal and external relations, developing outcome and performance deliverables, securing senior leadership commitment, navigating political cultures, forming strategic alliances, and negotiating service contracts scope and pricing.

IOP 421 Measurement Of Human Performance 3 Units

This course will utilize various psychometric instruments in the areas of job analysis, personnel selection, performance appraisal, job satisfaction, criteria analysis, and management training and development.

IOP 431 Training and Talent Development 3 Units

This course will apply developmental and training concepts that enhance organizational performance as students learn to assess the design and implementation of effective training programs by analyzing critical areas such as organizational needs analyses, specific job requirements, individual performance, and cross-cultural and diversity issues.

IOP 483 Business Ethics 3 Units

This course will explore ethical evaluation involving ideals, laws, and relationships utilized by the business community including bribery, employer/employee rights, assumption analysis, philosophy, culture of the corporation, and product liability.

IOP 490 Organization Development and Change Theory 3 Units

This course will examine theories of change and organizational development within the context of the I-O organizational specialist's role as both change-agent and consultant. Topics will include types of change; individual, group, and organizational interventions; integrating psychological theories of leadership, motivation, interpersonal influence, conflict management, and group decision making, culminating in a final project.

IOP 491 Industrial-Organizational Professional Development Seminar I 3 Units

This course will give students a practical, hands-on workshop experience equipping them to pragmatically apply assessment and intervention strategies in a real-world work environment by integrating coursework throughout the program. A professional development project will be presented in the final class.

IOP 492 Industrial-Organizational Professional Development Seminar II 3 Units

As a continuation of IOP 491, this course will give students a practical, hands-on workshop experience equipping them to pragmatically apply assessment and intervention strategies in a real-world work environment. A professional development project will be presented in the final class. Prerequisite: IOP 491.

IOP 493 Industrial-Organizational Professional Development Seminar III 1 Unit

Industrial-Organizational Professional Development Seminar I-VI provides practical, hands-on workshop experience that equips students to pragmatically apply assessment and intervention strategies in a real-world work environment by integrating coursework throughout the program. Students develop a Professional Development project that is presented in the final class of Organization Development and Change Theory.

IOP 494 Industrial-Organizational Professional Development Seminar IV 1 Unit

Industrial-Organizational Professional Development Seminar I-VI provides practical, hands-on workshop experience that equips students to pragmatically apply assessment and intervention strategies in a real-world work environment by integrating coursework throughout the program. Students develop a Professional Development project that is presented in the final class of Organization Development and Change Theory.

IOP 495 Industrial-Organizational Professional Development Seminar V 1 Unit

Industrial-Organizational Professional Development Seminar I-VI provides practical, hands-on workshop experience that equips students to pragmatically apply assessment and intervention strategies in a real-world work environment by integrating coursework throughout the program. Students develop a Professional Development project that is presented in the final class of Organization Development and Change Theory.

IOP 496 Industrial-Organizational Professional Development Seminar VI 1 Unit

Industrial-Organizational Professional Development Seminar I-VI provides practical, hands-on workshop experience that equips students to pragmatically apply assessment and intervention strategies in a real-world work environment by integrating coursework throughout the program. Students develop a Professional Development project that is presented in the final class of Organization Development and Change Theory.

Philosophy (APHI)

APHI 201 Core Philosophy 3 Units

This course will explore key questions, thinkers, concepts, and texts in philosophy and apply the riches of philosophical thought regarding goodness, truth, and beauty to contemporary economic concerns. Prerequisite: Taken concurrently with AECO 201.

Philosophy (PHI)

PHI 467 Bioethics and Healthcare Professions 3 Units

This course will examine the ethical issues raised by modern advances in health care and biological research as students study both the philosophical and theological approaches to health ethics. Special attention will be given to contemporary developments in both religious and philosophical ethics and the possibilities for dialog between philosophical theories, religious voices, and biblical ethics and will be closely tied to a range of concrete cases and narratives likely to be encountered by today's health care professionals.

Psychology (APSY)

APSY 201 Psychology 3 Units

Science (ASCI)

ASCI 201 Integrated Science and Lab 4 Units

This course will integrate the scientific thought process with a study of the various natural science disciplines. Lab time is included in the schedule.

ASCI 202 Principles of Scientific Thought 4 Units

This course will introduce students to the scientific truths of the biological sciences discovered through the hypothetical deductive approach and their applications to life and limitations for society.

ASCI 203 Astronomy with Lab 4 Units

This Astronomy with Lab course will introduce the student to scientific research. Although the specific research area is visual double stars, the lessons learned in planning a research project, writing a research proposal, gathering and analyzing observational data, drawing conclusions, and presenting the research results in a published paper and public presentation, are generally applicable to all scientific research and projects.

Sociology (ASOC)

ASOC 101 Sociology 3 Units

This course will analyze the topics of social interaction, relationships, deviance, control, institutions, processes, and change; socialization; family and educational problems; child abuse; crime and delinquency; and drug alcohol, and tobacco abuse.

Student Success Skills (ASTS)

ASTS 101 University Success Skills 3 Units

This course will provide students with the skills essential to succeeding as an adult in the college setting. The course's focus will be on understanding the role of a college student and the application of academic skills and success strategies. The course will build a foundational level of information literacy and critical thinking skills; effective learning and management skills; and an individualized success plan that will provide a clear pathway to completion of the degree.

Theology (ATHL)

ATHL 201 History and Literature of the Old Testament 3 Units

This historical and literary survey course of the Old Testament will emphasize theological themes and their relevance for Christian life and faith.

ATHL 202 History and Literature of the New Testament 3 Units

This historical and literary survey course of the New Testament will emphasize theological themes and their relevance for Christian life and faith.

Theology (THL)

THL 467 Bioethics and Healthcare Professions 3 Units

This course will examine both the philosophical and theological approaches to ethics in light of the issues raised by modern advances in health care and biological research that will be closely tied to a range of concrete cases and narratives likely to be encountered by today's health care professions. Special attention will be given to the possibilities for dialog between philosophical theories, religious voices, and biblical ethics.

THL 501 Intro to Theological Research 2 Units

This course will examine the essential methods and resources for the academic study of theology with attention given to research methods for projects that do not require an academic thesis. Procedures for identifying, proposing, researching, organizing, writing, and defending the thesis or project will be covered as students are guided in beginning their research.

THL 502 Ministry in Cultural Context 3 Units

This course will utilize a sociological/anthropological framework to examine religious systems as students investigate the impact of social and cultural processes on the expression of faith with the goal of increasing their effectiveness in ministering to people from a variety of cultures.

THL 503 Multicultural Ministry in Urban Context 3 Units

The various methods of church planting will be examined in this course within their biblical, cultural, and denominational contexts to determine the most functional methods to use when developing a ministry in a multicultural, urban context. Factors such as urbanization, poverty, crime, education, economic stratification, etc. will be examined as they pertain to the development of an effective congregation in an urban community.

THL 504 Survey of Historical Theology 3 Units

This course will give an introduction to historical theology and a survey of the development of the theological formulations of the church with an emphasis on "challenges to orthodoxy" laid upon the church at various times and the role such events played in the church's confessional responses to enhance the student's understanding of the church's theological and doctrinal tasks today.

THL 505 Polity, Leadership and Team Ministry 3 Units

The polity of the Lutheran church and its relationship to leadership development and team ministry in the congregational setting will be examined in this course using lecture and case studies to biblically examine the history of The Lutheran Church–Missouri Synod's (LCMS) polity as well as the various models that are being utilized today in various parish situations.

THL 510 Lutheran Confessions 3 Units

A study of the Augsburg Confession, The Apology of the Augsburg Confession, Luther's Large and Small Catechisms, the Treatise on the Power and Primacy of the Pope, and the Formula of Concord will be discussed in this course in terms of their historical setting and theological content along with the relationship of the Confessions to the Scripture and the confessional application of their teaching in the context of the 21st century.

THL 511 Creeds and Confessions 3 Units

Through a study of the major confessions of the Christian church, this course will center on the Ecumenical Creeds and the Book of Concord as other confessional documents will be considered in relationship to these confessional statements. The historical setting and theological content of these documents will be explored along with their contemporary use and application. Students seeking ministry certification in The Lutheran Church–Missouri Synod (LCMS) should take THL 510 instead of this course.

THL 521 World Religions 3 Units

This course will survey the world's major, non-Christian religions including their origin, development, sacred writings, major motifs, belief patterns, ritual and worship, social patterns, and ethics with attention given to the similarities and differences between these and the Christian faith, especially in the context of the multi-religious communities of 21st century America.

THL 528 Seminar in Biblical Theology and Exegesis 3 Units

This seminar course will cover the Canon, inspiration of Scripture, and major themes in the Old and New Testaments using appropriate exegetical methods for interpreting various literary genres within the Bible.

THL 529 Lutheran Hermeneutics and the Theology of Scripture 3 Units

This course will study the Lutheran understanding of the nature of Scripture followed by an examination of its major themes with an emphasis on interpretive principles (e.g., Law and Gospel) for use in congregational ministry.

THL 530 The Reformation Era I 3 Units

This course will introduce the social, political, and intellectual context of the various 16th century reformations of the churches in Europe as well as the events, ideas, and implications of these reform movements with attention given to both the "magisterial" and "radical" Protestant reformations as well as the Catholic reformation.

THL 531 The Reformation Era II 3 Units

THL 540 Pastoral Epistles 3 Units

Through presentations by guest lecturers experienced in entrepreneurial church leadership, this course will explore business methods as they apply to church planters and new mission starts with emphasis given to understanding leadership, team ministry, learning from success, dealing with risk, reaching new people, developing marketing materials, financial planning, cash flow, and balancing a busy life. 201710.

THL 541 Mission Planting Institute 3 Units

This course will provide students with the resources and techniques for designing, writing, and implementing a mission plan to be used for planting a new ministry. Students will have the opportunity to develop a mission statement, core values, vision, and strategies for a mission plant along with an examination of missiology, cross-cultural ministry, evangelistic preaching, and entrepreneurial leadership. A detailed written mission plan for a specific ministry site will be required for completion of this course.

THL 565 Christianity, Ethics and Contemporary Culture 3 Units

This course will explore morality and ethics in light of scriptural teachings concerning creation and redemption as students are oriented to the main approaches, both traditional and contemporary, of non-biblical philosophical ethics and how Christian faith interacts with these approaches. The significance for ethics of the Lutheran confessional distinction between God's left and right hand rule will be explored in depth as students pursue an ethics research project tailored to their overall master's program.

THL 573 Systematic Doctrinal Theology 3 Units

In this course students will pursue graduate-level study of systematic doctrinal theology from a biblical perspective through the survey of loci, i.e., the topics, of doctrinal theology, and consider the nature and task of theological reflection; responsibilities and qualities of a theologian; and key topics in theological reflection such as the Person and Work of Christ, Justification, Law and Gospel, the Trinity, Creation, the Word of God, the Last Things, Christian vocation, and the life of the Christian church. Special attention will be given to recognizing and characterizing the church-related context in which and for which theology is undertaken.

THL 581 The Mission of Christ's Church 3 Units

An overview of the theology and practice of Christian missions including the historical development, missionary methods, evangelism programs, and paradigm shifts. Development of some skills in speaking the Gospel is included.

THL 590 Guided Readings 3 Units

The objective of this course will be determined by the student and their faculty mentor in light of the student's overall background and particular plans for research through the development of a bibliography and list for guided independent reading. The student will demonstrate significant progress in acquaintance with and understanding of the literature. Course may be repeated.

THL 591 Colloquium in Theology 3 Units

This seminar course in advanced theological research will look at a variety of topics which may include subjects from various theological disciplines (Exegetical, Systematic, Historical, and Practical Theology) and various time periods. Students will actively participate in determining the direction of this course as they research and present theological topics under the guidance of the instructor. Course may be repeated.

THL 595 Thesis I 3 Units

Students will develop a research project or thesis under the guidance of a faculty mentor.

THL 596 Thesis II 3 Units

Students will work toward completion of their research project or thesis under the guidance of a faculty mentor. Course may be repeated once if needed.

THL 599 Honors: Research 3 Units

Theology: New Testament (TEXN)

TEXN 510 The Synoptic Gospels and Acts 3 Units

This course will offer a comprehensive overview of all isagogical information concerning the Synoptic Gospels and Acts. An individual Gospel will be selected and translated with a focus on the theological meaning, emphasis, and its modern application.

TEXN 512 Gospel of Luke 3 Units**TEXN 520 Romans/Pauline Literature 3 Units**

This course will offer a comprehensive overview of the Pauline corpus (excluding the prison and pastoral epistles with an in-depth study of correspondence with one of the congregations including an inspection of the literary, cultural, and structural issues with attention paid to the theological content, meaning, and suggested applications for contemporary issues.

TEXN 532 Johannine Corpus 3 Units

This course will offer a comprehensive overview of the Johannine Corpus and an in-depth study of one of the books as the literary genre, exegetical, and interpretational issues are examined and how they enhance one's understanding of the book.

TEXN 540 PASTORAL EPISTLES 3 Units

The course offers a comprehensive overview of all isagogical information concerning Paul's Prison Epistles, the Pastoral Epistles, the General Epistles and Hebrews. Individual books will also be selected for in-depth translation and application. Particular attention will be paid to the pastoral and church related issues proclaimed in the epistles towards a practical competency of leading a congregation in the ethnic, multi-cultural context of modern pastoral mission work. Prerequisite: TGRE 502 or equivalent.

Theology: Nursing (NTHL)

NTHL 101 Foundations of Christian Theology 3 Units

This course will study the source of Christian theology, namely the Holy Scriptures, and draw upon the Scriptures as well as historical and doctrinal writings by Christian theologians, to examine major teachings of the Christian faith with differing understandings of these teachings being explored when appropriate.

NTHL 202 History and Literature of the New Testament 3 Units

As an historical and literary survey of the New Testament this course will emphasize theological themes and their relevance for Christian faith and life.

Theology: Old Testament (TEXO)

TEXO 507 Old Testament Isagogics 3 Units

This course will introduce the Torah, Prophets, historical books, and the other Old Testament writings. The history of Israel will be surveyed as each book is studied with an emphasis on the content, form and composition, theological motifs, and relevance of the material.

TEXO 510 Old Testament Option 3 Units

A major Old Testament book is studied in detail to uncover sermonic and Bible study concepts for communication.

Theology: Practical (TPRC)

TPRC 502 Pastoral Theology 3 Units

Through lectures, written projects, case studies, and discussions this course, along with pertinent readings in each area will look at the theology and practice of the church in her Word and Sacrament ministry, with biblical and confessional principles identified and applied for evangelical pastoral practice. A variety of pastoral care areas will be considered in order to demonstrate the ministry of addressing and administering the Word and Sacraments to God's people, individually and corporately, in their human situation.

TPRC 503 Pastor as Counselor 3 Units

This course will study the theoretical and practical foundations of counseling, techniques and practices as they pertain to parish and institutional ministries, with a view toward developing a personal methodological approach to pastoral counseling that integrates the Law/Gospel principle.

TPRC 521 Pastor as Missionary 3 Units

This course will root the work of "evangelism/outreach" in a thoroughly biblical view of mission and develop practical outreach methodologies to be used in a Lutheran congregation and/or mission setting as students produce an "educational" plan that will allow the identification, training, and deploying of committed Christian leaders for the growth of Christ's church.

TPRC 530 Homiletics I 3 Units

Through lectures and written assignments this course will focus on preaching from a text and writing several complete sermons along with the study of communication theories and development of oral communication skills, with special reference to effective proclamation of the full counsel of God (Law and Gospel). Laboratory preaching experience is videotaped for critical evaluation by instructor, students, and speaker.

TPRC 531 Homiletics II 3 Units

This course will look at the purpose, function, and structure of a sermon as a part of liturgy and worship including textual preaching focused on parables, miracles, and Old Testament texts; the polarity of Law and Gospel in all preaching; sermon theory; and delivery.

TPRC 542 Lutheran Worship in Culture Context 3 Units

This course will examine and assess the historical and theological understanding of worship within the Lutheran context, observing the forms and practice of worship within present, ethnic/multi-cultural communities. Guided by proper theological, historical, and contextual models, students will promote sacramental worship in various, new ethnic/multi-cultural missional settings.

TPRC 551 Ethnic-Urban Church Planting 3 Units

This course will study organizational structure of the church in various cultural and denominational models to determine those that are most functional in a given cultural context and new ways of planting Christian congregations within the integrity of a given culture and biblical guidelines.

Theology: Systematics (TSYS)

TSYS 511 Systematics I 3 Units

The course will examine the nature and function of biblical theology and its application to the questions posed in the post-modern age including the doctrine of God and His Trinitarian nature and attributes; the doctrine of creation and providence; and His creatures, both angels and humans.

TSYS 512 Systematics II 3 Units

This course will examine the person and work of Jesus Christ and its application to the questions posed in the post-modern age including the saving grace of God, the humanity and deity of Jesus Christ, atonement, the offices of Christ, the application of salvation, justification, conversion, and saving faith of sinful humanity.

TSYS 513 Systematics III 3 Units

The course will examine the person and work of the Holy Spirit and its application to the questions posed in the post-modern age including sanctification, good works, Baptism, the Lord's Supper, and absolution, Law and Gospel, the Christian church, the office of the public ministry, and eschatology.

Theology: Vicarage (TVIC)

TVIC 501 Vicarage I: Practicum I 2 Units

Students will serve four (4) years in a church(es) under a mentor or supervisor while fulfilling a variety of functions in preparation for full-time, ordained ministry, often beginning a new parish in an area where ethnic identification and ministry are possible. The four years run concurrently with academic studies making them equivalent to approximately one (1) year of fulltime vicarage.

TVIC 502 Vicarage I: Practicum II 3 Units

Students will serve four (4) years in a church(es) under a mentor or supervisor while fulfilling a variety of functions in preparation for full-time, ordained ministry, often beginning a new parish in an area where ethnic identification and ministry are possible. The four years run concurrently with academic studies making them equivalent to approximately one (1) year of fulltime vicarage.

TVIC 503 Vicarage II: Internship I 3 Units

Students will serve four (4) years in a church(es) under a mentor or supervisor while fulfilling a variety of functions in preparation for full-time, ordained ministry, often beginning a new parish in an area where ethnic identification and ministry are possible. The four years run concurrently with academic studies making them equivalent to approximately one (1) year of fulltime vicarage.

TVIC 504 Vicarage II: Internship II 3 Units

Students will serve four (4) years in a church(es) under a mentor or supervisor while fulfilling a variety of functions in preparation for full-time, ordained ministry, often beginning a new parish in an area where ethnic identification and ministry are possible. The four years run concurrently with academic studies making them equivalent to approximately one (1) year of fulltime vicarage.

TVIC 505 Vicarage III: Mission Plant I 3 Units

Students will serve four (4) years in a church(es) under a mentor or supervisor while fulfilling a variety of functions in preparation for full-time, ordained ministry, often beginning a new parish in an area where ethnic identification and ministry are possible. The four years run concurrently with academic studies making them equivalent to approximately one (1) year of fulltime vicarage.

TVIC 506 Vicarage III: Mission Plant II 3 Units

Students will serve four (4) years in a church(es) under a mentor or supervisor while fulfilling a variety of functions in preparation for full-time, ordained ministry, often beginning a new parish in an area where ethnic identification and ministry are possible. The four years run concurrently with academic studies making them equivalent to approximately one (1) year of fulltime vicarage.

TVIC 507 Vicarage IV: Church Planting I 3 Units

Students will serve four (4) years in a church(es) under a mentor or supervisor while fulfilling a variety of functions in preparation for full-time, ordained ministry, often beginning a new parish in an area where ethnic identification and ministry are possible. The four years run concurrently with academic studies making them equivalent to approximately one (1) year of fulltime vicarage.

Visual/Performance Arts (AART)

AART 201 Core Integrated Arts 3 Units

Through integrated reading, multiplemedia presentations, listening, writing, and live and/or online performance attendance, this course will engage students with the arts as meaning/making elements through history in science, faith, philosophy, and sociology.

Writing (AWRT)

AWRT 104 College Composition 3 Units

Students will practice research methods and a variety of writing strategies such as narration, description, exposition and argumentation as they develop as critical thinkers and writers through research, reading, writing and writers workshops.

FACULTY

Presidents and Emeriti

† = Called to Glory

President

Krueger, Kurt J.

Professor of English
President, 2010-present
M.A.T, Lewis and Clark College, Portland OR
M.A., Marquette University, Milwaukee WI
Ph.D., Indiana University of Pennsylvania, IN
Teacher Colloquy, Concordia College, River Forest IL

Former Presidents

Halm, D. Ray

President, 1980-98
M.A., Ball State University, Muncie IN
Ed.D., Pepperdine University, Irvine CA
D.D., Concordia Theological Seminary, Ft. Wayne IN
Pastoral Colloquy, Concordia Seminary, St. Louis MO

Kramer, Loren T.

Interim President, 2009-10
M.Div., Concordia Seminary, Springfield IL
D.D., Concordia University, Irvine CA

Manske, Charles L. †

Founding President, 1972-79
M.Div., Concordia Seminary, St. Louis MO
M.A., Washington University, St. Louis MO
Ph.D., University of Southern California, Los Angeles

Preus, Jacob A. O.

President, 1998-2009
M.Div., S.T.M., Th.D., Concordia Seminary, St. Louis MO

Professors Emeriti

Baden, Marian J.

M.Ed., Concordia College, Seward NE
Ph.D., University of Nebraska, Lincoln

Baden, Robert C. †

M.Ed., Ph.D., University of Nebraska, Lincoln

Barnes, Robert D.

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Ph.D., St. Louis University, MO

Brown, Jacqueline Y.

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Ph.D., Claremont University, Claremont, CA

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Postdoctoral Research Associate, Florida State University, Tallahassee

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 M.Phil., Ph.D. Hebrew Union College, Cincinnati OH
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